



International
School of Panama



ANNUAL REPORT

2015-2016

Accredited by the Ministry of Education in Panama

Accredited by the AdvancED Accreditation Commission and Board of Trustees

Accredited by the Southern Association of Colleges and Schools Council on

Accreditation and School Improvement (SACS-CASI)

Member of the International Baccalaureate Organization

website: www.isp.edu.pa

OUR VISION

ISP is a leading international school, inspiring our 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.

OUR MISSION

We will 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 CORE BELIEFS

- Each individual has intrinsic worth
- Each person is responsible for his or her choices and actions
- All people have a responsibility to contribute positively to society
- Embracing diversity strengthens communities
- Shared values are essential for the well-being of our community
- Quality education expands opportunities for the individual and contributes to the development of our world
- Education is a collaborative effort between family and school and is enriched by the community
- Learning is an essential, life-long endeavor
- Achievement builds self-esteem which leads to further achievement
- Excellence is worth pursuing

OUR HISTORY

ISP had its informal beginnings as a community school set up by a few interested parents to provide an educational alternative to schools already offered in the community. In 1982, a group of Panamanian and Expatriate families met to establish an elementary school for about three dozen students. By 1985, the parents, calling themselves The International School of Panama Association, applied for and were granted authority to establish an educational institution under Panamanian Law.

The ambitious group of founding parents decided to begin with a school that would serve students from kindergarten through third grade. They hired a director and teachers, and together with them created a curriculum that would provide the best possible education program with an international perspective. It was arduous work. Their dream and vision held strong even during times of political and financial hardships in the Republic of Panama.

The commitment and dedication of parents who joined the school when it was just starting out served as the foundation for the inspired expansion ISP now enjoys. We have expanded from three small residential buildings in La Cresta to our current campus facilities set on beautiful acreage in the open rolling hills of Cerro Viento. In 1990, with enormous pride, ISP graduated eight students... our first senior Class. Now, we have over 1240 students from 50 countries and in 2016 our graduating class numbered 74 students.

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PRESIDENT'S REPORT

On behalf of the International School of Panama's Board of Directors, I would like to welcome you to the General Assembly. It is an honor and privilege to provide you with information supporting our meeting and to report on the activities, successes and goals of last year.

During the last school year we presented our Strategic Plan 2015-2020. This plan had three components: Academic Excellence, Organizational Health and Climate and Culture. Throughout the school year the Board has worked diligently to support the Administrative and Academic staff in the task of implementing the Strategic Plan and I am pleased to report that substantial progress has been made on all three fronts and these are detailed in the reports that follow from the Director, the principals and the departmental heads. We are confident that this team of professionals will continue to elevate our level of academic excellence and reputation as a leading international school.

The Academic Excellence goal in particular has been a focus area for the board. A number of steps were taken during the year to forward that goal. They included the creation of an Office of Teaching & Learning headed by a Director to drive the ambitious changes to our academic program called for by the strategic plan. The Director will be assisted by a strong cadre of experts in the areas of Curriculum design, Science & Engineering, Mathematics and Innovation. I am pleased to report that outstanding individuals were recruited to staff these positions for SY 2016-2017. The board approved a number of other key initiatives to further this goal including a faculty compensation structure designed to attract top tier teachers from around the world and the introduction of a unique innovation course in the high school (the Innovation Certificate) currently being offered by only a handful of leading international school in the world. These are only a few examples of the actions being taken to further our goal of academic excellence.

As agreed after the culmination of our expansion plan the Board and Administration approved the renovation and upgrade project for our main sports field and surroundings. Having set out on this journey in October of 2015, the ISP community was able to once again make history and celebrate together as we inaugurated our new state-of-the-art athletics field and track.

Particularly noteworthy is that both our infrastructure and achievements have raised our profile and resulted in a positive perception of ISP locally, regionally and internationally. ISP's finances which is covered in a special section of this report, shows prudent financial stewardship of the school with expenditure kept well controlled and an excellent KPMG audit report once again.

Community building has continued to be an important part of the school and its culture. With the guidance of the board and the momentum provided by the school leadership team together with the PTA, we have seen the community come together this year as never before. The record attendance at sports events and school functions bears testimony to this. A particularly striking example was the first performance held in our Performing Arts Center, *Beauty and the Beast*. Our amazingly talented students and staff rehearsed, built the set, and treated us to a simply brilliant performance, showing us what is possible in this magnificent space, where 3 days of performances had standing room only.

The face of ISP has changed and continues to change. Our ambition is to provide our students with a world class education that will enable them to be successful global citizens, prepared for a world that is in constant motion and prepared to succeed in any venture they may wish to undertake. We are confident that our plans, across the range of school offerings, be they

The ISP Board

The school has three standing committees supporting the Board and providing more flexibility on focusing on the core business of academics. During SY2015-2016 the Board kept the following three committees:

- Finance & Facilities Committee*, chaired by Ruben Hernández
- Construction committee is a subcommittee of the Finance committee.
- Policy & Governance Committee, chaired by Ira Roberth
- Nominations & Elections Committee, chaired by Elizabeth Heurtematte

Regarding the Board of Directors it is important to remember that the principal work and focus is long range and strategic. The Board's main task is stewardship of the schools resources, oversight of the schools budget and long term financial planning, strategic planning and selection and support of the Director. The Board primarily works through the formulation of written policies that provide the Director with guidelines to lead the school.

The Board does not get involved in the everyday running of the school. The only person reporting to and employed by the Board is the Director, and we are happy to let you know that his contract was re-negotiated and Mr. Rajiv Bhat will continue leading the school. We trust our Director and staff to handle the everyday matters. Should you wish to communicate with the Board regarding recommendations and/or observations on the strategic direction of the school, please email: afong@isp.edu.pa or submit a letter to the ISP Board of Directors, c/o ISP Executive Secretary.




As President of the Board, I would like to thank you all on behalf of the ISP Board of Directors, for your continued interest and support of our school.

Gerardo Rios
President,
SY 2015-2016 – Board of Directors

School Year 2015-2016 Board of Directors

Gerardo Rios, President  Monika Irawati Roberth, Vice President 

Ruben Hernandez, Treasurer  Elizabeth Heurtematte, Secretary 

Sarah Tatum  Lydia Young,  Catherine Britten 

Augusto Knudsen  Jorge Saa 

BOARD OF DIRECTORS 2016-2017

President:	Gerardo Rios
Vice President:	Elizabeth Heurtematte
Treasurer:	Jorge Saa
Secretary:	Lydia Young

Members at Large:

Augusto Knudsen

William Wcislo

Sara Shahidi

Soo Young Yoon

Sarah Tatum

MESSAGE FROM THE DIRECTOR

Welcome to your 2015-2016 Annual Report. Another wonderful year has come to an end at ISP and it is getting increasingly more challenging to attempt to summarize, recognize and celebrate the many achievements we have made together.

The report includes financial results and summaries from the key divisions and departments including the Elementary, Middle and High Schools. Information regarding academic results, university admissions as well as reports from the fast growing Arts and Sports programs are also included.

The 2015-2016 school year saw a total enrollment of nearly 1250 students. We remain an extremely diverse school with 50 nationalities represented, helping us stay true to the vision of our founders to have an international community that feels like a family.

The 2015 - 2016 school year was the first year of the new strategic plan. Central to the plan is the bold academic excellence goal that outlines an educational experience that prepares students for the jobs of tomorrow. The academic excellence goal calls for ISP to ensure a holistic learning experience, to meet the needs of all learners, and to ensure that the academic experience is based on problem solving. To achieve this goal, the strategic plan outlines specific strategies and action steps in curriculum, instruction, assessment, and innovation.

There were many significant steps taken towards the pursuit of this goal which we recognize to be a journey. A signal accomplishment was to clearly define a Philosophy of Teaching and Learning for ISP that draws on best practices in 21st century methods and aligns with the strategic plan. This vision will shape all aspects of teaching and learning at ISP.

Another important accomplishment was creating the Office of Teaching & Learning headed by a Director to drive the academic excellence initiatives reflected in the strategic plan. A key component of the work for the year was the recruitment (for SY 2016-17) of a number of key experts in the area of Mathematics, Science, Curriculum and Technology to lead the changes required.

With science, technology and innovation being important themes in the strategic plan, a STEM 'R&D' team, led by teacher leaders and administrators, was created and produced a document that analyzed best global practice, collated initiatives already undertaken at ISP and created a set of detailed STEM goals for 2016-2017 as a first step. The experience of this first year will allow us to evolve a longer term plan.

There are other examples, only some of which are included here. The elementary division worked on initiatives that balanced change and stability. Mathematics is an area of focus and a significant amount of time was spent working with new curricular resources that focused on the standards for mathematical practice. Teacher classrooms became more engaging and productive as students were challenged to demonstrate the "how" and "why" of their work, not just the "what."

In the same vein, in the Middle School, the Mathematics department made considerable progress in furthering developing initiatives. For example math teachers implemented Accelerated Common Core Mathematics standards to underpin the curriculum at each level. To meet these standards, mathematics teachers are continuing to refine their instructional strategies to support students in delving deeper into numerical literacy and understanding. This shift in instructional strategies represents a turn from a more traditional or procedural approach to a more holistic or situational philosophy that emphasizes problem solving and mathematical discussions centered upon reflection and deep understanding of concepts.

At the same time, refinement of ongoing initiatives continued with the curricular offerings. The Middle School shifted from electives to Exploratory and Wheel courses. Science, Technology, Engineering, Arts and Math (STEAM) form the foundational structure for Exploratory offerings. The offerings include Art, Theater, Music and STEM.

