

Annual Report SY 18-19



#theresnoplacelikeisp



International
School of Panama

Our mission

We educate and inspire our students to reach their full potential and contribute to the world by providing an exemplary English language education, enriched by our multicultural community.

Our vision

ISP is a leading international school inspiring students to be conscientious inquirers and empowering them with the skills, courage, optimism, and integrity to pursue their dreams and make a positive contribution as global citizens.



Annual Report SY 18-19

TABLE OF CONTENTS:

BOARD OF DIRECTORS REPORT	1
MESSAGE FROM THE DIRECTOR VIKI STIEBERT	3
ACCREDITATION	6
FINANCE OVERSIGHT	7
STRATEGIC PLAN 2015 – 2020	11
ENROLLMENT PROFILE	13
CITIZENSHIP PROFILE	14
ISP REACHES OUT TO THE BROADER COMMUNITY IN PANAMA	15
EARLY CHILDHOOD (ECC)	17
ELEMENTARY SCHOOL: PRINCIPAL REPORT	19
MIDDLE SCHOOL: PRINCIPAL REPORT	21
HIGH SCHOOL: PRINCIPAL REPORT	25
COLLEGE MATRICULATIONS 2019	28
IB PROGRAM AT ISP	29
SERVICE LEARNING EXPERIENCES AT ISP	31
CURRICULUM & PROFESSIONAL LEARNING	33
PHYSICAL EDUCATION, ATHLETICS AND AFTER SCHOOL ACTIVITIES	37
VISUAL AND PERFORMING ARTS PROGRAM	39
PARENT-TEACHER ASSOCIATION (PTA)	43

BOARD OF DIRECTORS REPORT

The 2019-2020 Board of Directors is honored to welcome you to our Annual General Report. The past year opened up new opportunities and challenges for our community that led to the General Assembly of Parents vote of no-confidence and special Board elections. A new Board came into office on December 3, 2018 and began its period with the goal of renewing the community's trust and confidence. In alignment with this goal, the Board identified three main objectives: improving school governance; reaching long-term financial sustainability; and strengthening relations with the School Director, PTA, and parent community. Based on these objectives, the following initiatives were implemented:

School Governance

Following the parent community's call to improve school governance, the school hired an internationally renowned consultant, Dr. Marc Frankel of Triangle Associates, to conduct a comprehensive governance review. In March, Dr. Frankel performed an initial assessment by conducting face-to-face interviews with key ISP stakeholders and provided his initial feedback to the Steering Committee. He then returned to ISP in May and held a Governance Workshop with the Board and School Director to guide them in their efforts moving forward. The Board is currently reviewing Dr. Frankel's final recommendations and plans to present them to the community at the Annual General Assembly in October. The Board would like to thank those parents who graciously donated funds to cover the cost of the governance consultant and recognize Procter & Gamble as a corporation for also making a donation to support this initiative.

Financial Sustainability

One of the greatest areas of focus for the Board this year was working towards creating long-term financial sustainability through a number of savings initiatives and restructuring the budget. In order to lessen the financial burden on families, the Board implemented the lowest tuition increase in the past six years for the 2019-20 school year. This low increase of 3% meant that more than ever the school needed to identify areas of savings and streamline operations.

Under the leadership of the Finance Committee, the school restructured the budget to include prioritization of non-discretionary spending and additional approval processes, implemented a monthly review of the school's expenditures, and pinpointed areas of savings. Part of this restructuring included implementation of a new purchasing process, which created savings of over \$250,000 this year and improved quality from the school's providers. In addition, the operation and finances of the school's cafeteria have consistently improved during the past year. The Board also approved major capital investments aimed at maintaining or improving the learning environment at ISP, including a school wide enterprise resource planning (ERP) software, which should improve communication between the Finance Department and parent community. The new software will be installed during the 2019-20 school year.

The Board is also proud to announce the creation of an Endowment Account for the school. The goal is to continue adding to this account each year with the purpose of increasing financial stability, flexibility for future building projects, and interest income for current operations.

In collaboration with the Human Resources Committee, the Board analyzed the Director's appraisal and overall organizational health of the school. In addition, the Transportation Committee proposed a new model of transportation in which the school no longer subsidizes the ASA transportation with the purpose of optimizing expenditures and increasing operational efficiency.

In May, the Board approved the proposed budget for the 2019-20 school year and is confident in the steps taken thus far to achieve long-term financial sustainability.

Strengthening Relations

The Board recognized that strengthening its relations with the School Director, PTA, and parent community through increased communication and transparency is essential to the success of the school. In working towards achieving this, the Board provided the community with regular updates on its progress and initiatives, the Head

of the PTA gave the Board regular updates during meetings, and the School Director participated in Board and committee meetings. The Marketing & Communications Committee together with school staff evaluated current practices, and based on a recommendation that came out of the school's technology audit, a team of parents is working closely with the school's Head of Communications to improve the way in which the school communicates.

Overall, the school was able to overcome past challenges this year and move in a positive direction towards making ISP the best it can be.

Head of School

The current ISP Director, Mrs. Viki Stiebert, has decided not to renew her contract for the 2020-21 school year.

We extend our gratitude to Mrs. Stiebert for her many contributions during the past two years. Mrs. Stiebert has elevated the school's level of academic excellence through teacher development and improved individualized education based on student needs and choices. Mrs. Stiebert will still be with us for the entire school year from August 2019 to June 2020, helping us with critical tasks to set the path for the future of our school, and the Board of Directors is currently in the process of hiring a new Director to start in June of 2020.

The ISP Board of Directors

Since staggered Board member terms were established during the special elections to avoid complete Board turnover every year, two of the Board members' terms expired in May. Alexis Tahta ran for the Board appointed position, while Samar Choudhuri decided not to run again in order to dedicate more time to his business enterprises. Following elections in May, Alexis Tahta was appointed to the Board and Yasser Williams was elected to the Board, both for a period of three years.

We would like to welcome Yasser Williams and give a special thank you to Samar Choudhuri for his service and dedication to the Board and wish him well in his future endeavors.



The current Board of Directors is composed of the following:

President:
Carlos Giraldo

Vice President:
Mariela Paredes

Treasurer:
Rafael Quinn

Secretary:
Eduardo Caruso

Members at Large:
Ana Rubinoff
Wiston Uzcategui
David Bianco
Yasser Williams
Alexis Tahta

Samar Choudhuri served from December 2018 to May 2019

Finance Committee Chair:
Rafael Quinn

Governance Committee Chair:
Ana Rubinoff

Transportation Committee Chair:
David Bianco

Human Resources Committee Chair:
Eduardo Caruso

Marketing and Communication Committee: Samar Choudhuri

Elections Committee Chair:
Ana Rubinoff

MESSAGE FROM THE DIRECTOR VIKI STIEBERT



Dear ISP Community,

Welcome to the Annual Report SY18-19. We are looking forward to sharing this year's financial results and summaries from the key divisions as well as our academic results, our university admissions and the year's events in both our Visual and Performing Arts (VAPA) and After School Activities (ASA), with our community.

In our mission we state that we want each child to reach their potential and we have been consciously increasing the number of opportunities our students have at ISP.

Our enrolment has remained stable and we finished the year with 1233 students from 45 nationalities.

We began our year focusing on three whole school goals:

- 1. Refining and defining the **inquiry** based pedagogy used in each classroom
- 2. Engaging actively with our new **Character Profile**
- 3. Examining all ISP departments and encouraging further **fiscal efficiency**

As a school we are in the fourth of a five year Strategic Plan focused on three areas: *Academic Excellence, Climate and Culture and Organizational Health*. In line with the plan, this year the school has managed to retain 70% of our teachers which is significant and demonstrates once again that ISP is a global employer of teachers of excellence. In other areas we continue to strive to meet all of the set goals. Please click [here](#) for the Strategic Plan.

As a school we have continued to define ourselves in line with our five core values. Here we have listed some of our major accomplishments.

It's not about me. It's about us.

Our very active PTA is all about community building and hosted a large number of events, some of these such as the movie night were new and drew a large crowd! The annual Family Fun Fair had close to 2000 visitors!

We developed a new transportation model which will in the future be financially self sustainable and will no longer be supported indirectly by our parents. The new model requires all families to work together in order for it to work efficiently for all.

In our Early Childhood Center we introduced a Multiage program this school year ensuring we can meet the social/emotional development of our youngest students even better.

We look after the planet as well as we look after each other.

ISP supports over 30 service projects and every student participates throughout the year, serving others. One of our projects, SET, won the [AASSA Global Citizen Award](#)!

Our students developed the ECO code in order to next year become a [Green Flag school](#). We have planted trees, are composting waste products and are now actively recycling throughout the school.

We looked after two of our teachers who became very ill and supported them both financially and emotionally, a huge thank you to all who assisted at a time of need.

Learning is a lifelong adventure.

Over 30 of our students spent much of their summer with a variety of companies serving internships.

Not only our students but our teachers too are adventurous learners with 42 ISP teachers speaking at national and international conferences. In addition we ran two summer institutes with 40 teachers spending a week of their summer vacation learning about [SRI](#) and the [Responsive Classroom](#) techniques. We also hosted the largest [PAIS](#) conference with two international speakers attending and over 550 teachers learning together.

