



International
School of Panama



ANNUAL REPORT

2016-2017

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

Accreditation and School Improvement (SACS-CASI)

Member of the International Baccalaureate Organization

website: www.isp.edu.pa

EDUCATIONAL EXCELLENCE FOR A FUTURE WITHOUT BORDERS

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

The International School of Panama (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 area. 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. We now have over 1200 students representing 48 nationalities with a graduating class of 80 students in 2017.



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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 followed through on the implementation of our Strategic Plan 2015-2020. The Board of Directors has worked diligently this year helping ensure the successful implementation of our plan at both an academic and administrative level. We are pleased to share with you that we have continued to make significant and substantial progress in our endeavors.

Our Academic Excellence goal has continued to be a beacon of focus for the board. With the Office of Teaching and Learning now well established the school has made important strides in rolling out initiatives to further improve our educational offerings K-12.

This year we saw a burgeoning expansion take hold in the areas of curriculum design, science technology engineering and math (STEM), innovation and entrepreneurship, building on what was started last school year. In fact we continue to be amongst the few schools in our region offering a program alternative in secondary school, like the innovation and entrepreneurship certificate.

We must note that we are only briefly mentioning these improvements in this introductory section. The rest of our report includes far more detail and feedback on the implementation of our plan on several levels.

Faculty, staff, parents and students have continued to enjoy bringing two of our newest campus additions to life. It has truly been a pleasure to witness our community together for events like *Madagascar* and *West Side Story* in our beautiful Performing Arts Center (PAC) theater. With our students playing live music and running the show themselves. Furthermore, it was inspiring to witness ISP host the inauguration of Liga 10, an opportunity made possible by our beautiful multi-sport field.

Most importantly we must note that these additions would not have been possible without the responsible financial stewardship of our Administrators and Financial Committee. As mentioned, there is much more detail regarding our finances available in this report, as well as in the full audit report.

ISP continued to build and strengthen our community with the extraordinary and superlative support of our PTA. Once again, the PTA organized events and activities and yielded record numbers in attendance. Particularly noteworthy, has been the continued success of committees helping raise funds for the Visual and Performing Arts as well as Athletics. A more detailed account of PTA fundraising and its grant program is also available in this report.

ISP continues to change and adapt as we strive to provide a world class education for our students to become successful global citizens who are prepared for a world that is constantly changing.

Gathering at the general assembly is also a great reminder of our role as parents to ensure our voice is heard. Participation in the General Assembly is not just a chance to hear what the school has done and is planning to do. It is an opportunity to directly participate and help define the future of our school.

The ISP Board

The school has three standing committees supporting the Board, giving the Board more time to focus on the core business of academics. During the 2016-2017 school year the Board kept the following three committees:

- Finance & Facilities Committee*, chaired by Jorge Saa
- Construction committee is a subcommittee of the Finance committee.
- Policy & Governance Committee, chaired by Lydia Young
- Nominations & Elections Committee, chaired by William Wcislo

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 school's resources, oversight of the school's 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.












Looking ahead to the next school year the Board of Directors also played a fundamental role in the search for our new Director, Viki Stiebert, as well as ensuring a smooth transition between directors, as we bid farewell to Rajiv Bhat.

We are confident that our plans, across the range of school offerings, be they academic, co-curricular or facilities, are ever more geared towards making our vision a reality.

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

School Year 2016-2017 Board of Directors

Gerardo Rios, President		Elizabeth Heurtematte, Vice President	
Jorge Saa, Treasurer,		Lydia Young, Secretary	
		Sarah Tatum	
Soo Young Yoon		Augusto Knudsen	
		Sara Shahidi	
		William Wcislo	

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

Soo Young Yoon

Sarah Tatum

Sara Shahidi

MESSAGE FROM THE DIRECTOR RAJIV BHAT

Welcome to your 2016-2017 Annual Report. This 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.

Enrollment during the 2016-2017 school year was 1,213, representing 48 nationalities, continuing to strengthen our diverse and vibrant community.

Throughout this school year we continued on our journey towards educational excellence following the plans laid out in our Strategic Plan. At the heart of this plan is academic excellence, which continues to drive several improvements to our academic offerings by helping our students better prepare for the challenges of the future.