The High School was busy focusing on expanding and strengthening the IB program while also planning the roll out of the Innovation Certificate (more on that below). One major area of focus was evolving a schedule that would better support the need to provide more time for the Higher Level (HL) IB courses, while balancing the time provided for other courses and the expectations and requirements of those courses. Plans were also made to bring the popular IB Business Management program in house (it was previously offered as an online course). A highly qualified teacher with many years of global business experience was hired to teach this course.

An exciting development at the high school was creating the Innovation Certificate program. The ISP Innovation Certificate for 11th/12th grades engages students in unique, personalized learning experiences. It is available to all students who are not enrolled in the full IB Diploma. With this certificate, students are given the opportunity to develop 21st century skills, the type of learning for innovation that is increasingly recognized as critical for success in today's collegiate programs, careers, and workplaces.

This certificate provides students with the opportunity to apply critical thinking skills while investigating a specialized area of interest. Students are expected to synthesize the acquired knowledge from their core courses at ISP to address real-world problems related to their chosen field of interest. Throughout this program, each student will have the assistance of an instructor to guide the student through their research and their specific project deliverables. In addition, each student will select an adult mentor in their field of interest to provide professional feedback and additional guidance.

At the conclusion of this certificate, students will be able to address complex, authentic problems by combining several skills such as: planning for design, thinking interdependently, questioning and posing problems, reasoning, researching, gathering data, analysis, interpretation, innovation, creativity, thinking, collaboration, and communicating clearly.

The Visual and Performing Arts department (VAPA) too had a stellar year. The first year in the PAC was a huge success and set an ambitious tone for future years of performing arts at ISP. In November we had our first large scale MS/HS Musical on the ISP campus "Beauty and the Beast". With sold out shows every night it was fitting to say we "packed the PAC". Students and ISP families had a great connection with the show and we learned some valuable insights into how to guide future productions. In the area of music, we were delighted to host the third annual Middle School Music fest. As a middle school event only, we were delighted to welcome schools from Costa Rica, Nicaragua, Honduras and Panama.

The PE and Athletics department too continued their progress. The offerings and range of skills taught are significantly different than what was in place 4 years ago. Students at ISP now have the opportunity to choose from a wide range of activities and sports that are very important to their success in enjoying and pursuing healthy lifestyles. The department continued to strengthen standards, adopting and applying Shape America PE standards. In competitive sports the boys achieved a clean sweep in ADECOP and Liga 10. The girls also performed well winning in sub 16 ADECOP and securing 2nd in Copa Talento and Sub 18 ADECOP. Senior basketball also had a great year with the girls' team in particular making great progress while the boys built excellent momentum throughout the year.

The highlight for the PE/Athletics department was of course the inauguration of the new main sport field, a truly world class facility that has transformed the way we conduct our PE and sports activities.

Very importantly, this year we launched a school spirit campaign, #IAMISP, to celebrate all the wonderful people who make ISP a school like no other. Along with strengthening this engagement and sense of belonging, we also highlighted all the special activities and events that make it possible for us to say "there is no place like ISP".

Student success is not just academic or co-curricular. It can also be seen by the thousands of hours students spend in service projects around Panama. Projects that brought light and energy to homes through the installation of solar panels. Projects that involve students visiting neighboring schools and working to teach English to their students. Projects that have students visiting orphanages providing comfort and support. ISP students were very active in the community, giving back to those in need or less fortunate. One of the greatest measures of success is that the students created and initiated many of these programs.

In summary, SY 2015-2016 was a year of exciting accomplishments by our community as a whole. Together we have continued our pursuit of academic excellence led by highly experienced faculty and staff focused on serving our students. Perhaps what stands out most are the people that make up our community. The PTA is a shining example of that community engagement and involvement. It is indeed inspiring to see their myriad contributions thanks to which we have had record turnouts of ISP families for the annual Family Fun Fair (over 2500 people attended), while other events such as the BBQs and Holiday Shop received an enormous reception as well. In addition to these examples, we continued to witness a very substantial increase in the number of Dolphin Fans at ISP games. It is this sense of community and togetherness that will propel our journey towards excellence in everything we do and ensure the success of our students in realizing their dreams and pursuits.

There is no place like ISP

Kind Regards

Rajiv Bhat

THE SCHOOL AND COMMUNITY

The International School of Panama (ISP) was founded in 1982 for the purpose of offering a high-quality education in English to members of the international community residing in Panama City, Republic of Panama, and Panamanians interested in a culturally enriched challenging academic educational program. ISP is a private, independent, non-profit institution with more than 1240 students enrolled from Pre-Kinder through the 12th grade.

ISP's elementary program provides a multi-faceted academic foundation for the high school's challenging college preparatory curriculum.

The secondary program prepares students to receive a U.S. Diploma or Panamanian Diploma, or both. In addition, students have the opportunity to earn the International Baccalaureate Diploma as a means of enhancing both the secondary school experience and post-secondary opportunities.

Currently 50 nationalities are represented with 22% Panamanian, 17% US and Canada, 4% Asian, 18% European, 39% Central, South America and Mexico and 5% Other country nationals. There are approximately 351 students enrolled in the high school.



ACCREDITATION

The International School of Panama is accredited by the AdvancED Accreditation Commission and Board of Trustees. ISP is also hereby accredited by Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI).

In addition, ISP is authorized by the International Baccalaureate Organization (IBO) offering the rigorous IB Diploma program in grades eleven and twelve.



FINANCIAL REPORT

The School operates under a fiscal management plan consistent with providing those services necessary to maintain a strong international educational program. Fiscal planning and management are consistent with accepted best practices and assure both short and long term stability of school programs.

The school operates as a not for profit organization under license granted by the Ministry of Education of Panama.

The Financial affairs of ISP are governed by the Board of Directors and managed by the Director within the limits of policies established by the Board. KPMG, one of the big four auditors firms in the world, audits all accounts as soon as possible after the close of each fiscal year (July every year), and this firm also provides counsel to the Director and to the Director of Financial Operations.

School Budget

Two separate budgets, an operational budget and a capital budget, are prepared for the Board's review and approval. The preparation of the budgets is done by the Director who will delegate responsibilities as appropriate.

The Operational budget has the tuition as the main source of income, in addition there are included in it, the registration, institutional and other incomes. Those revenues are dedicated to support the academic process in expense lines as salaries, supplies & materials, textbooks, professional development, library and many others.

The Capital budget reflects the funds collected through Capital Donations from new students enrolled at ISP and the Building Fee, it is an annual fee paid by all students from PK.4 - 12. Expenses in this budget are limited to major building maintenance, construction of new facilities, assets purchase (technology & furniture) and debt service on buildings and land, unless otherwise authorized by the Board of Directors.

The Board approves the operational budget and the Capital budget in line with governmental regulations, for the ensuing school year, no later than its February meeting. Revised budgets may be subsequently adopted if changes make the originally approved proposal untenable.

SY Budget 2015-2016

Was built focused on academic priorities. This budget supports different strategic initiatives, some of them clearly defined in the 2015-2020 School Strategic Plan. These are:

- Develop and codify an instructional and assessment vision and set of practices (student centric, constructivist, and application oriented) that align with 21st century skill requirements.
- A focus on math (K-8) and adoption of new math standards aligned to common core, while strengthening STEM initiatives (Science, Technology, Engineering, Math) already begun.
- Systematic improvement in the quality of our IB program, including better student preparation entering the program and superior scores.
- Development of a compelling 11th and 12th grades IB alternative built around entrepreneurship, technology, problem solving and real world applications (increasingly in demand by colleges and employers) that will position ISP as an IB 'PLUS' school (the only one in the region).
- Complete a 3 – 5 year proposal of both monetary and non-monetary incentives to attract, motivate and retain high quality teachers, while also building a sense of community and belonging.

Initiatives supported by Capital Funds

- The capital budget focused on the following key areas:
- Facility Improvement: The highlight of the SY 2015-2016 was the inauguration of the New Soccer Field Renovation. This project has a remarkable impact on the PE program, improving the amount of instructional time over 250 hours per year.
- Continuous upgrade on Technology Equipment and Infrastructure: As every year, ISP has made significant investments in the area of technology that supports the academic and administrative functions of the school (IPad, Smart Boards, Projectors and computers). In addition this year was completed a project for enhancing the Wi-Fi signal across campus and the installation of UPS for communication cabinets, moving from 15 minutes up to 4 hours of power backups.
- Furniture and equipment for classrooms: As part of the regular school cycle, significant investments were made to replace furniture and/or equipment in classrooms.
- PE infrastructure / program: Installation of the new flooring of the ES gym and equipment for weight room floor and field accessories.