As a school all of our teachers completed a book study '[The Power of Inquiry](#)' by Kath Murdoch. Our parents have actively participated in 6 Director Breakfasts, [Conscious Discipline](#), visiting speakers such as [Lance Allred](#) or [FCD](#), as well as many parent events throughout the school year.

Find ways to stand out. That's how we become outstanding.

This year over 30 students participated in an internship project which was developed by some of our very supportive parents. This project is now in its second year.

ISP had over 1000 visitors for [AASCA](#) soccer. ISP participated in AASCA girls' basketball for the first time in five years. Our teachers participated in the ISP Professional Learning Pathway program and each teacher shared their goals and achievements publically at the end of the annual cycle. ISP went to the [VEX](#) robotics awards and out of 1200 teams was awarded #62!

We have a pioneering spirit: every person at our school leaves a footprint.

Over 90 students participated in the Wizard of Oz and 80 MS/HS students made the musical Shrek happen! ISP supported [SEARCH Associates](#) in their first job fair held in Panama. PANAMUN included Grade 5 for the first time and MS/HS invited over 100 students from around the globe to join us at ISP. We held [AMIS](#) for the first time and hosted over 100 students in our homes.

ISP is always looking at being a part of leading educational conversations. This year we joined the [Common Ground Collaborative](#) enabling us to collaborate with other leading schools around the world in what is worth learning in 2020 and beyond.

So many milestones for ISP in just one school year! We are aiming for our students to be authentic, compassionate, principled, adventurous, independent and above all joyful!

We want each student to reach their potential and looking at the above list we can see that there are a large number of opportunities for our students to become all of the things we aspire for them to be for a #futurewithoutborders for each and every one.

Viki Stiebert
Director



ACCREDITATION

In February 2019 we hosted our accreditation review team from AdvancED. ISP is once again fully accredited by AdvancED for another five years. As part of the process, ISP has received our "Engagement Review Report." AdvancED provides an Index of Education Quality (IEQ) which is a holistic measure of a school's overall performance. The IEQ results are reported on a scale of 100-400. As reported by AdvancED, an IEQ score below 250 indicates the institute has several areas to focus their improvement efforts, an IEQ between 225-300 indicates the institute is using results to inform continuous improvement and demonstrates sustainability, an IEQ of 275 and above indicates the institute is engaged in practices that are sustained over time and are becoming ingrained in the culture.

- The average range of all institutions accredited in the last 5 years: 278.34 - 283.33
- International School of Panama's institution IEQ: 309.00

Accolades/Strengths as reported in the "Engagement Review Report":

- Overall academic and extracurricular programs geared to meet the various learning and interest needs of students
- Differentiation in the classroom
- Meeting the learning needs of individual students
- Learning Support Systems for students (LS, EAL, Gifted)
- Aligned curriculum
- ISP's Arts Program
- STEM is imbedded as part of all students' school experience
- Our culture is our greatest strength

Areas for Future Focus:

- Develop an evaluative process to determine the impact of new initiatives
- Continue to refine and embed practices from the new teacher appraisal system to continue to improve professional practice and organizational effectiveness
- Governing authority to continue to develop, clarify, and ensure adherence to policies that guide the authority's actions and purpose

We are proud of the results we have received from AdvancED and the accreditation team. The "Engagement Review Report," along with other documents, will be reviewed as part of the creation of the school's next strategic plan.

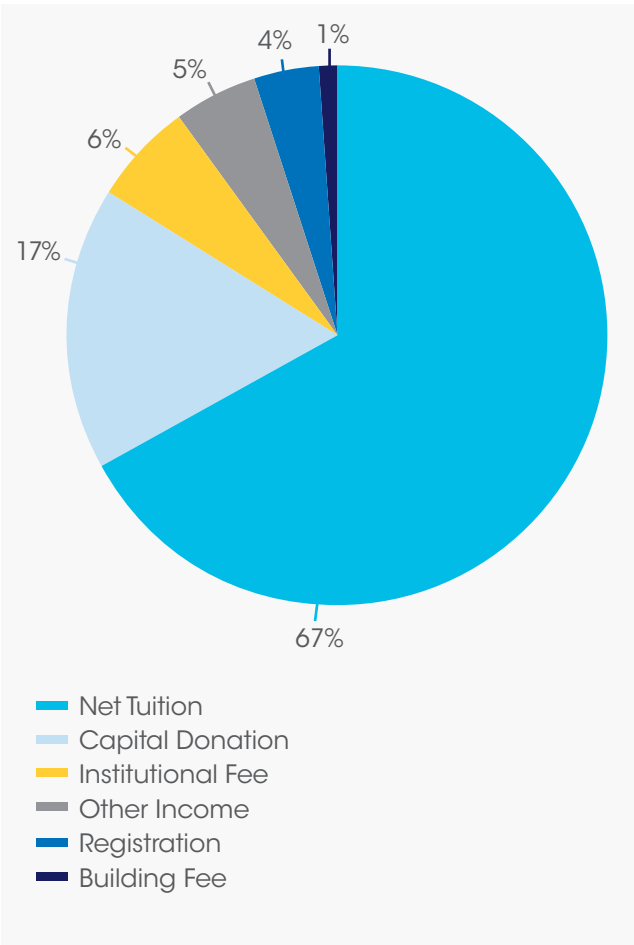
FINANCE OVERSIGHT

The International School of Panama is a non-profit organization devoted to the highest quality of PK-12 education catering to a diverse international population of students from across 43 countries. All income at ISP is either re-invested towards improving school infrastructure, enhancing student experiences, and supporting programs that enrich the learning experience or saved to guarantee financial stability for years to come.

Where does ISP’s revenue come from?

ISP revenue saw an increase of USD1.2MM from 2018 to 2019. During the academic year 2018-2019 ISP total revenue was USD25.4MM, with 67% coming from tuition, making this the school’s main revenue stream. The remaining 33% of revenue came from Institutional Fee, Registration, academic program fees (EAL, Learning Support, IB, etc.) also After School Activities, and an important portion of USD4.7MM from Capital Donation (18% of total revenue) which is incurred by each student once during their school tenure.

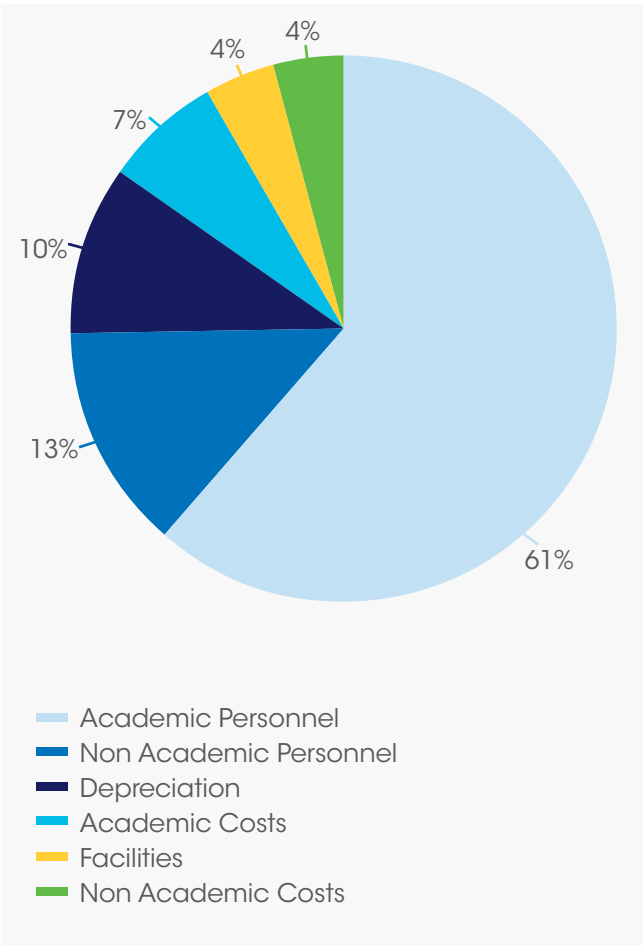
Total Revenue



How ISP spends its money?

The core of our expenses are Academic Costs accounting for 68% of our total expenses. From these, Academic Salaries & Benefits accounts for 61% of our total expense. This cost relates to our strategy of employing highly qualified international and local teachers to ensure the best, most up-to-date teaching methodologies are utilized at the school. The second highest expense, accounting for 13%, corresponds to Non-Academic Salaries & Benefits, which entails our back office administrative support which provides the infrastructure and systems needed for the school to function.

Total Operating Expenses



Cost & Accounts Receivable Control

Our audited reports show two key accomplishments in Cost Control and outstanding Accounts Receivables. This is a direct reflection of implementing tightened financial internal controls and processes.

In 2019 we have results in academic and operating expenses of USD23.8MM; remaining flat YoY. Purchasing controls implemented in the year ensured the best price options on our purchases and clear identification of needs.

The Statement of Financial Position shows a significant improvement in our Accounts Receivable line. In 2019, A/R results were at USD2.7MM, from 2018 at USD3.3MM. Most importantly, there was an improvement for outstanding receivables for over 90 days.

“450K IMPROVEMENT IN A/R +90 DAYS”

By the end of 2019 after bad debt accrual, our over 90 days receivable decreased 98% from USD455K to USD5K. This was possible due to updates to ISP’s contract terms, clear communication guidelines, and follow ups with parents. Results in receivable collections directly impact our cash line for ISP operations.