This year we have continued our dedication to a holistic approach to the learning experience at ISP, striving to meet the diverse needs of our students and ensuring we are connecting what students learn across the curriculum and across areas of academic interest.

With our Philosophy of Teaching now clearly defined and spearheaded by our growing Teaching and Learning Team, it has been wondrous to see new techniques and approaches take hold pk-12. It has been truly inspiring to see our specialists shake up what we are already doing and helping us find new ways to engage our students, especially in the areas of mathematics and science.

Having completed our STEM research and development, we made great strides in expanding our approach to STEM and bringing in the New Generation Science Standards to help us meet the best practice standard being followed in top schools offering innovative and dynamic STEM programming. This has resulted in a plan being laid out to have ISP be the first STEM certified international school in the Americas.

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”.

The High School has continued strengthening the IB program while also continuing the roll out the Innovation and Entrepreneurship Certificate. This school year was the first full academic year testing the Innovation and Entrepreneurship Certificate, and so far the experiences our students are having are inspiring.

Students had several opportunities to present their projects and make improvements. An indicator of the program's success has been the students continued interest in following through on their projects, given their applications in the real world. We look forward to seeing what our bright students can come up with as we continue to improve and strengthen this part of our academic offering in high school.

The Visual and Performing Arts department (VAPA) also had a stellar year. The PAC featured highlights, including the student pit orchestra that accompanied the production of *West Side Story*. Of course the elementary school students to shared the spotlight, putting on a spectacular production of Disney's *Madagascar*. What is more, we continued to reach out beyond our school to connect with others through projects like the Multi Cultural Youth Choir of Panama, Fotoseptiembre, and more. Be sure to read the VAPA section of this report for more details.

The Athletics and After School Activities Program (ASA) took great strides this year. We were enormously proud to host the AASCA Swim Tournament and could not be more pleased with our swimmer's results, who not only improved personal bests, but placed 3rd overall in the boy's category. Other firsts in achievements were in AASCA Soccer with our Girls Varsity placing a record 3rd place. Cross Country and Track and Field athletes also made us proud placing 3rd at AASCA this year. The ISP Dolphins also continued their growth in basketball, bringing home 3rd place at AASCA and 1st place in ADECOP. After school activities flourished this year with record numbers of students staying after school for activities ranging from chess to STEM to gymnastics, cheerleading, mini golf, and soccer, and art.

A noteworthy addition in this area was the launch of our GO DOLPHINS Super Fan App a mobile phone application for android and apple operating systems that allows users to check in at events, earn points, and get rewards for coming to games. The app has enjoyed success, and we awarded our first super fan award to a proud ISP parent at the end of the semester.

In summary, 2016-2017 was another wonderful year at ISP. Please be sure to read through the following sections of this report to get more details on some of what I have mentioned. But none of these things would be possible without a strong and vibrant international community like ours. An integral part of our community is of course the PTA which has continued to break attendance records by organizing wonderful activities that bring our community together. This year, in addition to another amazing Family Fun Fair and Welcome Back BBQ, the Dolphin Athletic Club (which is part of the PTA) organized and celebrated our first ever Dolphin Fun Run Walk 5k .

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 1,213 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 48 nationalities are represented with 23% Panamanian, 17% US and Canada, 4% Asian, 17% European, 39% Central, South America and Mexico and 1% Other country nationals.



ACCREDITATION

The International School of Panama is accredited by the AdvancED Accreditation Commission and Board of Trustees. ISP is also 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) to offer the rigorous IB Diploma program in grades eleven and twelve.



FINANCIAL REPORT

The school operates under a fiscal management plan aimed at ensuring that the necessary services are provided in order to maintain a rigorous and competitive international educational program. Fiscal planning and management are consistent with accepted best practices and ensure both short and long term financial stability and sustainability of school programs and services.

The school operates as a not-for-profit organization under a 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. E&Y, a globally recognized and reputable firm audits, all accounts following the close of each fiscal year (fiscal year ends in July). This firm serves as counsel to the Director and Director of Finance and Operations.

School Budget

Two separate budgets, operational and capital, are prepared for the Board's review and approval. The preparation of these budgets is done by the Director, who delegates responsibilities when appropriate.

The Operational budget is comprised of tuition as its main source of income and includes fees for registration, institutional fees and other additional income. Revenue is dedicated to supporting academics, covering, salaries supplies and materials, textbooks, professional development, library supplies, and other needs.