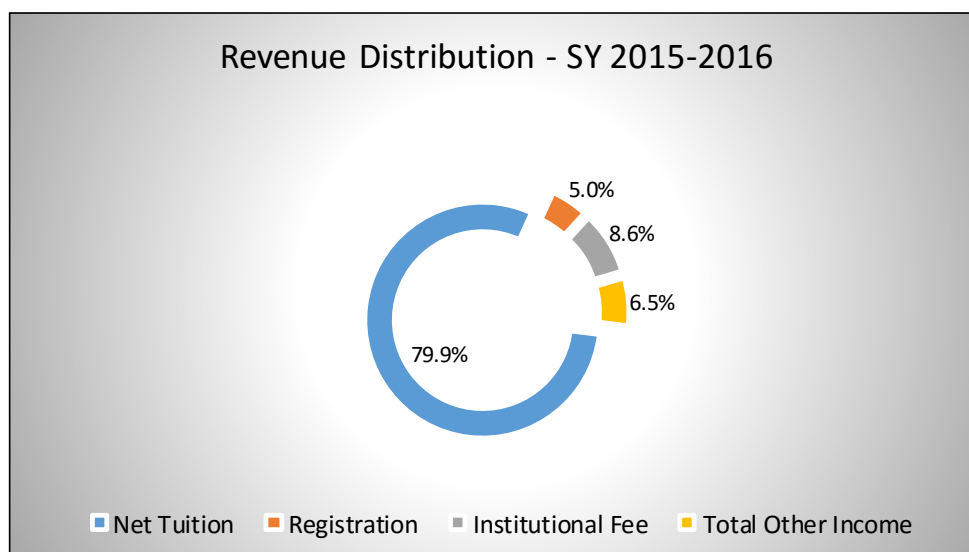
Highlights on Financial Results SY 2015-2016

Revenue - A comparison between the actual results vs. the approved budget 2015-2016 shows an additional income of M \$0.3. The main reasons are:

- 29 additional students enrolled (1,244 actual enrolled vs. 1,215 estimated).
- Additional income received in Cafeteria, Application, EAL and Special learning fees.
- Lower institutional students population (46% actual compared with 48% budgeted).

Table 1: Revenue Distribution

SY 2015-2016		
Income		M\$
Net Tuition	79.9%	14.5
Registration	5.0%	0.9
Institutional Fee	8.6%	1.6
Total Other Income	6.5%	1.2
Total Revenue	100%	18.1

Chart 1

The vast majority of our income is based on tuition fees, which, of course, is tied directly to our enrollment.

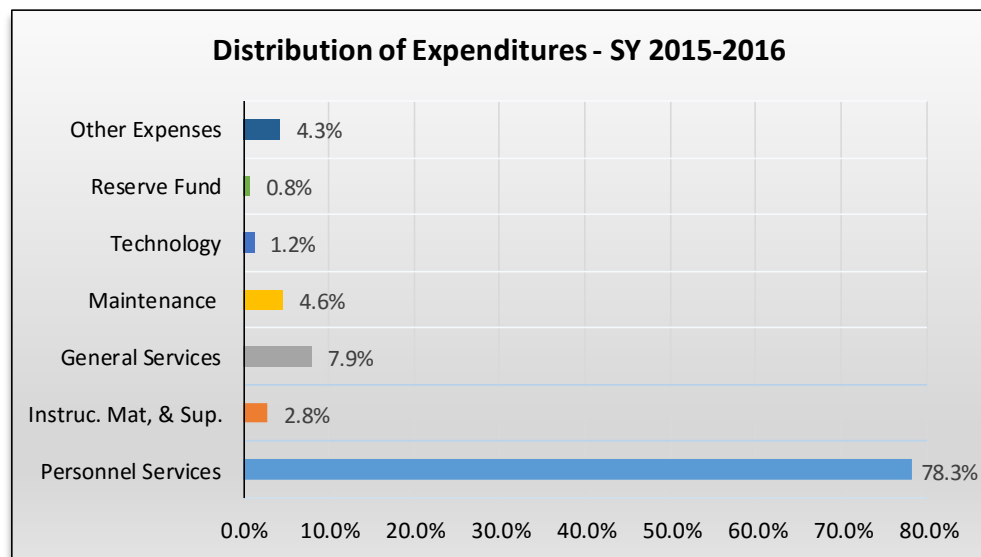
Expenditures

Table 2: Distribution of Expenditures

	%	Balance - M\$
Personnel Services	78.3%	14.7
Instruc. Mat, & Sup.	2.8%	0.5
General Services	7.9%	1.5
Maintenance	4.6%	0.9
Technology	1.2%	0.2
Reserve Fund	0.8%	0.1
Other Expenses	4.3%	0.8
	100.0%	18.8

Expenditures

Chart 2



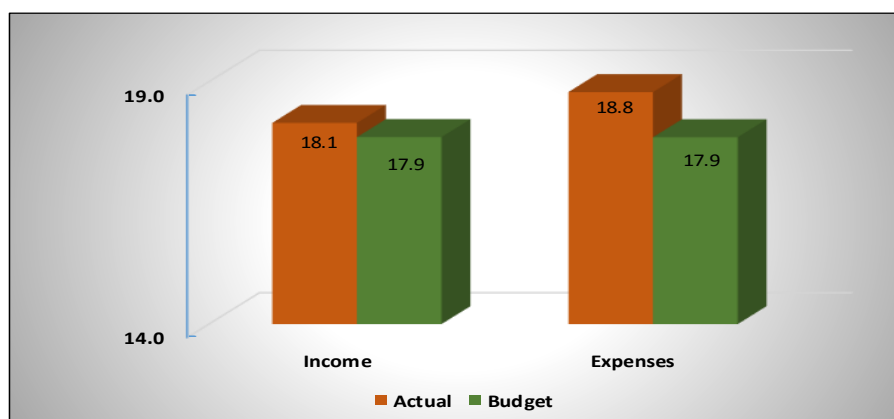
Personnel Services constitute the largest expenditures in the operational budget. In keeping with most international schools, salaries and benefits account for more than 78% of all expenses. A 3% of ISP Operating budget goes to instructional materials and supplies, 5% to Maintenance & Plant, 8% to General Services, 4% to other expenses, 1% to technology and another 1% to the reserve fund.

The Reserve Fund

The School has established and maintained a Reserve Fund. It is the goal of the Board to ensure that the fund will eventually be equal to no less than 20% of the total annual operating expenses. The balance of the fund, as of July 2016 is USD\$2,994,060, which represents 16% of the operating expenses for 2015-2016. A majority vote of the Board is required to declare a “financial emergency” and utilize funds from the account. This is to be done only in case of significant, unforeseen disruptions to income and/or expenses (e.g. sudden and significant changes in enrollment, indefinite closure of the school, etc.). Additions to the fund will be as determined and approved by the Board of Directors from time to time.

Revenue and Expenditure:

Chart 3 – Comparison between Income and Expenses – Actual Vs. Budget



At the end of the fiscal year, there was an operational deficit of –M\$0.6. From this deficit, M\$0.02 was offset by the cash reserve of the Retirement Fund created in 2013 and the remaining balance from capital funds. (See table and commentary below).

Financial Results over the last five academic years

Income and Expenses

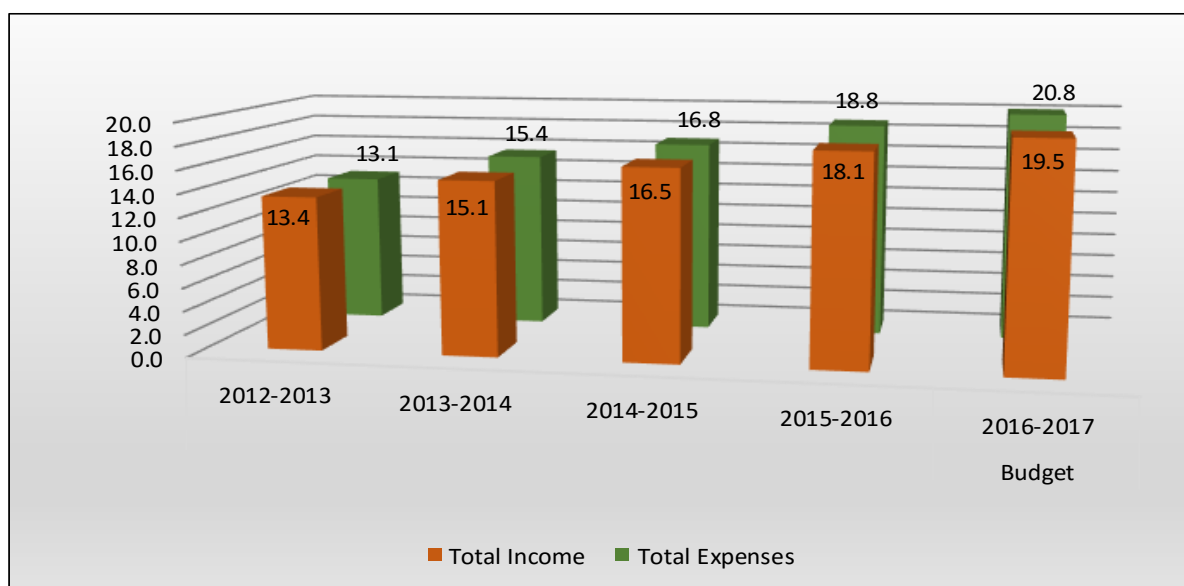
The school has reached its maximum capacity as enrollment has been growing over the last 5 years. The need to improve and maintain the quality of the academic programs and to hire qualified teachers and staff is a priority. The administration and the Board of Directors have worked on the improvement of the overall salary and benefits package during the last years in order to attract, hire and retain qualified teachers in the national and international recruitment market. Non-academic staff salaries are being annually reviewed and adjusted according to the national market and the current inflation rate.

Table 4: Trend of School's Financial Results - M\$

	Actual				Budget
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Income	13.4	15.1	16.5	18.1	19.5
Total Expenses	13.1	15.4	16.8	18.8	20.8
Balance (offset by inflows from Cap. Fees)	0.3	(0.4)	(0.3)	(0.6)	(1.4)
Tuition Increase	9%	8%	5%	6%	9%
Enrollment Actual / Budget	1,110/1,064	1,162/1,119	1,200/1,165	1244 / 1215	1,250

The decision to supplement the operating budget with inflow from the capital fees has been taken over the years by the Board in order to improve the quality of the academic offering, offer new programs, attract and retain higher quality staff thru an improved compensation package and more broadly, pursue the goal of academic excellence for ISP.