Cash in Bank

Management of cash is essential in a non-profit educational organization. We are pleased to report that we have an increase in cash to USD8.8MM in 2019 from USD5.5MM in the previous year. This is a direct result of work done by the Finance Collection team to reduce our outstanding accounts receivable and the application of 3% tuition increase for the year. The school currently holds USD2.3MM Time Deposits as part of the contingency reserve of USD3.7MM for emergencies. With the cash

results from this year the school has decided to open an endowment account for \$1M as a means to create a pathway and process for cash management that can be utilized as a guarantee for future major investments.

Main Investments 2018-2019

Income generated by the school is re-invested in the school infrastructure, security and technology. In 2019, ISP made investments for the improvement of the school for a total of USD1.4MM.

Among many other investments, one of our most impactful (and fun) investments for the year was a USD100K new playground for Elementary students, which opened at the start of the current school year for the enjoyment of young students.

Technology plays a major role in the life of ISP, from inside the classroom to administration, to systems that interact with our ISP Community. For inside the classroom technologic enhancement activities the school invested a total of USD82K in Chromebooks/iPads, USD70K in Smart boards, and USD30K in STEM lab equipment directly impacting the learning experience of students at all levels. In 2019 the tech team at ISP undertook a major project to integrate different domains into one, and migrate to a Google platform to better serve our Student and Teaching community. The investment in time took several months, with a capital investment of \$52K.

Security is a priority at ISP. In 2019 we invested \$58K in upgrading our fire alarm system, security barriers and controls, CCTV system.

Summer projects focused on our infrastructure for USD133K, including installing slab waterproofing for the Elementary building, replacing rainwater canals across the school, building a cross fit facility, and installing a retaining wall behind the Middle School building, among many other improvements required to get the school ready for the start of the academic year.

STATEMENT OF FINANCIAL POSITION

Notes	2019	2018	August 1st 2017
ASSETS			
Current assets			
4 Cash	B/. 10,238,910	B/. 6,916,384	B/. 3,391,975
4 Time deposits	2,308,198	2,439,997	2,440,528
5 Other accounts receivable, net	2,686,416	3,288,228	23,398
6 Prepaid expenses and other assets	29,093	44,786	530,242
	<u>15,262,617</u>	<u>12,689,395</u>	<u>6,386,143</u>
Non-current assets			
7 Property, improvements, furniture, equipment and textbooks, net	28,997,581	30,143,251	30,957,997
8 Severance fund	1,591,056	1,495,248	1,368,604
Guarantee deposits	2,315	5,515	5,515
	<u>30,590,952</u>	<u>31,644,014</u>	<u>32,332,116</u>
TOTAL ASSETS	<u>B/. 45,853,569</u>	<u>B/. 44,333,409</u>	<u>B/. 38,718,259</u>
LIABILITIES AND FUND BALANCE			
Current liabilities			
10 Loans payable, current portion	B/. 568,501	B/. 533,915	B/. 516,753
11 Advances received	816,936	760,449	73,990
12 Deferred revenue	10,311,728	10,015,033	4,935,021
13 Other accounts payable and accrued expenses	895,619	666,485	488,073
14 Personnel related payables	423,184	478,856	729,825
	<u>13,015,968</u>	<u>12,454,738</u>	<u>6,743,662</u>
Non-current liabilities			
8 Seniority premium	929,301	821,604	744,925
10 Loans payable, non-current portion	3,618,586	4,176,320	4,700,303
11 Advances received, non-current portion	-	75,000	75,000
	<u>4,547,887</u>	<u>5,072,924</u>	<u>5,520,228</u>
Total liabilities	<u>17,563,855</u>	<u>17,527,662</u>	<u>12,263,890</u>
Fund balance			
Unrestricted fund	24,579,840	23,364,197	23,268,435
4 Restricted fund	3,709,874	3,441,550	3,185,934
Total fund balance	<u>28,289,714</u>	<u>26,805,747</u>	<u>26,454,369</u>
TOTAL LIABILITIES AND FUND BALANCE			
BALANCE	<u>B/. 45,853,569</u>	<u>B/. 44,333,409</u>	<u>B/. 38,718,259</u>

The accompanying notes are an integral part of these financial statements.

STATEMENT OF COMPREHENSIVE INCOME

Notes	2019	2018	August 1st 2017
ASSETS			
Current assets			
4 Cash	B/. 10,238,910	B/. 6,916,384	B/. 3,391,975
4 Time deposits	2,308,198	2,439,997	2,440,528
5 Other accounts receivable, net	2,686,416	3,288,228	23,398
6 Prepaid expenses and other assets	29,093	44,786	530,242
	<u>15,262,617</u>	<u>12,689,395</u>	<u>6,386,143</u>
Non-current assets			
7 Property, improvements, furniture, equipment and textbooks, net	28,997,581	30,143,251	30,957,997
8 Severance fund	1,591,056	1,495,248	1,368,604
Guarantee deposits	2,315	5,515	5,515
	<u>30,590,952</u>	<u>31,644,014</u>	<u>32,332,116</u>
TOTAL ASSETS	<u>B/. 45,853,569</u>	<u>B/. 44,333,409</u>	<u>B/. 38,718,259</u>

STRATEGIC PLAN 2015 – 2020

Areas of Focus & New Directions

- Academic Excellence:** Shaped by the best practices in teaching and learning.
- High Caliber Teachers:** Attracting, retaining, and nurturing the highest caliber of professionals. Expanding IB Diploma Options and Providing
- New, Innovative High School Program:** Providing world-class IB Diploma (IBDP) and rigorous programs centered on innovation and entrepreneurship.
- Science, Technology, and the Arts:** Pioneering instruction in the sciences and art to provide robust opportunities in STEAM.
- Climate and Culture:** Building a community, sense of belonging and school spirit amongst all students, staff, parents, and alumni.

2015-2020 Goals

Academic Excellence

- To deliver a holistic learning experience to every student in every grade, every day, that has a foundation in a constructivist approach such that students will grapple with ideas, problems, and questions to experience real and meaningful learning, masterfully facilitated by ISP staff. Define and deliver a curriculum consistent with the vision of the school.
- Define and deliver cohesive instruction that balances traditional and constructivist experiences.
 - Define learning outcomes and assessment practices for measuring success.
 - Forster 21st Century learning skills.
 - Structure organizational leadership to support the strategic plan.
 - Support teachers as they implement the plan.

Organizational Health

- Create an environment that attracts, supports and maintains a highly motivated, expert and professional staff
- Ensure that ISP is a desirable school among international teachers.
 - Nurture and support staff.
 - Increase and enrich the diversity of the staff.
- Build a sustainable financial model that ensures the long-term economic success of ISP
- Manage the size of school to its optimal level.
 - Forecast and plan for the inclusion of initiatives with considerations for shifts in the region and global economies.
 - Consider alternative revenue streams.

Climate and Culture

- To increase, as measured annually, a sense of community, belonging, and school spirit among all students, staff, parents, and alumni.
- Enhance communications
 - Increase community collaboration (PTA)
 - Strengthen staff sense of belonging
 - Promote an engaging environment for staff



ENROLLMENT PROFILE

Grade	Aug-18	Jun-19	Aug-19
PK.3	50	60	30
PK.4	69	72	69
K	79	76	72
1	83	80	81
2	75	76	83
3	76	80	78
4	69	75	89
5	87	95	83
6	80	82	96
7	76	82	80
8	89	90	84
9	96	105	97
10	92	90	103
11	84	85	85
12	86	85	85
TOTAL	1191	1233	1215

CITIZENSHIP PROFILE

Grade	Panamanian	US & Canada	Asia	European	Mexico, South & Central America	Other
PK.3	47%	25%	0%	13%	16%	0%
PK.4	49%	10%	3%	11%	27%	0%
K	38%	11%	5%	14%	32%	0%
1	38%	16%	6%	11%	29%	0%
2	42%	18%	4%	17%	19%	0%
3	24%	19%	8%	13%	36%	0%
4	26%	19%	6%	8%	42%	0%
5	21%	19%	7%	18%	34%	1%
6	15%	23%	5%	16%	42%	0%
7	18%	10%	5%	26%	41%	0%
8	23%	14%	5%	20%	38%	0%
9	24%	16%	11%	15%	35%	0%
10	24%	17%	6%	23%	30%	0%
11	34%	22%	5%	15%	24%	0%
12	20%	13%	1%	21%	44%	1%
TOTAL	28%	17%	5%	16%	33%	0%

ISP REACHES OUT TO THE BROADER COMMUNITY IN PANAMA

At ISP, our principles guide us. As we reach out to the broader community we show “It’s not about me. It’s about us” and us is our community at large. That is the reason why we are trying to spread our good fortune to other schools in the area. Throughout the current year, many efforts have been made to collaborate with other schools in Panama.

The ECC teachers had the opportunity of sharing their expertise as well as leadership skills with teachers from Escuela San Pedro Nolasco that came to work at the ECC to learn about our early childhood program. San Pedro Nolasco is a public school located in Burunga, Arraijan, an area of extreme poverty. The school is a MEDUCA school but its facilities and training are sponsored by four local NGOs. The visit provided a great learning opportunity for all the professionals involved. The San Pedro Nolasco teachers were amazed about how we foster independence in our students; how they unpacked and packed their belongings; how they pick up after the early morning routines and after choice time. They were also very intrigued about how we trust students to make choices and how they follow routines and transitions. What truly caught their attention was our student-centered focus and the work we have done with our character profile.