The Capital budget is comprised of the funds collected through Capital Donations from new students enrolled at ISP, as well as the Building Fee, which 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, purchasing of assets, such as technology and furniture, and payment of debt services for buildings and property, unless otherwise authorized by the Board of Directors.

The Board approves these budgets in accordance with governmental regulations for the ensuing school year, no later than the November meeting of the Board of Directors. Revised budgets may be subsequently adopted if changes make the originally approved proposal untenable.

SY Budget 2016-2017

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

- People, Programs, Process (execution), Physical Facilities, Professional Development.

Programs

- Driving progress in science, technology and engineering.
- Deepening math expertise, with an initial focus on elementary.
- Introducing the ISP Innovation Certificate (with ongoing work to strengthen IB).
- Diversifying PE and Arts offerings: Dance (in Physical Education) Digital Art.
- Strengthening counseling in High School: pastoral and college entrance.

People

- Bringing on board the required expertise, from a diverse background.
- Providing opportunities from within: six administrators promoted.
- Moving towards a more competitive salary; and better living accommodation for foreign hires.
- Easing the transition to Panama by creating an infrastructure of social and collegial support.
- Strengthening capability in Business, HR and Marketing.
- Financially, combining all streams of income.
- Being bold in charging for our outstanding facilities.

Initiatives supported by Capital Funds

The capital budget focused on the following key areas:

1. **Facility Improvement:** The highlights of the 2016-2017 school year were the new flooring in the Elementary School gym, equipment for weight room floor and field accessories, complete curtain replacement at the three divisions, acoustic panels for Elementary School cafeteria and office space for new full time third counselor.
2. **Continuous Upgrade of Technology Equipment and Infrastructure:** 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 a project was completed to enhance the Wi-Fi signal across campus and the installation of UPS for communication cabinets, moving from 15 minutes up to four hours of power backups.
3. **Furniture and Equipment for Classrooms:** As part of the regular school cycle, significant investments were made to replace furniture and/or equipment in classrooms.

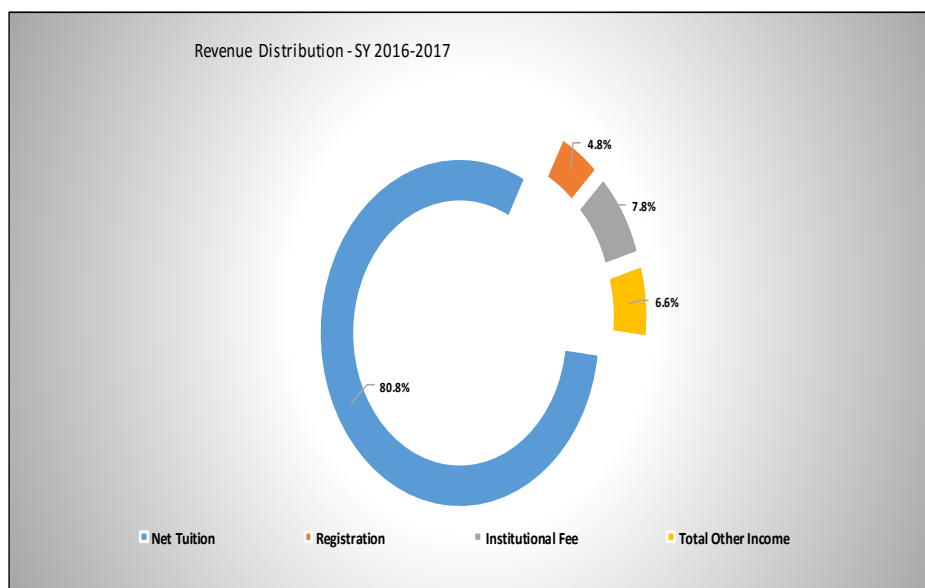
Highlights on Financial Results SY 2016-2017

Revenue – Total actual revenue was M\$19.5, compared with the approved budget which shows an additional income of K\$33.2 The main reasons are:

- Eleven additional students enrolled (1,261 actual enrolled vs. 1,250 estimated)
- Additional income received in bank interests (Time Deposits, Progresso and saving accounts)
- Lower institutional students population (42% actual compared with 46% budgeted).