Chart 4 – Trend of Incomes and Expenses



During the period 2012-2016, ISP underwent substantial changes. Initiatives were focused on the following:

- Increase in proportion of overseas teachers to meet the growing demands of our international community.
- Increased programs – computer science, 3rd language, ASA, quality of sports program, Innovation Certificate
- School wide supervisors hired for key processes: curriculum, technology, arts, PE & Athletics, STEM, Math program.
- Domain experts employed; aquatics, soccer and basketball
- Salaries inflation proofed to stay competitive and to better attract high quality faculty.

Trend of Expenses as % of the Income

Table 5 shows the distribution of expenses as a percentage of income. The Board believes that the school should operate within pre-established norms for expenses, thus the analysis of the distribution of expenses as a percentage of income has become a valuable tool in the decision making process. The school will continue to pay attention to the allocation of funds to maintain an adequate reserve fund and to achieving its strategic objectives.

5: Expenses as a percentage of Income

	Actual Results										Budget
	2011-2012	2012-20013	2013-2014	2014-2015	2015-2016	2016-2017					
Enrollment	1,096	1,110	1,161	1,200	1,244	1,250					
Total Income	12.0	13.4	15.1	16.5	18.1	19.5					
Personnel Services	9.11 76%	10.03 75%	11.94 79%	13.28 80%	14.71 81%	16.44 84%					
Instructional	0.70 6%	0.66 5%	0.59 4%	0.57 3%	0.54 3%	0.54 3%					
General Services	0.61 5%	0.83 6%	1.00 7%	1.07 6%	1.49 8%	1.37 7%					
Maintenance	0.60 5%	0.79 6%	0.80 5%	0.80 5%	0.87 5%	0.82 4%					
Technology	0.11 1%	0.15 1%	0.11 1%	0.13 1%	0.23 1%	0.28 1%					
Reserve Fund	0.10 1%	0.11 1%	0.12 1%	0.17 1%	0.14 1%	0.16 1%					
Other Expenses	0.60 5%	0.50 4%	0.89 6%	0.80 5%	0.81 4%	1.20 6%					
Special projects	0.01 0%	0.20 1%	0%	0%		0%					
Surplus	0.16 1%	0.05 0%	0%	0%		0%					

For the school year 2015-2016, the personnel service cost as percentage of income increased to 81% compared with the 80% from previous year; however, for budget 2016-2017, it is projected to increase to 84% mainly due to the implementation of the new compensation plan designed to be more globally competitive in attracting high quality teachers.

The 1% in technology as a percentage of income, only represents technology expenses (tech supplies and licenses), which are included in the operating budget. Additionally the school allocated \$546K in the Capital Budget for Technology Investments.

Capital Budget

The Capital budget reflects the contributions the school received from parents as Capital Donations and Building Fee. The table below shows the Income in Capital Donations and Building Fee over the last three years:

Table 6: Trend of Capital and Building Fee

	2013-2014	2014-2015	2015-2016	Budget 2016-2017
Capital:				
Actual	3,033	3,071	2,846	TBD
Budget	2,090	2,217	2,475	3,478
Variance	943	854	371	
Building Fee:				
Actual	544	579	581	TBD
Budget	543	543	608	351
Variance	2	36	(27)	

The Non-Construction Capital Budget

The non-construction Capital Budget includes Furniture, Technology Equipment and Major Building Maintenance projects. For the SY 2015-2016, the approved non-construction Capital Budget was \$1,198,968. An additional 1% was invested in overall mainly due to creating a single space for Technology teams (both infrastructure & educational technology), as part of the unification process.

Table 7: SY 2015-2016 Non Construction Capital Budget

	Actual	Budget	Variance	%
Furniture & Equipment				
Academics	148,066	140,601	-7,465	-5%
Administrative	126,509	135,933	9,424	7%
Sub-Total	274,574	276,534	1,960	1%
Technology				
Academics	275,399	303,320	27,921	9%
Administrative	240,476	243,114	2,638	1%
Sub-Total	515,876	546,434	30,559	6%
Major Projects	420,481	376,000	(44,481)	-12%
Total	1,210,931	1,198,968	(11,963)	-1%

FINANCIAL AUDIT 2015-2016

As stated in the ISP Policy Manual, accounting systems are seen by the Board of Directors as a valuable tool in guiding the sound financial management of ISP.

The Director and the Director of Financial Operations are responsible for developing accounting systems which meet this objective and which conform to best business practices.

A monthly financial statement is prepared for the use of the Board.

An independent firm shall be employed to audit the school financial results immediately after the close of each fiscal year, and this firm will also be expected to provide counsel to the Director and to the Director of Financial Operations.

The School currently works with KPMG. They have completed the independent external audit report for the school year 2015-2016

The following letters from KPMG, confirms the completion of the external annual audit and reads as follows:



KPMG
Apartado Postal 816-1089
Panamá 5, República de Panamá

Teléfono: (507) 208-0700
Fax: (507) 263-9852
Internet: www.kpmg.com

Independent auditors' report

To the Board of Directors
La Escuela Internacional de Panamá
(The International School of Panama)
Panama, Republic of Panama

We have audited the accompanying financial statements of La Escuela Internacional de Panamá (The International School of Panama) (the "School"), which comprise the statement of financial position as at July 31, 2016, and the statements of operations, changes in the fund balance and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the School as at July 31, 2016, and its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards.

KPMG

September 29, 2016
Panama, Republic of Panama

CONSTRUCTION REPORT

Soccer Field Renovation

This project was conceived as a priority for improving the PE program. The following were the major reasons:

- Over 250 teaching hours lost in 2013- 2014.
- Many days the field was used but in extremely limited form.
- Program / practice time equally affected by poor field/ track.
- Majority of competitions we play in are on turf.
- Many injuries due to poor field/track condition.
- Increased practice time available for teams.

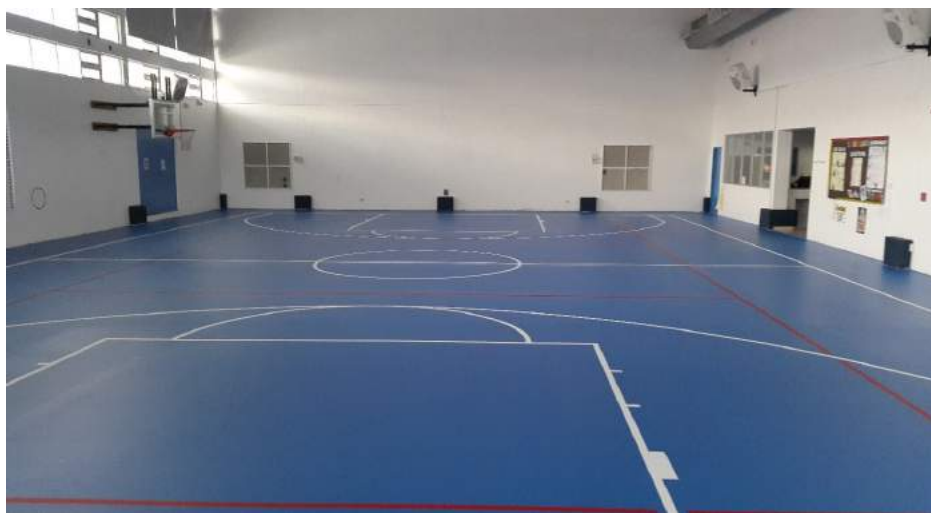
Eleven companies were invited for bidding this project, four of them presented their proposals; Aranval Import and Export provided the best offer. Aranval worked together with DA Hogan, a US consultant based in Seattle hired by the School for assuring the specification and quality we expect on this project.





Elementary Gym

Another project implemented during this time was the installation of the new flooring of the ES gym.



Elementary Library was subject to a remodeling.



Open basketball courts were painted.



Remodeling of the Teaching and Learning Office.



The offices of high school counselors was remodeled to accommodate 3 counsellors.



New HS building was painted.





School accessibility was improved with the construction of ramps in key locations.



2015-2020 STRATEGIC PLAN

During the 2014/15 School Year, ISP went through a comprehensive process to develop a new five-year strategic plan. Facilitated by Public Consultant Group (PCG), a leading consulting company that works with schools in the United States and throughout the world, the development process included the following stages:

Leadership Retreat: The Board of Directors and School Leadership Team identified key priorities and set a timeline for the project

Data Collection: PCG facilitated information gathering from all stakeholders through focus groups, surveys, and interviews.

Narrowing Priorities: After categorizing all of the stakeholder feedback, the Board of Directors and School Leadership Team identified several common themes that would build the framework for the strategic plan.

Establishing Goals: Using the common theme identified by the entire school community, PCG facilitated a process that led to specific goals, success indicators, and a timeline for each goal.

The Strategic Plan

Our Strategic Plan is built around three goals: Academic Excellence, Organizational Health, and Climate and [Culture](#). Each goal includes success indicators that will allow us to monitor change over the five-year plan, several strategies to achieve the goal, and a timeline for completing each strategy.



2015-2020 STRATEGIC PLAN

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.
- Foster 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

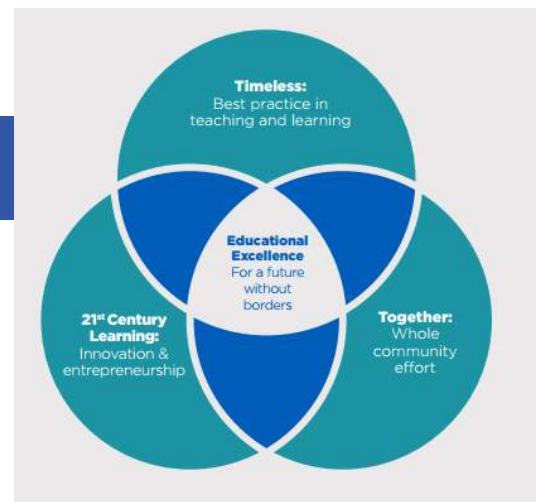
- Manage the size of school to its optimal level.
- Forecast and plan for the inclusion of strategic plan initiatives.
- Consider alternative revenue streams.