The staff from a school in Penonome and another in Arraijan came to observe how the ECC teachers worked. The director and pre-school teacher’s visit to the ECC classrooms to understand how students learned through the choice areas. They were interested in learning about the goals of an ECC program and why should the focus be on the socio-emotional growth of the child. The director and teachers were very grateful for this wonderful learning opportunity offered by ISP.

Every year the ISP elementary community generously gives supplies for the students of our sister school, Escuela Gabriel Lewis Galindo. The students from the school mainly come from the community of Las Trancas, a community that started as squatter houses. The donation allows students that come from families that cannot afford school supplies for their children to have the materials they need for their education. Through the years, our help to the school has transformed from a rural school to a school that now has air condition in the classrooms and TVs. Third through six graders also came to watch our Wizard of Oz production and were thrilled to be able to enjoy this wonderful performance in our auditorium.

ISP has continued to collaborate with MEDUCA and the American Chamber of Commerce (AMCHAM) in training and working with 16 directors from the San Miguelito Region (read more about this initiative in our web page). The directors were invited to attend the PAIS Conference and they chose to participate in several of the Spanish workshops. The director from “Escuela República de Corea” located in Pan de Azucar, San Miguelito sent his PK teachers to our ECC to spend the day. The ISP ECC team was very welcoming and willing to share their expertise with the visiting group. The elementary Counselors, Raul and Katherine, are also doing a series of workshops in Conscious Discipline for the directors after finding out that they were interested in learning new strategies on how to work with teachers and students.

We truly hope that these initiatives will open the door to broader collaboration so we can truly make a difference in the education system of Panama. So we can continue to “look after the planet as well as we look after each other”.



EARLY CHILDHOOD (ECC)

In Early Childhood, the year began with an important new initiative, multiage grouping. The initiative proved to be very successful. Teachers observed that friendships were fostered among the different age groups. Multiage helped with English language acquisition, as four-year-olds practiced their English as they share ideas with three-year-olds; three-year-olds participated in the discussions using English. For the ECC teachers multiage optimized the learning opportunities for both groups. The growth for both groups was very positive. They observed how students learned from watching each other. The younger students kept up the pace of the older ones. The older students are always willing to take leadership roles. Routines and transitions were learned and reinforced in a shorter period of time - the younger students learn routines and skills from the older ones and routines were reinforced in the older ones. It fostered independence in all.

Our focus continued to be on socio-emotional growth of each child. The year also began. The year also began with an important focus on adaptation and transitions as three and four year olds worked together in their classroom community. It is fundamental for our children to explore and feel safe in their new environment as well as with classmates and teachers.

The studies proved to be of great interest to our students. Through the Clothes study, they learned how clothes are designed, made and how to take care of their clothes by reading the labels before washing them. To celebrate all they learned through the Wheel study, students rode their bikes, scooters and skateboards at school. The activity also brought the opportunity for teachers to reinforce the importance of wearing safety gear while doing a sport on wheels. Rocks was the next study for ECC. Children observed and learned metamorphic sedimentary and igneous rocks. They investigated volcanoes and dinosaur fossils. As a celebration to our Rock study and an introduction to our Tree study, ECC students visited Panama Viejo. They had a

wonderful time observing and climbing part of the tower. They were amazed by the fact that, in the past, people actually used rocks to build big structures. They walked around the park and found different kinds of trees. At the end they all became pirates and went in search of Panama Viejo gold. They found many gold coins and ate a few before coming home to ISP. Trees that students investigated and found answers to questions such as "Who lives in trees? How trees change?" The question caught the attention of our students who focused on gathering and planting all sorts of seeds to see them grow and change.

The last of our studies was Reduce, Reuse, and Recycle. The Study supported and reinforced concepts related to Earth Day as students investigated and found answers to questions such as, "Where does trash go? How can we reuse junk? How can we create less trash? Getting Ready for Kinder and becoming PK experts was our last study. Our four year olds had the opportunity of visiting the cafeteria and the K classrooms. In our garden, the children cleared the summer weeds, learned about soil and worms and started planting new seeds. Some of the seeds started to sprout and some even grew into beautiful sunflowers. Students were also learning about butterflies, they saw the eggs hatch, the caterpillars eating, growing, and turning into a cocoon. They were also able to observe a butterfly come out of the cocoon, resting while its wings dried and then fly away. They learned about bees and honey. They learned how to make compost as they recycled their banana peelings, apple cores and all sorts of organic matter in one of the garden beds. In the Atelier students worked on different projects. They made piñatas after they read stories from the Beginning of the Year Study. They also learned to stitch the letter of their name during the Clothes Study.

There were many celebrations during this year. Among them, UN Day, students came wearing their national dress and shower their pride

in their country's attire during the parade. To celebrate Mes de la Patria students did a wonderful performance in the PAC. ECC celebrated Mother's Day by doing a get together in the ES cafeteria where children sang for their moms and did beautiful arts and crafts such as fine necklaces and bracelets made with pipe cleaners and beads as presents for their moms. For the Holidays, ECC had a pajama day where students enjoyed holiday stories and baked cookies with their parents. During the first weeks upon returning from vacation, the ECC celebrated Bringing Literacy to Life. During the week questions such as, "What are the parts of a book? Who are the characters? How can we build a story? Who is the author and the illustrator?" were explored. We also had the visit of a special author of many children's books that read one of his stories to our ECC students. To end our celebration of Bringing Literature to Life, on Friday, our students had the opportunity to share their favorite stories by making storybook characters come to life! Students in the ECC worked very hard in preparing their masterpieces and presenting their beautiful creations during the ECC Art fest. The proceeds from the sales of their artwork were donated to Costa Recicla. They enjoyed learning their song and dances as well as rehearsing and performing them on the PAC stage for the Music Show.

For parents' education, we continue doing the Conscious Discipline Coffees. Through the coffees, parents gain skills to respond rather than react to life events. Through responding, conflict moments are transformed into cooperative learning opportunities. For the first time, during the month of December we had a coffee to explain to parents our process of observation and evaluation. During the coffee parents had the opportunity to ask questions that help them understand and clarify doubts before the report cards went home.



ELEMENTARY SCHOOL: PRINCIPAL REPORT

Last year we saw our students thrive and grow. As a school we adopted a set of character traits, and our work throughout the year was mirrored in them.

Our students were **AUTHENTIC** as they completed exceptional feats that reflected who they are. Nothing defines this more than our Grade 5 moveup ceremony that consisted of class-level performances that were selected, choreographed, and led by the students. The students came together at the end of the year to share their individual talents, skills, and enthusiasm, and it made their move-up ceremony stand out.

Being **COMPASSIONATE** is something that our students practiced in abundance. Our Kindergarten students set a tremendous example of this in how much they thought about and supported one another. This was particularly true as the broadening of our inclusion program increased the diversity of the students and teachers in their rooms. Small in stature, our kindergartners were giants in learning and displaying empathy as they grew throughout the year.

Our Grade 2 students ended the year with an economics unit that highlighted the need to be **PRINCIPLED**. Choices and decisions led to outcomes and these students learned first-hand about the importance of ethics and dedication to an idea. This was real-world learning on a small but valuable scale.

An overnight at ISP was certainly an event that highlighted how **ADVENTUROUS** our Grade 3 students were. On the night before the last day of school, the majority of our Grade 3 students and 16 staff members had a sleepover at ISP. The evening was full of celebration, complete with a pool party and a movie on the big screen. This was our first ever

TGIF-Third Grade Is Fun! Event and was one of the most exciting events of the year. This will become a tradition for years to come.

Though one of our younger classes, our Grade 1 embodied the spirit of **INDEPENDENCE**. Multiple learning experiences allowed these students to design, build, and model their ideas through math games, individual timelines and autobiographies, and writing collections. The ownership they had in their work led to inspired and innovative outcomes. The creativity and maturity of their thinking was a model for all of us.

Lastly, but importantly, we were **JOYFUL**. Riding along the Panama Canal in the train with laughter punctuating the ride, singing at the top of their lungs the songs from their end of year performance, and playing with the La Mesa students in El Valle, joy was a woven part of the fabric of the Grade 4 experience last year. Having fun together is a key element of building community, and these are a few examples of how Grade 4 did this.

All of these traits were present in the learning in each grade level, and beyond. Staff, too, embody these traits and are the models that these students need to see. Last year we opened up our classrooms to one another more, so that we could spread the incredible practices that happen throughout our school. Staff retention remained high, and dedication to the profession and personal growth was illustrated through our new Personal Learning goals and through the number of individuals who participated in programs that led to certification. This included a large number of our Learning Assistants getting International Teaching Assistant certifications. These actions are taken outside of a work day that is packed to the brim with high expectations and demands. With such a dedicated staff and incredible students, it is true to see that #thereisnoplacelikeisp.



MIDDLE SCHOOL: PRINCIPAL REPORT

Learning in ISP’s Middle School is a lifelong adventure. In this spirit, the 2018-19 school year was characterized by enriching academic, character-building, and community-enhancing experiences for students as well as continued professional learning for faculty. We take a collaborative approach to learning together, as we understand that it is key that we look out for each other not only in the classroom, but also as we come together as a community on and off campus for a variety of initiatives and events described below.