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

Table 1: Revenue Distribution		
SY 2016-2017		
Income		M\$
Net Tuition	80.80%	15.7
Registration	4.80%	0.9
Institutional Fee	7.80%	1.5
Total Other Income	6.60%	1.3
Total Revenue	100%	19.5

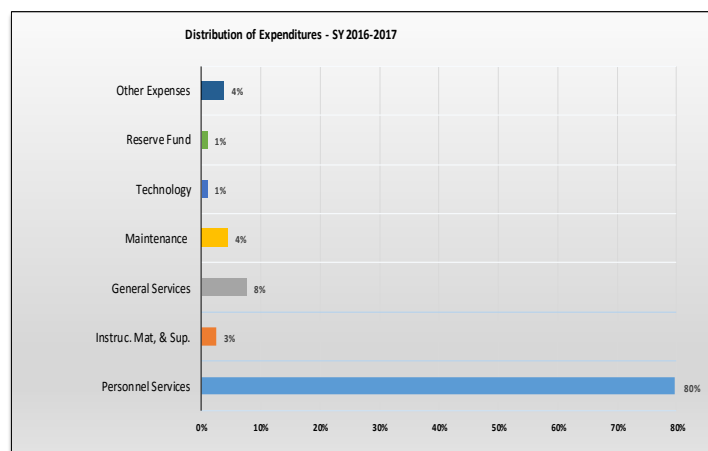


Expenditures

Personnel Services constitute the largest expenditures in the operational budget. In keeping with most international schools, salaries and benefits account for 80% of total expenses. A 3% of ISP Operating budget goes to instructional materials and supplies, 4% to maintenance, 8% to general services, 4% to other expenses, 1% to technology and another 1% to the reserve fund.

Table 2: Distribution of Expenditures

	%	Balance - M\$
Personnel Services	80%	16.6
Instruc. Mat, & Sup.	3%	0.5
General Services	8%	1.6
Maintenance	4%	0.9
Technology	1%	0.2
Reserve Fund	1%	0.2
Other Expenses	4%	0.8
	100%	20.9



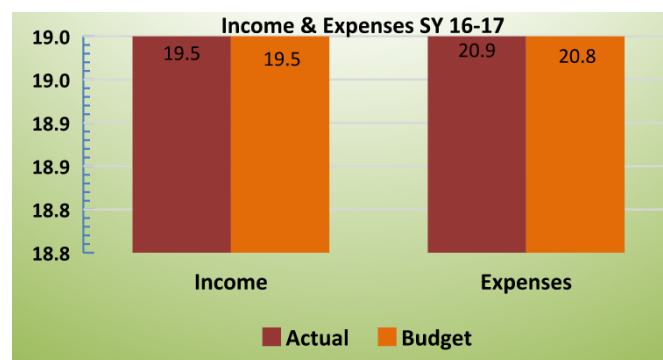
The Reserve Fund

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\$3,185,934, which represents 15.3% of the operating expenses for 2016-2017. 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 determined and approved by the Board of Directors from time to time.

Income & Expenses:

Actual vs. Budget SY 2016-2017 - M\$

	Actual	Budget	Variance
Income	19.5	19.5	0.03
Expenses	20.9	20.8	0.03
Surplus / (Deficit)	(1.4)	(1.4)	(0.00)



At the end of the fiscal year, there was an operational deficit of -M\$1.4. This deficit was offset by using capital funds approved by Board of Directors. (see table 4 and commentary below).