CLIMATE & 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

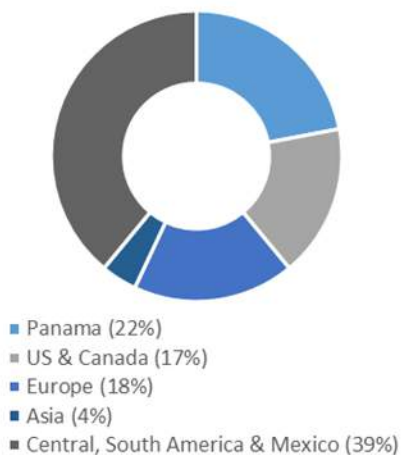


ENROLLMENT PROFILE

Enrollment

Grade	Aug-15	Jun-16	Aug-16
PK.3	60	71	72
PK.4	72	72	73
K	79	80	80
1	82	79	80
2	78	86	71
3	81	78	88
4	82	84	87
5	90	86	81
6	88	87	81
7	92	90	88
8	92	92	88
9	92	93	90
10	89	90	90
11	83	82	91
12	74	74	80
TOTAL	1234	1244	1240

Nationalities By Passport



Nationality	#
1 Panamanian	271
2 US	190
3 Venezuelan	115
4 Brazilian	93
5 Mexican	93
6 Spanish	68
7 Colombian	56
8 Argentine	37
9 Italian	34
10 Korean	21
11 Chilean	20
12 Costarican	20
13 French	20
14 Dutch	19
15 Canadian	18
16 Swiss	17
17 Peruvian	15
18 British	14
19 Ecuadorian	14
20 German	13
21 Chinese	9
22 Danish	9
23 Belgian	7
24 Bolivian	7
25 Portuguese	7
26 Guatemalan	6
27 Indian	6
28 Israeli	6
29 Andorran	3
30 Austrian	3
31 Finnish	3
32 Qatari	3
33 Australian	2
34 Dominican	2
35 Lebanese	2
36 Netherlands	2
37 Nicaraguan	2
38 South African	2
39 Uruguayan	2
40 Cuban	1
41 Greek	1
42 Honduran	1
43 Hungarian	1
44 Irish	1
45 Japanese	1
46 New Zealand	1
47 Paraguayan	1
48 Slovak	1
Total	1240

Nationalities per Division

	Panama	US & Canada	Europe	Asia	Central, South America & Mexico	Other	Total
PK	69 (48%)	24 (16%)	17 (12%)	3 (2%)	32 (22%)	0 (0%)	145
ES	89 (18%)	85 (18%)	91 (19%)	19 (4%)	201 (41%)	2 (0%)	487
MS	43 (17%)	44 (17%)	59 (23%)	10 (4%)	100 (39%)	1 (0%)	257
HS	70 (20%)	55 (16%)	56 (16%)	14 (4%)	154 (44%)	2 (0%)	351
TOTAL	271 (22%)	208 (17%)	223 (18%)	46 (4%)	487 (39%)	5 (0%)	1240

ELEMENTARY SCHOOL PRINCIPAL'S REPORT

The elementary division worked on initiatives that balanced change and stability during the 2015-16 school year. Our math program continued to evolve and grow, our planning received a boost related to a deeper look at backwards design, and we provided more targeted opportunities for integrating technology and other core subjects together. We focused on developing the character of our students through our behavior support, including adding a new ideal related to sustainability and responsibility. As a teaching team, we found opportunities for improving and expanding upon recurring challenges and building on some of the elements that make ISP such a wonderful place for a child and staff member to be.

Before we had students return to school many of the staff joined in a PD to learn about Understanding By Design (UbD)—a practice for educational planning that focuses on starting your work by knowing exactly what the end goal is. With their expertise and with time, attention, and effort dedicated to this initiative, we worked on solidifying our instructional units. Since this was the first year of implementing the Common Core for mathematics, it was especially important that we understood those end goals and standards. Throughout the year our professional development time centered on our UbD and alignment and our teacher-driven math and literacy leadership teams contributed to this growth.

In the area of mathematics we spent a significant amount of time working with our new curricular resources and focused more on the standards for mathematical practice. Teacher classrooms became more engaging and productive as students were challenged to demonstrate the “how” and “why” of their work, not just the “what.” This shift is not yet complete and an ongoing ES goal is to support teachers, students, and families as we provide a more concept-based math approach.

With our Strategic Plan as a guide we started experimenting more with the idea of constructivism. As we worked together to learn what it was, we realized it already happens in our school and we talked about how to expand upon it. We added in technology integration classes so that all students in 2nd-5th grade worked with a technology teacher to go through the engineering design process related to a challenge from one of their curricular units—for example, the egg-drop in 2nd grade that is a tradition in the school became a better learning opportunity as students worked in technology class to research gravity, watched videos from other egg drops, learned about different materials that could sustain the force of a fall, and then ultimately crafted and redesigned their own egg-drop project.

We connected our work in the classroom to what we were doing outside the classroom. We found more exciting places and organizations to visit to build that bridge between classroom learning and the real-world. As one example, our 1st graders learned about great inventions and got to explore the design and construction of the Panama Canal. From that incredible experience, they then set about looking at their own problems and developed inventions and ideas to solve them.

With all of this work, we were very careful to record, reflect, and refine what we were doing. Our curricular documents became a reference tool that was shared across teams and we standardized some of our practices across the elementary school. This is an ongoing need but the ES curriculum coordinator made great strides in developing a place and space for our work.

Any area of focus for our school will always be character development. Our common language in the elementary school is the 4 Bee's—Be Kind, Safe, Respectful, and Responsible. Through collaboration and fueled by a student's idea, we also added the 5th Bee—Be Green. We used this language and examples about each "Bee" throughout the entire school and the result was a better understanding by students and teachers about what was expected in all of our common areas.

A system for finding solutions to challenges naturally evolved throughout the year and became an initiative that we called "Task Forces" and that will continue for years to come. As teachers brought challenges to the administrative team we listened for recurring patterns or needs. As those emerged, we shared those out with the entire staff. Collaboratively, with administration as members, Task Forces undertook some of these concerns and shaped initiatives and programs for the entire school. Some examples of Task Forces included one focused on the Cafeteria—the group worked to find streamlined ways for children to get their food, eat, and then sit together and socialize. We also had a STEM Task force that initiated the first ever ISP elementary Day of Design—all of our classrooms got in the spirit of Bee-ing Green and collaborated to undertake a STEM task. Other Task Forces focused on school structures and policies—like Homework and Scheduling—and collaborated to develop ideas on what is best-practice and happening in the best international schools in the world. Our biggest initiative was related to our library where a team undertook the task of redesigning the library learning space, developing goals for updating the library collection, and planning for the upcoming year of having a full-time librarian.

Our school came together in many events that composed some of the best memories for each of us. In our Pod assemblies in the Performing Arts Center we danced, sang, played games, acted in skits, celebrated, and cheered for one another. During our two parades we marched through our school as members of an international community. During our service-learning events we talked about the experiences that unite us all and those that make us so unique.

The elementary division is a wonderful place to be, and I look back fondly and with pride at the year behind us.



MIDDLE SCHOOL PRINCIPAL'S REPORT

The 2015-2016 school year afforded the opportunity to refine ongoing initiatives that have established the Middle School as a strong unit devoted to positively impacting all of our students each and every day. The ideal of continued refinement not only underpins the decisions we make as a faculty, but also supports our belief in a growth mindset for all learners – both faculty and students – in our division.

Refinement of ongoing initiatives began with our curricular offerings. The Middle School has shifted from electives to Exploratory and Wheel courses. Science, Technology, Engineering, Arts and Math (STEAM) form the foundational structure for Exploratory offerings. The offerings include Art (2-d, 3-d and digital), Theater (stage production, acting, lighting), Music (band, choir, composition), and STEM (environmental in grade 6, civil in grade 7 and mechanical engineering in grade 8).

Common threads regarding technology, literature, health/fitness and service were used to refine quarter-length Wheel offerings. In order to enhance the experimental and student-driven nature of the offerings, traditional grades were removed in favor of a reflection-based pass/fail model. Student interest was taken into account in determining a wider array of offerings, and the scope and sequence of courses was redesigned in order to ensure that students are exposed to a variety of knowledge, concepts and skills in a logical order.

The structure and curriculum of the Middle School advisory program were also reimagined. In order to further the improvement of this critical component, grade level team leaders were assigned to work closely with counselors. In addition to supervision and support, team leaders continuously collaborated on the creation of advisory curriculum databases to ensure a wide variety of resources are readily available for each advisor to best meet the needs of our small advisory communities. Within this database, units with common themes are being continuously improved to ensure age appropriate and engaging curricula at each level.

The Mathematics department made considerable progress in further developing initiatives. For example, Mathematics teachers implemented Accelerated Common Core Mathematics standards to underpin the curriculum at each level. To meet these standards, Mathematics teachers are continuing to refine their instructional strategies to support students in delving deeper into numerical literacy and understanding. This shift in instructional strategies represents a turn from a more traditional or procedural approach to a more holistic or situational philosophy. This holistic or situational philosophy emphasizes problem solving and mathematical discussions centered upon reflection and deep understanding of concepts. Dedicated time to planning and collaboration ensures the implementation of common language and practices, which is vital for student academic growth and success. Significant growth overall in MAP scores is just one indicator of success in this area.