In addition to looking after each other, we look after the planet. Students in the Global Issues Network (GIN) club continued a number of projects related to human and environmental wellbeing. In particular, our 6th grade students took a lead planning interactive learning experiences for Earth Day. Our Model United Nations (MUN) club engaged with global political and environmental issues, engaging in diplomatic simulations to prepare solutions to pressing concerns. Students and faculty alike received training in MUN through the Best Delegate Organization. Furthermore, MUN experiences were integrated in the middle school social studies curriculum. Finally, students proudly represented the middle school at ISP’s own MUN event (PANAMUN), during our division’s International Day, and at an international MUN summit in Paris in which three ISP middle schoolers received Best Delegate awards.

Our Middle School seeks out opportunities to engage with the broader community, but also takes time to forge meaningful connections with each other and our traditions. This takes shape each year through Middle School’s unique Fiestas Patrias presentations, which celebrate our host country of Panama through traditional songs, dances and theatrical performances. We also continued to connect with each other through grade-level breakfasts, potlucks, our Sunshine Committee, an annual start of the year retreat, and our traditional faculty Beach Trip.

Trips also provided wonderful opportunities for our students. We extended our tradition of an annual Leadership Trip to Washington DC this year. We also planned grade level field trips to provide for engaging experiences, build teamwork, serve the broader community, and have fun. These and many other experiences were framed for our students through the lens of the Character Profile, allowing students to be Adventurous as they undertook these outings.

Just as we valued the opportunity to bring ISP students off campus for engaging experiences, we also enjoyed the chance to invite special guests to our Middle School. This year’s invited guests included award winning author Marissa Meyer, singer-songwriter Stuart Stotts, the first deaf NBA basketball player Lance Allred, and Alex Sheen - the founder of the non-profit organization Because I Said I Would. This last experience in particular supported our Character Profiles of Compassionate and Authentic, and allowed us to explore further possibilities to engage in random acts of kindness.

Just as these guest speakers shared their passions with ISP’s Middle School, this year also provided wonderful opportunities for our own students to be independent, adventurous and authentic through the exploration of their own areas of interest. A major component of these explorations was the development of inquiry time (iTime). This idea stemmed from a whole school book study of Kath Murdoch’s book The Power of Inquiry. After engaging with this text, the Middle School decided to plan hour-long weekly sessions devoted to allowing students to find and develop their passions. Student passions ranged from writing a novel to launching a makeup line to getting in shape. All students had the chance to share out their passions within their advisories, and selected students also presented at a whole Middle School share-out event.

Teachers collaborated to ensure that this type of meaningful experience was incorporated not only into iTime but also into a variety of curricular



areas. This collaboration was supported by our use of Google Shared Drives, which allow for simultaneous curriculum development and refinement. We were pleased, also, to be able to publish overviews of this curriculum work on ISP’s website in order to allow the general public to have a glimpse at our curriculum’s continuous refinement.

Further developments in the curriculum beyond those detailed above included refinement of our science curriculum in our second year of using Next Generation Science Standards (NGSS), a revamped approach to Science Technology Engineering and Mathematics classes (STEM) following the construction of Middle School’s own STEM Maker Space, and further refinement of our mathematics offerings. Additionally for STEM and Science, there was a K-12 collaborative team that developed a common language and set of methodologies with a focus on developing a scope and sequence of skills across divisions. These skills include asking questions, defining problems, developing models, interpreting data and engaging in arguments from evidence among others. In mathematics, 2018-19 was marked by significant gains on the Measures of Academic Progress (MAP) assessment. This

was a satisfying culmination of continued efforts to engage students in mathematics through authentic tasks that build skills alongside number sense and mathematical concepts.

Just as this year was marked by continuous curriculum refinement, it was also characterized by the further development and improvement of our Standards Based Report Card. This began with division-wide professional learning during inservice through consultation with the Education Resource Group. A consultant from the organization provided personalized workshops on learning targets and I can statements, helping ISP Middle School teachers to communicate learning expectations more clearly to our students.

Our initiatives connected to Standards Based Grading and Reporting continued with a book study of The Standards Based Classroom: Make Learning the Goal. This began with our Heads of Department and quickly expanded to be a division-wide effort. Progress from these efforts were shared with parents through a four-part series of Parent Coffees devoted to the ways in which the Middle School is updating its approach to learning, grading and reporting.

We also enjoyed the opportunity to regularly collaborate with our PTA reps on these and related issues.

While Standards Based Grading and Reporting was a central component of our division's professional learning, we also collaboratively engaged in a number of different areas and forums. These included multiple Middle School presenters in a variety of educational conferences including our Professional Learning Pathways (PLP) share-out, the Panama Association of Internationally-minded school

(PAIS) conference, and the international Association of American Schools in South America (AASSA) event in Santiago, Chile. In addition to sending out our own presenters, we also enjoyed the opportunity to host experts in Responsive Classroom techniques for supporting positive student behavior, and the Readers and Writers Workshop approach to teaching literacy skills in our English and World Language classrooms.

Our professional focus included both the academic initiatives detailed above as well

as time devoted to promoting holistic wellness and community connections. These wellness based initiatives included the expansion of our Ambassadors Program, which pairs new students with returning "Ambassadors" who support a healthy transition to ISP. Furthermore, it also involved our bi-annual visit from Freedom from Chemical Dependency (FCD), which helps students make healthy decisions regarding drugs and alcohol. Lastly in this area, we focused on the expansion of the Wellness Week activities that culminate in our annual Pink Shirt Day anti-bullying campaign. This year's events included

a logo contest, yoga sessions, nutrition seminars, Zumba classes, and a visit from Panamanian Olympic Athletes.

These events promoting student and community wellbeing are great preparation for school year 2019-20, in which ISP's school-wide goals are connected to wellness and social-emotional learning. We are confident that by ensuring this holistic focus on wellbeing we will continue to see growth, both in regards to academics and in connection to student wellbeing more generally.



HIGH SCHOOL: PRINCIPAL REPORT

Good In – Good Out! At ISP we have many very talented students, willing to push themselves toward their goals beyond high school. We also have dedicated faculty and staff who care about students and are willing to give extra time to support them in their growth. The community around ISP also has demonstrated a commitment to providing the resources necessary for a quality education. The combination of all these good things going into a child's education produces good results. Good In – Good Out.

You will see below that the class of 2019 was a very successful academic class when measured by IB results. Over half of last years' graduating class earned an IB Diploma. There were also students who completed multiple IB certificates instead of taking the Diploma Program. Some graduates chose not to seek the IB path and focused instead on the ISP or MEDUCA diploma. The real story is that the individual growth of the students, in their pathway, contributed to the collective success of the group. To have a student on academic probation as a freshman reaching graduation with a GPA over 3.0 in their senior year is a success story. Remembering students who were challenged by academic integrity as freshman becoming leaders for character within the class as seniors, is a success story. Welcoming students into grade 9 and seeing them struggle with transition from other local schools and then becoming change makers four years later is a success story.

Philosophically, at the high school we work very hard to focus on the child and the process of learning, and not the numbers or grades. Teachers are encouraged to remember that they do not teach mathematics, English, or science, rather they teach STUDENTS mathematics, English, or science. The emphasis is on the relationship with the learner (you cannot teach then if you cannot reach them). We also focus our energy on the process of teaching/learning, not on grades. By focusing on the process, we can help students accomplish more that they may think is

possible. Yes, we know that students will still focus on grades, but it is the process of learning how to learn that really will make a difference in a child's successful story.

Beyond the classroom, students continued to be very active in service projects around Panama. Service work provides an opportunity for individual students to grow in ways they never imagined. One student returned from Camp Hope and realized what a difference he could make, stating "it was challenging, but I want to go again next trip". As a school, we do not do very well in touting all the work done by students, but our students are very busy. The requirement to "have to" do service work often leads to the "want to" do service projects. You can see examples of many of the different projects below.

There were a number of challenges during the year as well. Different situations with faculty members left us scrambling at times to provide quality instructors in the classroom. These moments are opportunities to see the quality of the caring faculty that we have. Teachers agreed to teach an extra class, or to cover for an extended length of time, allowing us to have certified teachers leading instruction. Teachers were living the saying, "it is not about me, it is about us". As a section we were able to meet the unexpected without issues or complaints. In fact, in many cases, we have emerged stronger as a faculty because of our experiences.

ISP can be very proud of the hard work done by students, faculty and staff, and parents, to ensure our students are capable of reaching their full potential and contributing to the world with an education enriched by a multicultural opportunities and experiences.





COLLEGE MATRICULATIONS 2019

Katholieke Universiteit Leuven, Belgium	Universitat Ramon Llull, Spain
Bishop’s University, Canada	The University of Edinburgh, United Kingdom
Concordia University - Montreal, Canada	Baylor University, United States
Humber College, Canada	Bentley University, United States
McGill University, Canada	Berklee College of Music, United States
Memorial University of Newfoundland, Canada	Boston University, United States
Ontario College of Art & Design (OCAD), Canada	Bryant University, United States
University of Toront, Canada	Cornell University, United States
York University, Canada	Duke University, United States
Universidad Javeriana, Colombia	Georgia Institute of Technology, United States
Chuo University, Japan	Hult International Business School Boston, United States
Yokohama National University, Japan	Loyola University Chicago United States
Erasmus Universiteit Rotterdam, Netherlands	Pennsylvania State University, United States
Leiden University College The Hague, Netherlands	Purdue University, United States
Universiteit Leiden, Netherlands	Salve Regina University, United States
Florida State University Panama, Panama	Texas Christian University, United States
Universidad Latina de Panama, Panama	The George Washington University, United States
University of Louisville Panama, Panama	University of Illinois at Urbana-Champaign, United States
IE University - Madrid Campus, Spain	University of Pennsylvania, United States
Universidad de Navarra, Spain	University of Vermont, United States

IB PROGRAM AT ISP

ISP has more than 25 years of experience running a world-class IB Diploma Program. We are proud of this tradition, but we do not rest on our laurels. Instead, we are constantly striving for programmatic improvements. We are pleased that these efforts paid off with success for our 2019 Diploma students.