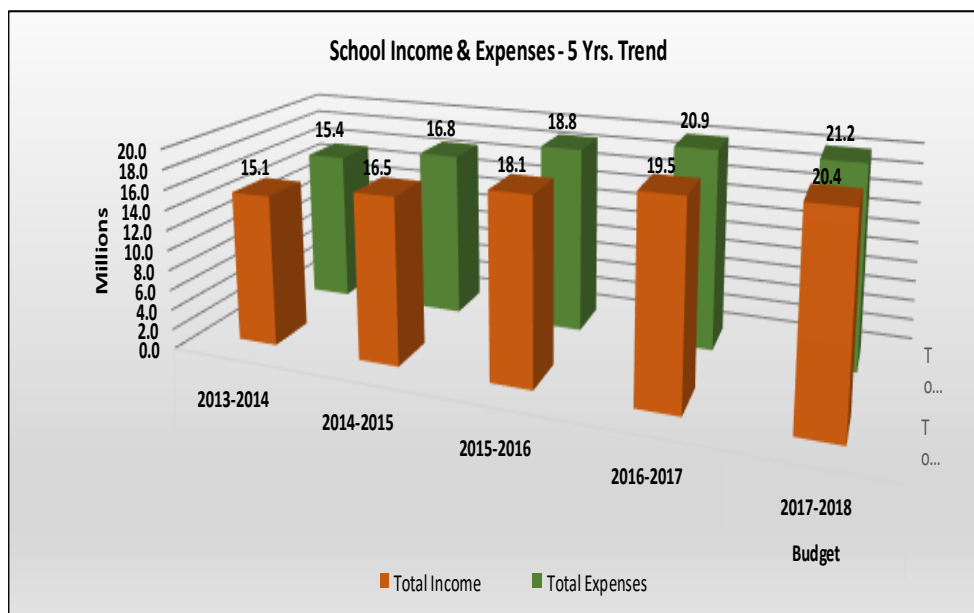
Financial Results over the last five academic years

Income and Expenses

The school has reached its maximum capacity as enrollment has been growing over the last five 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.

Table 4: Trend of School's Financial Results - M\$									
	Actual								Budget
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Income	8,747.8	11,066.0	11,997.0	13.4	15.1	16.5	18.1	19.5	20.4
Total Expenses	8,150.2	10,897.1	11,827.7	13.1	15.4	16.8	18.8	20.9	21.2
Balance (offset by inflows from Cap. Fees)	597.6	168.9	169.3	0.3	(0.4)	(0.3)	(0.6)	(1.4)	(0.9)
Tuition Increase	4%	**	2%	9%	8%	5%	6%	9%	5%
Enrollment Actual / Budget	A 943/B 890	A 1,063/B 1,011	1,096/1,086	1,110/1,064	1,162/1,119	1,200/1,165	1,244 / 1,215	1,261 / 1,250	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.



During the period 2012-2017, 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.
- Salary 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.

Table 5: Expenses as a percentage of Income

	Actual Results								Budget	
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Enrollment	1,161		1,200		1,244		1,261		1,250	
Total Income	15.1		16.5		18.1		19.5		20.4	
Personnel Services	11.94	79%	13.28	80%	14.71	81%	16.62	85%	17.28	85%
Instructional	0.59	4%	0.57	3%	0.54	3%	0.53	3%	0.49	2%
General Services	1.00	7%	1.07	6%	1.49	8%	1.58	8%	1.25	6%
Maintenance	0.80	5%	0.80	5%	0.87	5%	0.92	5%	0.93	5%
Technology	0.11	1%	0.13	1%	0.23	1%	0.20	1%	0.28	1%
Reserve Fund	0.12	1%	0.17	1%	0.14	1%	0.21	1%	0.17	1%
Other Expenses	0.89	6%	0.80	5%	0.81	4%	0.80	4%	0.85	4%
Special projects		0%		0%						0%
Surplus		0%		0%						0%

For the school year 2016-2017, the personnel service cost as percentage of income increased to 85% compared with the 81% from previous year, 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 \$678K in the Capital Budget for Technology Investments during SY 2016 - 2017.

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

Trend of Capital and Building Fee - K\$				
K\$	2013-2014	2014-2015	2015-2016	2016-2017
New Students	296	299	273	258
Capital Donation	3,033	3,071	2,846	3,478
Building Fee:	544	579	581	351

The Non-Construction Capital Budget

The non-construction Capital Budget includes furniture, technology, equipment and major building maintenance projects. For 2016-2017, the approved Non-Construction Capital Budget was \$1,198,968. An additional 1% was invested overall, mainly due to creating a single space for Technology teams (both infrastructure & educational technology), as part of the unification process.

Table 7: SY 2016-2017 Non Construction Capital Budget

	Actual	Budget	Variance	%
Furniture & Equipment				
Academics	129,587	163,090	33,503	21%
Administrative	86,724	169,632	82,908	49%
Sub-Total	216,311	332,722	116,411	35%
Technology				
Academics	395,386	450,818	55,432	12%
Administrative	14,314	11,600	-2,714	-23%
Sub-Total	409,700	462,418	52,718	11%
Major Projects	480,894	680,998	200,104	29%
Total	1,106,905	1,476,138	369,233	25%

FINANCIAL AUDIT 2016-2017

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 meet best business practices requirements.