In addition to these broadly impactful experiences, targeted PD opportunities have supported specific departments. English as an Additional Language (EAL) teachers received training in WIDA, a curriculum and assessment plan for language acquisition. Science teachers benefited from STEM training as well as participation in the National Science Teachers Association (NSTA) national conference. Math consultants, such as international renowned expert Graham Fletcher, provided on-campus support for the implementation of knowledge and skills acquired at the National Council of Teachers of Mathematics (NCTM) national conference. Furthermore, book studies and interdivisional collaboration sustained these important conversations in the departments mentioned above and across the Middle School.

Student leadership in general, and our cohort in the Leadership Course in particular, has played a critical role in the continuous growth of the division. In this way, our student leadership program is an essential element of our holistic approach to education in the Middle School. To further these initiatives, we participated in the AASCA MS Leadership Conference for the first time. We also relied upon student leadership in combination with student and teacher surveys in order to refine Monday assemblies, resulting in more comprehensive events that are supportive of IB Learner Traits and community development. Our leadership team also led a division-wide campaign of interactive sessions, presentations and open dialogue that was not only firmly against bullying, but also supportive of our students being *upstanders*.

While connections to the broader community have long been a central component of the Middle School, we have worked to refine this approach. For example, a shift from community service to service learning has educated students about the importance of sustained, globally connected action. The Service Learning course is offered to all grade 7th and 8th grade students, with grade 7 focused primarily on theory and context and grade 8 students implementing specific plans and projects. Further refinement has included increasing opportunities specific to student interests, and executing student-directed projects including:

- Fun Camp 2K15: Saturday Camp for Dolphin employees' children focused on sports, arts, and language development.
- Dolphin Appreciation Lunch: Funds raised by students to provide BINGO, gifts certificates, prizes and fun had by all. In addition to the fun, the Lunch raised awareness of the essential role the Dolphin staff plays in supporting our community.
- Operation Smile: This initiative allowed for collaboration with the ES division as well as the opportunity to sponsor five students to receive treatment.
- FANLYC resulted in fully sponsoring a young person in need of treatment as well as providing additional gifts and support for the family.
- School Beautification Projects, including a vegetable garden and landscaping projects, have connected the message of service learning to our own physical environment.

- Multiple visits to two separate homes for the elderly allowed our students to build empathy and connections through a variety of activities including manicures, singing, dancing, theatrical performances and general socializing.

In order to carry on an important tradition in the Middle School, the UN Day shifted from one common theme for all students to more focused, research-based areas of inquiry for each grade level. Activities and products related to this more focused inquiry included students exploring how the transformation of outdated technology and repurposed consumables could become prototypes for new products. These were planned and developed by students and presented to local community leaders. Projects followed the Engineering Design Process, which is a fundamental component of our STEM courses. Refining the UN day allowed for the development of partnerships with school-based and outside organizations to incorporate the prototypes and related ideas into a broader context. This allowed for authentic connections between classroom and real world applications.

In summary, a whole child approach has guided key decisions towards the continued refinement of the Middle School. This focus on refinement is in line with our division's belief in a growth mindset as well as in the importance of continuous improvement and lifelong learning. It was made possible by dedicated faculty who always hold students at the center of decisions.



HIGH SCHOOL PRINCIPAL'S REPORT

“ . . . the most important factor affecting student learning is the teacher.” Wright, S. P., Horn, S. P., & Sanders, W. L. (1997).

It is for this reason that a tremendous amount of time and energy must be placed in hiring great teachers, mentoring those teachers, and improving their practice. Much of the work that took place at the high school during the 2015-16 school year centered on teacher support and supervision. The goal of the work was to improve instruction leading to improved student learning.

Supervision and Surveys: There was an increase in the informal supervision of faculty through the use of “quick visits” that supplemented the formal evaluation process. An increased frequency of time in the classrooms, watching teacher’s instruction, provides for a more complete and accurate picture of what is working and not working with instruction. These visits provide “real” snapshots of what students are experiencing each day. Combining these visits with data obtained through student surveys lead to meaningful end of the year conversations with individual staff centered on instruction and classroom management. Reflective conversations and coaching helped to focus teachers on areas of strengths and weaknesses in their practice. Overall, frequent visits and student surveys provided a solid foundation for professional and personal growth.

Six Core Convictions: Last year the high school faculty worked to implement the Six Core Convictions adopted during the previous school year. A work in progress, requiring potential changes in pedagogy, curriculum alignment, assessment strategies, programming, etc. Implementations will be an ongoing process, needing improvement year-to-year. During the 2015-16 school year, the faculty and staff at the high school demonstrated a commitment toward meeting this challenge and invested many hours exploring multiple areas that could support our drive toward Educational Excellence.

- Balanced (blend) of high quality direct instruction and high quality facilitated constructivist teaching and learning.
- Meaningful connections across (and within) disciplines, subjects, different classes.
- Collaborative learning (students and teachers).
- Tight purpose driven instruction. Students and teachers are able to articulate, at any given point of time what they are learning and why.
- High quality differentiation, personalization, supporting learning.
- Meaningful connections to the real world – inside/outside the classroom.

Time and Resource Review: One major area of focus was in looking for a bell schedule that would better support the changes identified by faculty as priorities. Top on this list was providing more time for the Higher Level (HL) IB courses, while balancing the time provided for other courses and the expectations and requirements of those courses. Time is not the only factor, resources, especially human resources, play a major role in creating possibilities as alternative schedules were reviewed. The major goals outlined by the faculty for a new schedule included: a split between HL and SL course where possible, eliminating the need for Extended Instructional Time (EIT) on Wednesdays; shorter classes with more frequent meets during the year; and, time for faculty to work collaboratively in planning within and across departments. This process continues with an anticipated recommendation coming in November for implementation during the 2017-18 school year. The goal is to identify a schedule that meets our needs and stays within our staffing model.

All of the work outlined above has one aim, improving the experience and learning of the students at ISP. The students need to be, and are at the center of decision made within the high school structure and programming.

Student Success: Last year 78 seniors graduated from ISP heading off to all regions of the world. Measuring success takes more than just numbers. The involvement of these students inside and outside the walls of ISP also define their success. Participation in clubs and activities around the school that contribute to the improvement of the ISP community as well as the greater Panama community also serve as evidence of the student success. One example is the creation of and positive leadership provided by the Student Council. New to the school, there were a number of growing pains, but the overall contributions helped provide students with a voice and created positive opportunities for others. The members of the Student Council lead the AASCA Leadership Conference sponsored by ISP last September. This conference consisted of over 130 students from over 13 different schools from Central America.

Student success can also be seen by the thousands of hours students spend in service projects around Panama. Projects that brought light and energy to homes through the installation of solar panels. Projects that involve students visiting neighboring schools and working to teach English to the students. Projects that have students visiting orphanages providing comfort and support. ISP students were very active in the community, giving back to those in need or less fortunate.

There is of course also academic success as measured by the test scores. Our IB Diploma candidates exceeded the world pass rate average by over 10% and exceeded the world average score by 1 point. These numbers indicate student success. The numbers are also not where we want them to be and can be used to drive changes as we look closely into the areas needing improvement. There are many areas where our students meet and exceed standards set by outside exams across the grade levels. There are also areas where we do not, leading to the need for continued growth and focus.

Overall, the students in the high school section of ISP had a solid year and took advantage of the opportunities presented to them to grow. There is a great deal of work left to be done working together as a community to help us reach Educational Excellence as defined in the Strategic Plan. The foundation for change was laid last year and continues to evolve this year. The inception of the Innovation Certificate program is one example of the work done during the 2015-16 school year that is now a reality at ISP. 13 students have chosen to take advantage of this unique ISP program as an alternative way to prepare for university. The bar set by students last year is also being pushed by this year's students. PANAMUN is reaching further and striving to have a greater impact as a program than ever before. Students are leading and driving this desire for excellence, demonstrating a continued positive mindset within the high school community. Working together, faculty, staff, students, and parents, the change that is necessary to evolve as a school, and improve student learning will continue.



ISP CLASS OF 2016: COLLEGE & UNIVERSITY MATRICULATIONS

College	Country
Babson College	United States
Babson College	United States
Berklee College of Music	United States
Boston College	United States
Boston University	United States
Concordia University - Montreal	Canada
Fanshawe College	Canada
Florida International University	United States
Florida State University Panama	Panama
Florida State University Panama	Panama
Florida State University Panama	Panama
George Washington University	United States
Georgetown University	United States
Hult International Business School - London	United Kingdom
John Cabot University	Italy
Louisiana State University	United States
McGill University	Canada
New York University	United States
Prague Film School	Czech Republic
Santa Fe College	United States
Savannah College of Art and Design	United States
Savannah College of Art and Design	United States
St. Edward's University	United States
Syracuse University	United States
The University of Edinburgh	United Kingdom
Trent University	Canada
Universidad Austral	Argentina
Universidad Escuela de Administracion	Colombia
Universidad Iberoamericana Puebla	Mexico
Universidad Interamericana de Panama	Panama
Universidad Latina de Panama	Panama
University of British Columbia	Canada
University of California, Los Angeles	United States
University of Delaware	United States
University of Louisville Panama	Panama
University of Miami	United States
University of Virginia	United States
University of Washington	United States
USMA Panama	Panama

THE CLASS OF 2016



IB COMPARATIVE DATA—ISP RESULTS—2006 to Present

* Data shows summary of IB results at ISP over a ten year period from 2006 to 2016.