To begin, we are proud of the IB Class of 2019’s exemplary results. As individuals, students strove to achieve at their highest levels in all areas of the program. This resulted in Diploma Candidates receiving admissions to world-class institutions of higher learning, where they will bring the knowledge, understanding, skills and dispositions they have developed over the programs’ course.

As a group, our IB Class of 2019 had impressive results. These included our highest-ever average grade (33, with the world average at 30) and our best subject average to date (5.17 out of 7). In addition, our pass rate continued to improve to nearly 90% and students scored above the world average in 20 of 29 subjects, the highest rate since statistics for this began being tracked in 2010.

Perhaps more important than “what” our students achieved is the “why” behind these achievements. To begin, we had an excellent group of students and teachers who deserve our heartfelt congratulations. We have high quality IB teachers from all over the world who have also received training in their subjects to keep them current with IB trends and areas of emphasis. This ongoing training is essential to maintaining a quality program. Additionally, structural changes -including splitting higher level and standard level classes, and ensuring that sufficient hours for all courses were included in the schedule - underpinned these achievements.

Finally, the IB faculty is taking a close look at data and related structures to ensure continued improvement moving forward. We look closely at the numbers, but we look beyond the numbers as well; in this spirit we are committed to ensuring world-class, life-changing experiences for all students. Across the entire high school, teachers are working to make sure students are preparing for the challenge of the IB program through inquiry-based instruction and a focus on learning, not grades.



IB SCHOOL STATISTICS 2005 – 2019

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Candidates Registered	34	31	35	41	46	33	54	45	68	67	69	67	73	77	79
Diploma Candidates Registered	23	13	12	10	20	19	34	35	44	42	58	46	46	48	49
Subject Entries	226	159	185	187	240	193	359	321	459	430	498	449	467	498	500
Candidates Passing Diploma	19	12	8	10	19	13	30	33	35	33	48	41	40	41	43
Percentage of Diploma Candidates Passing at ISP	83	92	67	100	95	68	88	94	80	79	83	89	87	85	88
Percentage of Diploma Candidates Passing (World)	81.4	80.4	78.8	79.0	78.7	78.1	77.9	78.5	79.0	79.3	80.8	79.3	78.4	78/2	77.4
Average by Passing Candidates (ISP)	31	32	31	31	31	28	31	32	30	30	32	31	31	31	33
Average by Passing Candidates (World)	30.1	29.9	29.6	29.6	29.5	29.7	29.7	29.9	30.0	30.1	30.2	30.0	29.9	29.8	29.6
Highest Diploma Score	39	38	38	41	40	34	37	42	38	40	41	42	38	42	42
Average Grade by Dip. Cand. Passing (ISP)	5.08	5.17	5.15	5.00	5.05	4.53	4.96	5.09	4.77	4.89	5.06	4.92	4.95	4.88	5.17
Average Grade by Dip. Cand. Passing (World)	4.78	4.74	4.68	4.68	4.66	4.65	4.66	4.67	4.70	4.70	4.70	4.80	4.81	4.79	4.76



SERVICE LEARNING EXPERIENCES AT ISP

The students at ISP are encouraged to participate in CAS and Service Learning experiences, whether they are IB Diploma, Panamanian Diploma candidates or neither. For the IB Diploma candidates it is mandatory to comply with the IB CAS Program. The guideline for the minimum amount of the program is to have at least 3 different experiences for each areas of Creativity, Action, and Service, with a reasonable balance among these. Students are expected to be working on CAS throughout the IB programme, as if it was another course. Students must also undertake at least one project involving teamwork that integrates two of the three components (creativity, action and service) and is of significant duration. For the Panamanian Diploma candidates, a minimum of 80 hours of the Service component are needed.

While completing community service projects, students develop real-world skills that will help them succeed in high school and beyond. They practice leadership, problem-solving skills, time management, communication and collaboration with themselves and members of the community. Students also increase awareness of strengths and growth, undertake new challenges, plan and initiate new activities, shown perseverance and commitment in the activities, engage with issues of global importance, consider ethical implications of student actions, and develop new skills.

In 2018-2019 the IB CAS – Service Learning Program continued with some activities initiated years ago and some that were new. Here are a few key projects from the year.

1. La Mesa Elementary School, El Valle, Anton: (June 18 to 23, 2018) – Summer Service

On June 2018, a group of students participated for a week in a service trip at La Mesa Elementary School in El Valle-Anton, Coclé Province. Students were able to accomplish the following projects: construction of two flushing restrooms, installed

a roof to connect PK classroom with the rest of the school, painted and cleaned the classrooms. They also imparted lessons to children every day.

- Teaching
- Painting
- Construction of Restrooms

2. Camp Hope. (August 2018)

This activity takes place twice every year (August and February). Students and teachers helped as volunteers in a Camp for children and adults with mental and physical disabilities at Santa Clara, in the Province of Coclé. The task of our volunteers is to take care of one of the campers during the weekend. Despite the difficulties the weekend inevitably presented, many of the student's reflections revealed just how powerful the time at Camp Hope was in changing and challenging some of their assumptions.

3. Annual Beach Cleanup in El Embarcadero, Juan Diaz (September 15, 2018)

As every year, ISP students participated in a beach cleanup project, this time in El Embarcadero, in Juan Diaz District. There were other schools, universities, organizations and institutions participating. The purpose of the activity was to increase participation among students and the community in solving the problem of pollution, and to increase awareness and appreciation of the coastal environment.

4. SET: Service, Engineering and Technology

A student-led project at The International School of Panama, that has a mission to help remote communities in Panama by providing them with access to energy and technology. The Engineering sub-team works on the design and construction of electrical circuits for the installation of solar energy systems. A sustainable and eco-friendly way to provide electricity. The Technology team works by fixing and restarting hardware and computers to donate for the education of young people in Panama. Their hope is to facilitate access to technology and

share knowledge with others. So that, they can be prepared to succeed in a society where opening a Word document is as basic as reading and writing.

5. Service project in conjunction with The Red Cross International at Marcia A. De Cañellas Elementary School in Altos de Pedregal, Panama City.- (October 12-13, 2018)

ISP Students and the International Red Cross performed social work to clean and paint Marcia A. De Cañellas Elementary School in Altos de Pedregal during the weekend.

6. El Rodeo Elementary School, La Peña, Veraguas: (November 23-25, 2018)

Reconstruction of the concrete base for the septic tank. An early Christmas party was organized for the children, with food, piñatas and gifts.

7. Camp Hope. (February 8-10, 2019)

This activity takes place twice every year (August and February). Students and teachers helped as volunteers in a Camp for children and adults with mental and physical disabilities at Santa Clara, in the Province of Coclé. The task of our volunteers is to take care of one of the campers during the weekend.

8. El Rodeo Elementary School, La Peña, Veraguas: (March 22-24, 2019)

Construction of the roof and a sidewalk to connect with the school bathrooms. In addition,

the path covering the front of the school was improved, and fertilized soil, organic compound was added. The students planted flowering plants.

- Demolition of the old latrines - future computer lounge area
- Construction of sidewalk to connect bathrooms with school
- Construction of Roof Reconstruction of Cement Pot

9. Tuna and Jamonillas Collection Campaign (SPAM) to support Pro-Niñez Panameña. (August 2018-March 2019)

The students carried out several collections of ham and tuna for a period of seven months to cooperate with the feeding of the children at Cerro Plata Elementary School located in the area of Cañazas in Veraguas. Deliveries were made through Pro-Niñez Panama and some directly to the school in Cerro Plata.

In addition to the projects of weekends (Friday to Sunday) and weeks, were also frequent tours to orphanages, nursing homes, and schools in Panama city.

These are just few examples of service projects undertaken in the 2018-2019 school year.