Monthly financial statements are prepared for the Board of Directors, monitoring and reviewing of the school's finances throughout the school year.

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

ISP currently works with Ernst & Young (E &Y). They have completed the independent external audit report for the school year 2016-2017.

Attached to this report you will find an official letter from the auditors acknowledging the satisfactory completion of the audit process. A full copy of the Independent Auditor's Report will be available at your request during the General Assembly.

2015-2020 STRATEGIC PLAN

During the 2014-2015 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.



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

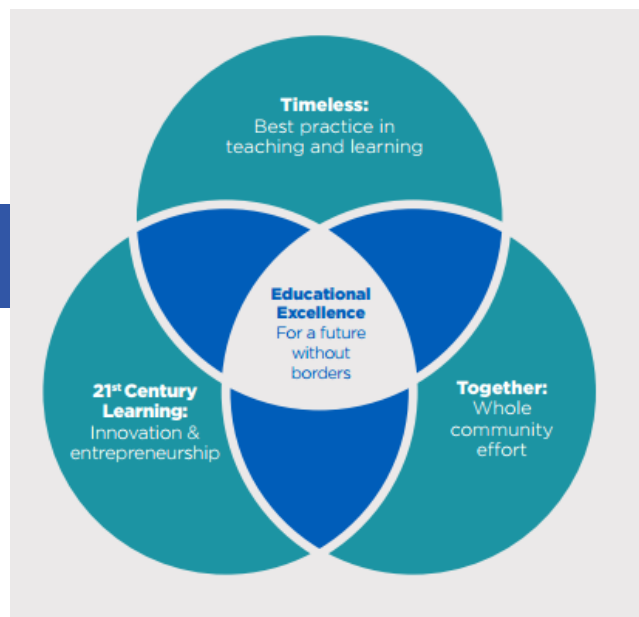
- Manage the size of school to its optimal level.



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-16	Jun-17	Aug-17
PK.3	72	71	63
PK.4	73	72	74
K	80	80	76
1	80	79	77
2	71	78	74
3	88	89	69
4	87	89	85
5	81	84	86
6	81	89	80
7	88	88	87
8	88	88	89
9	90	91	81
10	90	93	90
11	91	91	94
12	80	80	88
TOTAL	1,240	1,262	1,213

NATIONALITIES BY PASSPORT

- Panama (23%)
- US & Canada (17%)
- Europe (17%)
- Asia (4%)
- Central, South America & Mexico (39%)
- Other (1%)



	Nationality	#
1	Panama n	272
2	US	187
3	Venezuela n	123
4	Brazilian	94
5	Mexican	73
6	Colombian	63
7	Spanish	62
8	Argentine	48
9	Italian	32
10	Korean	25
11	Chilean	18
12	French	18
13	Swiss	17
14	Belgian	15
15	Canadian	14
16	Peruvian	14
17	British	12
18	Costa Rican	12
19	Dutch	11
20	Chinese	9
21	Danish	9
22	Ecuadorian	9
23	German	9
24	Portuguese	9
25	Bolivian	8
26	Indian	7
27	Israeli	5
28	Australian	4
29	Finnish	4
30	Guatemalan	4
31	Japanese	4
32	Austrian	2
33	Dominican	2
34	Nicaraguan	2
35	South African	2
36	Uruguayan	2
37	Cuban	1
38	Greek	1
39	Honduran	1
40	Hungarian	1
41	Irish	1
42	Lebanese	1
43	New Zealander	1
44	Norwegian	1
45	Paraguayan	1
46	Qatari	1
47	Slovak	1
48	Swedish	1

NATIONALITIES PER DIVISION

	Panama	US & Canada	Europe	Asia	Central, South America & Mexico	Others	Total
PK	54 (39%)	19 (14%)	14 (10%)	2 (1%)	46 (34%)	2 (1%)	137
ES	112 (24%)	75 (16%)	69 (15%)	22 (5%)	187 (40%)	2 (0%)	467
MS	40 (16%)	46 (18%)	61 (24%)	11 (4%)	97 (38%)	1 (0%)	256
HS	67 (19%)	62 (18%)	62 (18%)	16 (5%)	144 (41%)	2 (1%)	353
Total	273 (23%)	202 (17%)	206 (17%)	51 (4%)	474 (39%)	7 (1%)	1213

ELEMENTARY SCHOOL PRINCIPAL'S REPORT

During the 2016-2017 school year, the elementary division of ISP grasped onto one particular word that is found in numerous places in our Strategic Plan—Foundations. We spent our time laying foundations in some new and innovative ways, and we built deeper and stronger foundations in others. Our focus on the foundation allows us to build robust and responsive structures connected to academics and community, and will extend well beyond the 2016-2017 school year, .