	# Graduates	# Diploma Candidates	% Diploma Candidates	# Passing Diploma	% Passing Diploma	Highest Point Total	Average Score Diploma Recipient	Worldwide Average
2006	36	13	36%	12	92%	38	32	-
2007	44	12	27%	8	67%	38	31	29.56
2008	47	10	21%	10	100%	41	31	29.57
2009	49	20	41%	19	95%	40	31	29.51
2010	44	19	43%	13	68%	34	28	29.55
2011	59	34	58%	30	88%	37	31	29.59
2012	51	35	69%	33	94%	42	32	29.83
2013	72	44	61%	35	80%	38	30	29.81
2014	71	42	59%	32	76%	40	31	29.81
2015	74	58	78%	48	83%	41	32	29.88
2016	75	46	61%	41	89%	42	31	30.07



IB CAS 2015-2016: Creativity, Action, Service

The students at ISP are encouraged to participate in CAS activities, 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 activities 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 were 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.

We look at the student's written reflection to see if he/she is achieving the eight learning outcomes: increased awareness of strengths and growth, undertaken new challenges, planned and initiated new activities, worked collaboratively with others, shown perseverance and commitment in the activities, engaged with issues of global importance, considered ethical implications of student actions, and developed new skills.

1. Camp Hope. (August 2015- February 2016)

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 students reflections revealed just how powerful the time at Camp Hope was in changing and challenging some of their assumptions.



2. Beach Cleanup in Panama Viejo (August 2015 – June 2016)

This activity was organized during the whole year at Panama Viejo. IB It was coordinated with the Patronato of Panama Viejo Museum and Contaminacion Cero organizations. The purpose was to increase participation among students and the community of Panama Viejo in solving the problem of trash and pollution, and to increase awareness and appreciation of the coastal environment.



3. Guna Yala Christmas Toy Drive (December 2015) – Second year ISP students organized it.

All throughout the month of November and the first weeks of December a group of high school students collected toys in their neighborhoods, at school and at different churches. On December 19th the toys were taken to eight different Guna Yala islands in San Blas this time. The experience was very exciting and rewarding at the same time, to see that all of the hard work was paying off.



4. Reforestation Trip to La Pintada – Penonome (February - May 2016)

It was the first time ISP students worked on a project like this. It was not a real reforestation, but instead students used recycle materials as pots to plant flowers and small bushes to beauty the main entrance of this community. They worked hard to promote this activity to raise awareness on the importance of reforestation.



5. Los Guarumos Elementary School, Cañazas, Veraguas: (June 2015)

From June 22 to June 26 a group of students participated in a service trip at Los Guarumos Elementary School in Cañazas, Veraguas Province. Students were able to accomplish three projects: construction of sidewalks, paved shoulders around the school area and provided reading and writing diagnostic tests to all children at school. ISP students received some workshops with Pro-Niñez Panameña and ProED organizations to be ready to administer these tests to kids at Los Guarumos. The last day, ISP students organized a party for the kids. Students worked really hard to finish the three projects in five days.



6. Math Tutoring at ISP on Mondays (August 2015 – June 2016).

7. Clothes Swap at ISP.

8. Relay for Live Walkathon (FANLYC) – October 2015.

9. Veraguas Christmas Party – El Rodeo Elementary School – Dec. 2015.

10. Educating Panamanian Children (Elementary Schools) about food (throughout the year)



These are just few examples of CAS projects undertaken in the 2015-2016 school year.

CURRICULUM & PROFESSIONAL DEVELOPMENT

Academic Excellence

The 2015/16 school year was the first of the new strategic plan. Central to the plan is bold academic excellence goal that outlines a holistic educational experience that prepares students for the jobs of tomorrow. The academic excellence goal calls for ISP to ensure a holistic learning experience, to meet the needs of all learners, and to ensure that the academic experience is based on problem solving. To achieve this goal, the strategic plan outlines specific strategies and action steps in curriculum, instruction, assessment, and innovation.

There were two aspects of work related to academic excellence that took place during the 2015/16 school year. The first was directly connected to developing common understanding and capacity for the strategies outlined in the strategic plan. The most significant accomplishment in this area was to clearly define a Philosophy of Teaching and Learning for ISP that aligns with the strategic plan. This vision will shape all aspects of teaching and learning as ISP works to achieve the goals outlined in the strategic plan.

The second were a myriad of different program improvements related to the specific areas outlined in academic excellence. The major school improvement efforts targeting academic excellence are described below.

Academic Excellence Program Improvements			
Strategic Area	Plan	Program Improvement	Description & Outcome
Curriculum		ES Curriculum Development	Completed the development and documentation of all core areas of ES grade level curriculum. Provides a foundation for further development and refinement.
		Implement New Math Program in K-8	Increase rigor in math curriculum and aligns focus of program with academic excellence goal
		Science Program: Adopt New Standards.	Increase rigor in science curriculum and align focus of program with academic excellence goal
Instruction		Pilot Different Strategies	Builds capacity for the strategies that support the academic excellence goal
Innovation		STEM Courses in MS and STEM integration in ES	Aligned science curriculum to offer one unit of STEM/ Design for each grade level in ES and offered STEM exploratory to all MS students
		Develop Innovation Certificate for HS	Pathway for grade 11 and 12 students interested in pursuing innovation and entrepreneurship
		PK – 12 STEM R&D Team Analysis	Cross divisional team completed a thorough review of existing STEM opportunities and identified STEM goals for ISP.

Professional Development

ISP offers a robust and generous Professional Development (PD) program to staff. The intent of PD is to support school improvement initiatives, foster innovation and continuous learning, and to ensure that all staff has the skills and expertise necessary given their roles. Typically our PD budget supports a variety of different PD events in the following categories: hosting onsite consultants to support school improvement initiatives, sending teams to offsite PD that supports school improvement initiatives, and sending individuals to offsite PD connected to their specific roles and responsibilities. Below is a chart outlining several of the key Professional Development activities that took place throughout the school year.

Overall, ISP hosted over 29 days of consultants at ISP, and sponsored over 90 staff members in professional learning directly aligned to their roles and responsibilities, school goals in academic excellence, or school goals in innovation.

PD Example	Type of PD	Description & Outcome
ES Curriculum PD	Consultant at ISP for 3 days to work with ES Teacher Leaders on Curriculum Design	Established model for curriculum development and documentation utilized throughout the school year
ES/MS Math PD	Consultant at ISP for 3 days to	Supported implementation of new math program
EAL PD	Consultant at ISP for 3 days to work EAL teachers	Supported implementation of best practice and identified programmatic changes to enhance academic excellence
On Site Graduate Courses	ISP hosted two hybrid / face to face courses in education	40 staff participated in collegiate coursework from the University of Northern Colorado Graduate Studies of Education
Math Conference	Team of ES and MS Teachers attended national math conference	Cross divisional team attended large regional conference in math education. Informed implementation of new math program.
Regional Conferences	ISP Team attended two regional conferences for International Schools throughout Latin America	Remain up to date and current in educational trends and models that support best practices
Language Conferences	Two different teams attended international conferences focusing on Spanish / Language instruction	Inform SAL and mother tongue program improvements
IB Training	Offsite PD in specific IB programs	Approximately 10 staff participated in IB training specific to their roles and responsibilities.

PHYSICAL EDUCATION & ATHLETICS REPORT

Physical Education

The Physical Education department continues to build on curriculum work and alignment.

Shape America PE Standards

The department delved deeper into the newly adopted standards using and applying them K-12. Last years units were reviewed and updated with a closer look at assessment and aligning assessment protocols vertically. The PE department continued to collect fitness testing data and use it to understand trends and subsequent opportunities throughout the year for focused fitness units. Daniel Marshall joined the department teaching 6th grade.

Strategic plan

After a year of focused work and collaboration a comprehensive Strategic Plan for the next 5 years was created. This exciting plan sets out clear goals and objectives across the areas of PE curriculum, competitive sports and the After School Activities program.

Competitive sport

The Dolphins enjoyed another good year of sporting success in a wide variety of sports.

ISP continued to field teams in every age group and was able to field 'b' sides in many age groups. This allowed the Athletics program to grow and give opportunities to a whole group of athletes that would have otherwise given up or not participated fully. The ES program, supported by an aligned ES PE unit structure, was large. Both genders were represented very well. In the senior school our teams performed extremely well. Both the boys and girls soccer teams were hugely successful. The boys achieved a clean sweep in ADECOP and Liga 10. The girls also performed well winning in sub 16 ADECOP and securing 2nd in Copa Talento and Sub 18 ADECOP. Senior basketball also had a great year. The girls continued to grow and had a good group of committed girls coming out each week. The boys continued to build momentum throughout the year with a fantastic run in the ADECOP league. They were just beaten by CCA in the ADECOP final but that only propelled them to greater things. The very competitive Kiwanis league provide the biggest challenge with the boys losing out in the final to an impressively strong team from Gaston.

The swim program continued its mission to generate opportunity for school swim teams throughout the city. The program continued to host an impressive number of meets and was able to host schools that had not previously swam at ISP.

AASCA AWAY:

The senior boys' this year went to AASCA basketball as a force to be reckoned with. They played extremely well in the group stages and missed out in the final seconds of their last game to secure a semi final spot. On the soccer field the girls secured their first ever semi-final spot in the large schools AASCA soccer tournament.

The Cross country event this year was combined with a track meet. ISP again represented Panama extremely well with top 10 individual finishes and a 4th place overall in the Cross Country portion of the event.