CURRICULUM & PROFESSIONAL LEARNING

Academic Excellence

Continuous improvement and refinement of the program we offer at ISP is a natural part of our institution. Below are a few highlights from the past 2018-2019 school year:

- Enriching curriculum with ISP's Character Profile
- AdvancED accreditation
- Five year reauthorization IBO
- Creation of K-12 curriculum teams, and curricular leads to foster better articulation and continuity
- Instituted a tenth grade capstone project in English classes, to capitalize on student interest and better prepare students for the Extended Essay (EE) as part of the IB program
- Follow up from NFI consultants (Department of Student Services) aligning our philosophies and approaches as one school in Learning Support, English as an Additional Language, Counseling and Gifted and talented
- Worked with consultants in developing a Data dashboard in order to get standardized test scores to teachers in a more readily usable format and location

Professional Learning

Investing in our greatest resource, our staff, has become hallmark to who ISP has become. "Growth is never by mere chance; it is the result of forces working together." Some highlights around Professional Learning this past school year:

- Development and implementation of our new teacher appraisal process "Professional Learning Pathways." Based on the development of individual staff inquiry questions, engaging in the importance of feedback/observations/collaboration, and sharing -out our learning
- Developing a shared understanding of Inquiry through an all staff book study and unit development based on Kath Murdoch's The Power of Inquiry
- Providing an avenue for Learning Assistants and teachers not certified in the area they currently teach to become Teacher Certified
- The creation of the Learning Institutes where we use consultants and our own staff to develop and offer courses, frequently outside the standard teacher contract, to our staff but also other professional educators in Panama and internationally. This is an easy way for our staff to continue their professional learning, and have other voices outside of ISP to help inform and challenge our thinking, and to pay to help offset our costs.
- Job embedded learning through a consultant working with our ES and MS teachers on the implementation of Writers Workshop



PHYSICAL EDUCATION, ATHLETICS AND AFTER SCHOOL ACTIVITIES

What a busy and exciting year 2018-2019 was. For many families, ISP is their school of choice because of the holistic education we offer. Involvement in different activities after school helps students develop social skills and to find balance in life. At ISP during the 2018-2019 year we reached the height of having approximately 70% of K-12 students enrolled in an activity (VAPA/ASA/Athletics/Clubs) after school. That is an incredible proportion of students with most schools striving to reach the 50% mark.

Physical Education

2018-2019 saw two new PE teachers join ISP at the MS/HS level. The PE written curriculum was integrated within the respective divisional (ES/MS/HS) G-Suite Shared Drives. All of the PE teachers embraced the new teacher 'Personal Learning Pathway' and set personal inquiry questions to explore throughout the school year. PE teachers enjoyed being more in the driving seat this year through the PLP compared to the prior teacher evaluation system. The unit rotations for the school year changed to open up more areas of the campus for Elementary School PE classes to explore.

After School Activities (ASAs)

The ASA program ran approximately 50 activities each semester during the 2018-2019 school year. Data was used to inform staffing of activities, which led to increased capacity in the most popular activities and fewer waiting lists. A new lottery system was utilized in cases of oversubscribed activities to ensure more equity. The open classes at the end of each semester have allowed parents a glimpse into what and how students are learning in the various ASA offerings at ISP.

Athletics

As our athletic program has matured over the years there are now institutionalized initiatives in place to celebrate the successes of our athletic teams and to acknowledge the footprint left behind by the pioneering students we have. These have included:

- The chronological alignment of AASCA banners in the MS/HS Gym.
- Trophies to be displayed by generation in the many trophy cases we have on campus. The rate of trophy success from the past 7 years suggests that we need a new trophy cabinet every 1-2 years.
- The creation of plaques on public display by the field to recognize AASCA top three finishes.
- The annual 'Athletics Gala' to celebrate the journey of all JV and Varsity athletic teams and student athletes.
- The beginning of a 'Wall of Fame' displaying the annual award winners for Coach of the Year, Female and Male Senior Athletes of the Year and Booster of the Year from the Athletics Gala.



Further AASCA highlights and participation data is included in the table below:

AASCA Tournament	Max. # of teams	ISP # of teams entered	ISP banner or trophy winners
Tennis	4	2	MS Boys Sportsmanship 1 st
Swimming	4	4	MS Girls 2nd / MS Girls Sportsmanship 1 st Overall 3 rd
Basketball	2	2	
Knowledge Bowl	2	0*	
Cross Country / Track & Field	4	4	MS Boys Track 3 rd / MS Boys Track Sportsmanship 1 st
Music Festival	1	0	
Math Counts	1	0	
Soccer	2	2	
MS Sportsmanship Festival	2	0	
Science & Engineering Fair	2	1	Physical Science 1 st place
Volleyball	2	2	Boys Sportsmanship 1 st
	26	17 (65%)	
non-athletics			

* ISP sent the varsity team to the AASSA (South America) Knowledge Bowl tournament in Chile in place of the AASCA trip and finished in 4th place.

Looking back on the year it is amazing how much was achieved. In Swimming, our AASCA team finished in 3rd place out of 10 schools competing in Guatemala. Our track team competed in more meets than ever before and one of our 9th graders qualified for the National Championships in which he finished in 4th place of the 3K event. Our Tennis team dominated the Canal Cup and won the AASCA Sportsmanship trophy for the second consecutive year. In Girls Flag Football we competed in both the U15 and U17 categories for the first time. Our volleyball teams placed in the Silver Division of AASCA and our girls team won the Canal Cup for the 4th consecutive year. Our girls Basketball team traveled to AASCA for the first time in four years and our U10 and U12 boys teams won the ADECOP 3rd place trophies.

ISP Soccer teams from U9-U18 also earned multiple league trophies for top three finishes throughout the 2018-2019 year. In Soccer we hosted the largest sporting event in ISP history with AASCA Soccer held in Panama in February with over 30 visiting teams and 2000 visitors to our campus. This was a great opportunity for our community to come together and support the ISP teams and to showcase our school to the many visitors from across Central America. The Dolphin Athletic Committee (DAC) worked tirelessly during AASCA Soccer by providing a welcome lunch for the visiting parents on the opening day and by selling spirit wear and refreshments throughout the five day competition.

We can be proud of the conduct and sportsmanship of our student athletes and coaches given that ISP won more AASCA Sportsmanship trophies (4) this school year than all of the other 25 AASCA member schools in Central America.

A task force involving students from K-11, coaches and parents helped to provide feedback on athletic uniforms with prototypes used throughout the year and tweaks made as the year progressed. The new athletic uniforms for Swimming, Track and Field, Tennis, Soccer, Basketball and Volleyball will be launched in the 2019-2020 school year. This will help provide identity to ISP Athletic teams and provide a more convenient and cost effective service to ISP families.



**It's not about me,
it's about us**

We have some fantastic facilities at ISP and it is important for us to give back to our community. In 2018-2019 school year we shared our synthetic field with MEDUCA at no cost for a total of 17 school days to enable children from the San Miguelito and wider community to have the opportunity of playing their regional and national tournaments at ISP.

VISUAL AND PERFORMING ARTS PROGRAM

The 2018-2019 school year was filled with various learning and community building opportunities which highlighted student growth and creative passion. Student participation in events and courses continued to grow. With an inclusive policy of allowing all students to participate in all activities, the department maintained a high level of success and performance.

The High School Musical was Shrek, a piece that was enjoyed by Pre K students and parents alike, as was the ES production of Wizard of Oz, which was directed, choreographed, and managed by high school students. The learning which takes place when students are engaged in such challenging multi-age activities is second to none. These events, the formal concerts and art exhibitions were the public highlights of a very busy year in the Arts at ISP.

Five year Strategic Plan

A five year plan was developed to run from 2015-2020, and steps and support systems were put in place to see this plan through. The strategic plan will be reviewed and consolidated under the leadership of the new VAPA Director for SY19-20. The work done up to this point leaves the department in a very strong place in terms of its commitment to ISP's values and whole school goals.

Academic Arts curriculum

Standards have been further aligned in music, art and drama. These standards form the basis for assessment and are tied to the curriculum both vertically, from K-12, and horizontally as they track student learning across the year.

A new scope & sequence was aligned from K-12 for music, and visual art, and next year with the inclusion on ES Drama, we are in a

good place to have all three subject areas mapped out thoroughly to best support the overall ISP curriculum.

IB Diploma Programme Arts

SY18-19 was the first exam year for IB Diploma Programme (IBDP) in Music. Students are committed, and relevant teacher training has been undertaken for what we intend to become a popular course for our senior musicians.

IBDP Visual Art numbers were strong in SY18-19 and uptake remains steady. IBDP Theatre also remains a popular course, with uptake in 2018-19 at 5 students. Again, for a fairly new and growing arts course, these numbers are extremely positive. It is a testament to ISP that we offer IBDP courses in all three VAPA subjects.

HS electives

Visual arts developed a scaffold alignment for elective sequences, offering a variety of specialized courses. Digital Photography and Graphic design demonstrated a strong need to pursue more tech integration in VAPA and we will continue to do so in the future. Numbers for drama in the HS electives remained consistently high and music saw a steady increase in numbers as students moving from the middle school curriculum were keen to continue their pursuit of playing an instrument and singing.

The Stagecraft class continues to be developed into a more inquiry based focus on designing sets and exploring how those designs can be constructed. Stagecraft is also responsible for sets for the Elementary School Musical and the second semester Middle School/High School productions. We were also able to expand our 2-d art courses by acquiring more specialized materials in our facilities ceramics and sculpture program, growing a small course into one of ISP's most popular electives.





MS curriculum

Moving toward a holistic, aligned experience for all of our middle schoolers, we began to shift our middle school music and drama toward a performing arts curriculum. Students explored creating, responding, connecting, and performing music and drama through inquiry-based projects. This prepared us for this year's shift of every Grade 7 & Grade 8 student receiving performing arts.

The curriculum in Visual Art focuses on inquiry based learning, as well as encouraging students to explore several Panamanian cultural influences. The 8th grade show, which is implemented at the end of each semester, connected this year with social issues and Latin-American, American and Spanish identity.