All of our academic work was concentrated on continued development of our Understanding by Design (UbD) unit templates. Through professional learning opportunities, collaborative planning time, and with experience, teams developed templates for every unit that they taught in literacy, mathematics, science, and social studies. The Spanish Department also engaged in this work and has now transitioned to the UbD template for their work. Having a common and complete planning template allows teams to deliver a guaranteed curriculum, albeit through individualized instruction. This creates an environment where teachers and parents can expect students to gain common understandings through varying avenues. One of the elements that allows us to do this is by using standards as what guides our instruction.

Over the last few years ISP has adopted standards in each core content area (Common Core for literacy, math; Next Generation Science Standards for science; Aero for social studies). Through work with our new in the 2016-2017 school year, math coach and STEM coordinator, we expanded our proficiency in using our standards. Connected to this, as a division, in the 2016-2017 school year, we moved forward with developing a plan for Standards Based Reporting (SBR). Reporting using standards includes sharing about proficiency connected to particular skills, learnings, and understandings, and is complementary to our instruction and assessment. Together, our UbD's and our new Standards Based Report card are the foundation for all curricular, assessment, and instructional decisions to come.



As mentioned earlier, two key positions that came to the ES were a K-8 math coach and a PK-12 STEM coordinator. In math, the coach provided direct support and coaching to teachers and teams, and also coordinated the development of a Math Enrichment and Extension (Math EE) class. The Math EE class allowed for better targeted support of all of our students through the use of pre-assessments and an extra teacher in grades 2-5 who helped deliver our math content. This program will continue for 2017-2018 school year. Connected to math, we also hosted our first ever math night, and we welcomed over 350 parents to campus to learn about, practice, and take home some of the strategies that we use in our classrooms. Parents were warm and effusive in their praise of the event, so we will be adding in additional family nights in the future.

Related to new positions, having a full time PK-12 STEM coordinator helped support the expansion of our technology integration program. Students in grades K-5 worked with a technology teacher to plan out a project, connected to a unit, and then went through the engineering and design process to refine and improve the project. Student built solar ovens and launched rockets across our playing field, all while connecting their learning to their instructional units. Teachers learned more about the Next Generation Science Standards and we better aligned our units to ensure students are getting a balanced introduction to science.

Continuing on our curriculum planning, we spent time reviewing our literacy instruction. We had a literacy consultant come to campus to help with this, and we identified different strategies for supporting students and teachers. We also identified needed professional learning and resources and developed a three-year plan to finish our review, implement needed programs, and purchase resources. We celebrated literacy in March with an author's visit and a literacy family afternoon, where 200 parents were on campus to engage with teachers and their children. Literacy is going to receive even more attention in the 2017-2018 school year.



In the 2016-2017 school year, year we had a continuation of teacher Task Forces. A healthy eating task force collaborated across divisions to develop a policy that will support healthier food in the elementary division. A task force dedicated to flexible seating in the classroom yielded a bigger pilot group that is using different types of tables and chairs to identify the best learning spaces for our students. Our scheduling task force created a new schedule for the 2017-2018 school year Together, these task forces and the six others not named had participation from over 40 teachers and teaching assistants. The collaboration is powerful, and we extended it into working with parents as well.

An ongoing request from parents has been for more information about student performance and understanding. In the 2016-2017 school year, we created blogs that allowed us to use one platform for sharing information connecting to home learning, upcoming events, and classroom-specific items. In addition, we created a Parent Advisory Council to give us feedback on communication and ES initiatives, while also sharing community information with the elementary school. This partnership was very powerful, especially for looking at standards based reporting at the elementary level, and will be continued in coming years.