The swim team also had a successful AASCA tournament. The inaugural event was planned and hosted by ISP the year before and it was nice to see the planning and protocols designed by ISP coaches firmly in place at AASCA swim Nicaragua.



After School Activities:

The program no longer seems to be growing in size but the offerings change in response to parent feedback and curriculum initiatives. Many new STEM based offerings were included this year and proved popular with students. Introduction to programming for ES, Experimenting with Science and Lego Robotics are examples. The fully online enrollment and payment process has made the administration of the ASA program a lot easier and allowed us to focus our energies after school in ensuring that the programs we offer are quality programs.

Community use

The tennis courts continue to be a huge asset to the schools PE and ASA program. They continue to be open to the ISP community and saw a lot of use during the school year. Towards the end of semester 2 ISP hosted a multi school tennis meet which was positively received by other schools. The plan is to host regular tournaments in the next year. The swimming pool continues to be open to the ISP community and was used throughout the year.

Main field Renovation project

The project began in November 2015 and finished in May 2016. All main field activities for PE and athletic programming were suspended. A creative schedule utilizing the ES field and MS field was created and through some creative space use and program restrictions ISP was able to still operate and provide for sports teams and ASA activities.

The project itself encountered several construction difficulties early on. Most notably the high water table on the south end. Bob Harding from DA Hogan in Seattle and Carlos Legnadier (ISP project manager) were able to provide creative solutions to many of the issues encountered. This was the first time in Panama that a project of this scope, specification, and quality had been attempted. The multiple stages to the project added a layer of difficulty – new bleachers, track, field and lights. In the end the renovation project was delivered 6 weeks late but in time for ISP to host the final matches of the ADECOP season. The finished product is world class and we are excited to use it and realize the benefits of the facility in the upcoming

Summary

The ISP Physical Education program is continually looking to improve and with the new strategic plan in place has a clear and focused path ahead. Next year the department will dig into assessment and fine tuning the standards based grading system that is currently in place. Our competitive sports program continues to improve. Our performances in large competitions has been excellent but it is the numbers that are participating in the program that really sets the ISP program apart from any school in the city. This is in part due to having facilities that allow us operate with large numbers but more a testament to the great work our coaches do. With the completion of the new field, next year promises to be immensely exciting and both the PE department and sports coaches are excited with the opportunities it brings.



VISUAL & PERFORMING ARTS REPORT

Performances and Exhibitions

Theatre

Our first year in the PAC was a huge success and set an ambitious tone for future years of performing arts at ISP. In November we had our first large scale MS/HS Musical on the ISP campus “Beauty and the Beast” directed by Adam Herzig. With sold out shows every night it was fitting to say we “packed the PAC”. Students and ISP families had a great time with the show and we learned some valuable insight into how to guide future productions.

In addition to the large scale musical we also produced the HS Drama Fuenteovejuna directed by Arturo Wong and the ES Musical “The Music Man” directed by Emma Cohen Joppa. Over 200 students participated in shows over the course of the year, bolstering support for the theatre department school wide.

ISP was honored to host AASCA Drama for the first time as we welcomed schools from across Central America to compete as well as collaborate on new theatre. It was an eventful 4 day festival and ISP left with Second Place overall trophy. We were all very proud of our young thespians.

Music

The music department continued its trajectory for success by giving our students, K-12, the skills needed to perform and appreciate music of all types. The MS band was a strong force in the school, performing at soccer games, the inauguration of the new field and even at staff meetings. Our vocalists were seen onstage at Flag ceremonies, Panamun, Fisetas de Patrias, as well as move up ceremonies and graduation. In addition to this we started a new lunchtime music series that gave different students the opportunities to perform in the plaza of the PAC. Once a month we had upwards of 100 students in the plaza listening to their friends sing and make music!

We were also delighted to host the third annual Middle School Musicfest. As a middle school only event we were delighted to welcome schools from Costa Rica, Nicaragua, Honduras and Panama. The schools worked as mixed ensembles to perform for one another as well as the ISP community.

We saw an incredible amount of growth and momentum in our music department this year and we are excited to see it really take off!

Art

The PAC has not only given a home to the Performing Arts, but with the establishment of the PTA Galleries, we now have a large space to show the work of our ISP visual artists. We were very excited to be a part of FotoSeptiembre, a city wide photography show that included participating galleries from around the community. In addition to the photography exhibit, our galleries rotated primarily under the curatorial direction of Ella Faulkner, and showed off work from all sides of our K-12 arts department including elementary, graphic design, painting and drawing.

We were also excited to finally have a space to show off the work of our IB art students. The gallery was carefully curated by the students and impressed many audience members as they came to see Fuenteovejuna and graduation.

All of the ISP art shows complimented the performance series and there was a very clean collaboration from all members of the VAPA team.

5 year Strategic Plan

Over the course of the year a 5 year strategic plan was created to work in tandem with the school wide plan. The VAPA Strategic Plan focuses on three core areas which are Artistic Excellence, Programming and Resources. Implementation of the plan started at the end of the 2014 and 2015 academic year and the entire team is excited to watch our programs and department grow.

ArtsFest and ISP Idol

Riding off the successes of last year's Artsfests, we continued to grow the event along with the community's excitement for being a part of it. The 2015-2016 academic year saw a settling in of the festival which now happens twice a year and shows off the hard work and creative talents of the ISP community. Workshops were offered in Stage Combat, woodwinds, painting like Matisse, Improv, wood shop, Elementary Drama, and pre-k drum circle. In addition to the workshops we showed art work from across the K-12 spectrum and performances included all of the performing arts classes as well as the DI Elementary and Middle school teams.

In another effort to keep our students involved and creative, last year saw the introduction of the first *ISP Idol* talent show. We were lucky enough to have three professional performing artists come and judge students from grades 2-12 grade in different talents that ranged from rubix cube, to magic to singing and dancing. The show was a great success and laid the groundwork for a new annual event.

New Classes and Curriculum Enhancements

August 2015 brought in the start of the new Middle School elective structure which asked for every 7th and 8th grade student to pick an Arts or STEM to study each year. These semester long class in art and theatre, or yearlong classes in music were developed to encourage student risk-taking as well as self-expression throughout the middle years. In doing so, grades were removed and teachers began to work with alternative ways of assessing student work. Each semester ended with an 8th grade showcase that displayed the talent of every 8th grade student. Restructuring the Middle school electives ensures a higher level of arts knowledge and skill as students enter into High school and eventually into the IB Diploma program.

In addition to the new elective structure, we were able to bring in more skilled faculty to offer classes in the arts such as scene shop and ceramic and sculpture. Our Scene Shop instructor works to help students build sets for all of the ISP shows while giving them hands on experience using woodshop tools and state of the art equipment in the PAC. We were also able to expand our ceramics and sculpture program, growing a small course into one of ISP's most popular electives.

Summary

The 2015-2016 school year brought about a great wealth of information and new experiences for our students and staff as we began to grow into the space with new programs, events and expectations. We saw an increase in student participation in every aspect of our department. As the staff continued its drive towards fostering a creative and collaborative environment we saw our students attracted to the arts in a way that has not been seen before at ISP, and as we look towards the future, we are even more excited by the talent, ambition and creative spirit of the ISP students.



PARENT-TEACHER ASSOCIATION (PTA)

For ISP – Parent Teacher Association (PTA) the school year 2015-2016 was an exciting and fantastic year!

We are so proud to have increased parent engagement through hosted family events like BBQ's, Holiday Shop, Family Fun Fair, Honor Roll Recognition, Volunteer Appreciation, Arts Festival and Dolphins Appreciation. We also launched DAC (Dolphin Athletic Committee) and hosted weekly language workshops that help new families transition into ISP and Panama.

Seeing all these smiling faces and laughter made our efforts worthwhile!

We want to give special thanks to the whole ISP Community: parents, teachers, students, administration and dolphins.

Have fun, be involved, and make a difference!



PTA Board Members

2016-2017

Cristina Barberi	Co President
María López de Cobo	Co President
Jillian Monaghan	Treasurer
Rosa Nakahira	Deputy Treasurer
Sarah Tatum	Secretary

PTA DONATIONS 2015-2016



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PTA ANNUAL REPORT 2015-2016

	Total Exp
Beginning Balance 01/08/2015	60,857.80
INCOMES:	
Annual due (1,251 Students x \$20)	25,000.00
ARTS Comm	858.92
DAC - Dolphin Athletic Committee	534.47
Dolphin Appreciation	4,010.00
Dolphin Swag	4,635.00
Family Fun Fair	43,539.65
Holiday Shop	8,692.98
Honor Roll Ceremony	645.00
Reversal - PTA recognition	279.36
Welcome BBQ	1,627.33
Yearbook - photos 2015-2016	3,778.15
Total Incomes	93,600.86
Subtotal	154,458.66
EXPENSES:	
Breakfast Volunteer Appreciation	99.00
Dolphin Swag	10,219.90
Dolphins Christmas App.	4,533.84
ES Representative	1,395.16
Family Fun Fair	16,615.03
Fiestas Patrias	1,533.59
Holiday Shop	2,730.09
Honor Roll Lunch	6,110.17
HS Representative	635.00
Inter Cultural program	169.00
Micro Gran Project	15,140.00
MS Representative	1,061.85
Panamim	150.00
PTA Office supplies/cafeateria	2,176.39
Teacher Apprec Lunch	6,193.25
Welcome Back BBQ	7,832.36
YB photographer-activities 2015/2016	897.01
Total Expenses:	77,492.44
Ending Balance 31/07/2016	76,966.22

NOTE: Details about all incomes and expenses are in treasurer's binder (2015-2016)

Prepared by: Rosa Nakahira - Treasurer



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