ES curriculum The Elementary School music and art specialists have refined their curriculum using a variety of programs to create fun, inquiry based lessons for students while learning the elements and principles of art and music. Both subject areas began the process of integrating art in other subject areas, and ES art had its own exhibition in the gallery. ES music has taken the lead on backwards design, creating a curriculum which works backwards from IB Assessment Standards. Both departments have implemented project-based learning focused on quality process work. ES Music increased the Orff instrumentation for concerts and performances, and students enjoyed performing at a wide range of events.

Staffing: Jennifer Tickle, the VAPA Director left at the end of the school year and led to hiring Natasha Meiliunas as the new VAPA Director. Arturo Wong and Ibsen Rosales will go down to 25% teaching load, and we will welcome Leif Larson (MS& HS Music), Peter Bannister (MS & HS Drama) and Kathryn Mark (ES Drama) to lead the program as demands of the department continue to grow.

Performances and Exhibitions Theatre

Shrek was our MS/HS production, once again 100% accompanied by a student pit orchestra. The set was student designed, built and installed, with many of our stagecraft students also serving backstage. Wizard of OZ, our elementary musical, was completely inquiry based. This process was led by four high school students who served as choreographer, director, stage manager, and production coordinator for the show. This cross-divisional experience was a unique way for ISP students to work together as a community.

Music students continued to have opportunities for both formal and casual performances. Student ensembles shared their learning at ArtsFest, and soloists and bands were given an opportunity to present at Family Fun Fair & ArtsFest later in the year. We had both a middle and high school formal music concert. We hosted the Association for Music in International Schools (AMIS) Latin American Middle School Mixed Honor Choir & Band, welcoming more than 100 students from 10 schools from around central and South America. All students were housed with host families and spent three days learning, singing, and playing together.

Our October ArtsFest once again saw success, with over 1000 people in attendance. The community experienced performances, workshops and art exhibitions and our students had a chance to present learning. Later in the year, ArtsFest combined with Family Fun Fair to be part of this exciting community day, including an art auction and many individual performances. 2018-19 were each attended by more than 2,000 people.

PARENT-TEACHER ASSOCIATION (PTA)

There is never a dull moment at ISP and this year has been no exception, with many great examples of exciting collaboration during the 2018/2019 school year. The PTA Officers are proud to walk the walk of — It’s not about me, it’s about us. — a value that we proudly wore on our team shirts throughout the year. At our many activities we tried to live up to these words and focus on the greater good of our community. We also worked to ensure our choices and actions were in alignment with the newly published ISP Character Profile.

We started the year off with a Welcome Back BBQ and pool party in August. A month later for Wellness Week we invited the community to enjoy a morning focused on health and fitness with our 3rd Annual ISP Fun Run. We finished a very busy September with the PTA supporting school photos and the Middle / High School Honor Roll reception.

October and November are months where we continue to support school events, providing food and some logistical support for the hard working students involved in International Day, PANAMUN XXVI, Fiestas Patrias and the MS / HS

production of Shrek. One of the perks of being involved with the PTA is getting to participate and observe our children in these amazing learning activities and performances.

In December, we collaborated with the VAPA department and hosted the Holiday Shop with the Elementary School Holiday Concert. The High School Gym was decorated with a beautiful tree, menorah, and Diwali rangoli and we welcomed 70 vendors offering local crafts, jewelry, toys, books, and food. Our team unanimously supported the idea of donating the profits from our food sales to support an excellent ISP team member undergoing cancer treatment.

Before the holiday break we also hosted the Maintenance Appreciation breakfast where we have traditionally given Valé gift cards to all members of the Maintenance and Cafeteria teams. This year — with amazing community support — the breakfast was homemade and served by parents, and each team member received an additional gift. We also hosted a potluck lunch as part of our December General Meeting and had a great time sharing updates, plans, and general good cheer.

When we returned to school in January we jumped right to action hosting a Welcome Breakfast for new parents to help them get oriented with the school schedule and systems. Our team supported our Athletic department to host AASCA soccer, an enormous undertaking that was a very successful tournament, earning ISP an invitation to host again .

We introduced a new community building event and combined Stargazing with a Movie Under the Stars on our upper elementary field on the same day as our Championship Dad’s Soccer team hosted an inter-school tournament. It was exciting to have so much going on across the campus and many called this event the best of the year.

This year’s Family Fun Fair, (FFF), brought nearly 2,000 people to campus for a tradition of food and fun. The International Food court was amazing with parent-donated foods from 16 countries, rides, water slides, field games, an art gallery display, a performance stage and more, with many student groups participating with tables and activities.

We worked through the second semester with committees looking at our PTA Grant and Bylaws. The Bylaws were updated to be more reflective of current practices as agreed by the committee. The Grants committee was able to approve over \$25,000 in grants (reflected in the infographic). You can find our current Bylaws, and the minutes of our General Meetings on the PTA page of the school website.

This year’s success was possible only because of the effort and generosity of our ISP community. We are so grateful that we are part of a community that steps up to help and support one and other. We would like to acknowledge, with much gratitude, our major sponsors this year Coca-Cola, Education First, Philips, and P&G. We had many other sponsors and supporters and we thank them all with equal appreciation.

As we write this report it is October and we can not wait to write to you about the year we are having in 2019 / 2020. #ispbestyearyet

Jillian Monaghan
ISP PTA Co-President 2018/2019



PTA TREASURY REPORT 2018-2019

	Income	Expenses	Balance
Annual Dues	\$ 24,500		\$ 24,500
PTA Others		\$ 2,858	\$ -2,858
STEMC Others	\$ 232	\$ 531	\$ -299
VAPAC Others	\$ 3,686	\$ 8,232	\$ -4,546
PK & ES Representative		\$ 1,164	\$ -1,164
MS Representative		\$ 958	\$ -958
HS Representative		\$ 81	\$ -81
Welcome back BBQ	\$ 1,189	\$ 4,779	\$ -3,590
Panamun	\$ 215	\$ 1,349	\$ -1,134
New Parent Reception		\$ 388	\$ -388
Fiestas Patrias		\$ 2,258	\$ -2,258
Valedictorian Gift		\$ 250	\$ -250
Teacher Appreciation		\$ 3,914	\$ -3,914
Honor Roll Lunches		\$ 3,521	\$ -3,521
Volunteer Appreciation		\$ 514	\$ -514
Intercultural Project		\$ 630	\$ -630
TOTAL	\$ 29,822	\$ 31,428	\$ -1,606

Events and activities with own income	Income	Expenses	Balance
Yearbook Photos	\$ 2,849	\$ 182	\$ 2,667
Holiday Shop Fest	\$ 6,348	\$ 1,476	\$ 4,872
Dolphin Appreciation	\$ 5,527	\$ 5,004	\$ 524
FamilyFunFair Sponsors	\$ 14,625		\$ 14,625
FamilyFunFair Exp	\$ 37,694	\$ 18,585	\$ 19,109
Grant Project Exp.	-	\$ 25,450	\$ -25,450
SWAG Purchases	\$ 8,408	\$ 7,228	\$ 1,180
PAC Stars	\$ 5,886		\$ 5,886
TOTAL	\$ 81,337	\$ 57,925	\$ 23,412

Dolphin Athletic Committee	Income	Expenses	Balance
DAC Others	\$ 5,123	\$ 2,338	\$ 2,785
5k Run	\$ 3,135	\$ 1,732	\$ 1,403
TOTAL	\$ 8,258	\$ 4,070	\$ 4,188

Visual and Performing Arts Committee	Income	Expenses	Balance
MS & HS Musical	\$ 8,217	\$ 8,139	\$ 78
ES Musical	\$ 8,040	\$ 5,092	\$ 2,948
TOTAL	\$ 16,257	\$ 13,231	\$ 3,026

TOTAL PTA	\$ 135,674	\$ 106,653	\$ 29,021
-----------	------------	------------	-----------

Balance	
BoY July 2018	\$ 136,258
BoY July 2019	\$ 180,284
Accounting movements for the period	\$ 44,026

PTA Account Balance as of July, 2019	
Results from period	\$ 29,021
Values 2018-2019 annual dues	\$ -22,260
Grants to be paid	\$ 14,400
Values - 2019-2020 Annual Dues	\$ 23,000
Accounting Adjustments Net	\$ -134
Accounting movements for the period	\$ 44,026

PTA GRANTS

Each year we receive projects proposals from the ISP community. As an open PTA committee we discuss each and try to select grants that will be most beneficial to the school. We celebrate our school’s diversity and raise funds to support these initiatives each year at family fun fair. We are honored to share the approved grants of 2019! We received 13 requests totaling \$57,750 and we granted \$25,450 across 11 projects.

- Hire anti- bullying speaker for pink shirt week
- Support for the ISP student hosted United Women conference on April 24th
- Sponsor High School students community service to build solar panels to help the disadvantaged. (Service Engineering and Technology Club SET)
- Buy a 3D filament recycler to turn 3D printed waste into new spools (STEM)
- Sponsor “Camp Hope” for community service
- Student Council (STUCO) Charger Project
- Random acts of kindness club - HS initiative to promote a safe and kind school environment
- Eco Leaders, service work with our sister school Nuestra Señora La Merced (GIN Project)
- Support Near Space program for High School
- Support Middle School common area improvement
- Support Middle School Leadership program for students
- Support Middle School PANAMUN ASA for students.
- Support to HS librarian, Ms. Jamal to improve the library and create a mindfulness space for students.
- Change tabels and microwaves at HS and ES cafeterias