The ES division came together in many events that composed some of the best memories for each of us. From Pod assemblies where teachers led a skit on being a real-life superhero, to our annual International Day parade, from our 4th graders working with a sister-school in El Valle, to our Grade 2 visit to the gardens of Gamboa—we connected learning with real life and celebrated the unique attributes of each class, grade, ISP, and our host country.

The elementary division is a wonderful place to be, and I see it echoed in the work we did and the growth and joy that happened along the way.

Regards,
Ms. Becky Jobes, Elementary School Principal

MIDDLE SCHOOL PRINCIPAL'S REPORT

Our overarching theme for the 2016-17 school year was legacy. For this reason, we opened the year with, and continuously returned to, the following quotation from Kalu Kalu: "The things you do for yourself are gone when you are gone, but the things you do for others remain as your legacy." Indeed, the past school year provided us with an important legacy for moving forward, highlights of which are summarized in this report.

Teachers, of course, played a foundational role in supporting the building of the above mentioned legacy. This began with an increased focus on interdisciplinary planning, teaching and learning. Just as there are walls that separate our classrooms, there are also invisible walls that separate the distinct disciplines taught in schools. Work was accomplished last year to chip away at these walls, allowing students to solve problems and improve systems in an authentic, hands-on fashion while utilizing tools from a variety of subject areas. Successful examples of integration included connections between social studies, English and the arts to support an understanding of Malala Yousafzai and human rights in the Muslim World (grade 8), a numerical mystery solved between mathematics and science (grade 7), and a grade-wide focus on public speaking and presentation skills (grade 6). In addition to the interdisciplinary projects detailed above, teachers also worked to integrate the Buck Institute Framework for project based learning in their classrooms, with participation from Middle School teachers across the majority of departments.



Teacher leadership does not, of course, end at the door to a classroom. Instead, Middle School teachers have been working to increase distributed leadership of meetings, divisional initiatives and other administrative tasks. To support this broadening of the leadership structure, Middle School has focused on better defining the roles and responsibilities of grade level team leaders and providing training for their success. This training began with a visit from the Teacher Leader Institute, which recognized and promoted the breadth of leadership we have in our Middle School division.

Teachers in the Department of Student Services continued their work to support each student, every day. This began with a focus on language learners - both those learning English as an Additional Language (EAL) and those improving their Spanish as an Additional Language (SAL) skills. To support EAL students, teachers in the Department of Student Services have adopted the WIDA assessment to properly place and monitor students in that area. WIDA also provides classroom teachers with 'Can Do Statements' that allow EAL students to be challenged at an appropriate level. For SAL students, the AVANT assessment was adopted to help teachers properly place, monitor and challenge students. This adaptive, online assessment provides teachers with balanced feedback on student abilities across the language learning spectrum, including speaking, listening, reading and writing scores.

Along with the assessment work detailed above, SAL teachers formed the Spanish as an Additional Language Student Association (SALSA). Monthly lunch meetings promoted authentic, hands-on language learning opportunities including cooking at the cafeteria, karaoke in the classroom, and interactive language games, which teachers explored in an international language conference sponsored by Kagan Cooperative Learning. In addition to the language learning gains, the SALSA club built bridges between students and teachers, who also attended the session. Finally, students who are fluent in Spanish were invited to the sessions as Language Coaches. This supported students who are new to Panama and Spanish, and also helped to build empathy and inclusivity in our community.

Students were also a central component of the legacy the Middle School division built last year, and advisory was an integral portion of this student experience. In eighth grade, advisory students explored *The Seven Habits of Highly Effective Teens* to reinforce those character traits that will lead to success in high school and beyond. Among other explorations, seventh grade students conducted a book study on *The Survival Guide to Bullying*, which helped to build empathy and leadership strategies for creating a safe and inclusive community. Sixth grade students explored the concept of a growth mindset rooted in the International Baccalaureate Learner Profiles.



In addition to the holistic approach to education promoted in advisory, special activities were planned to support international mindedness in our community. One annual special event that promotes this mindset is Middle School's Model United Nations (MUN) Day. MUN Day places students in advisories where they engage in friendly competition to come up with the best solutions to global issues. Outside judges were invited into ISP to provide feedback to solutions put forth by student innovators. Parents were also centrally involved in this community event, providing international food that represents the many parts of the world that come together to form our multicultural community.

Our leadership students took a special role in promoting a positive, interconnected community of learners. With regards to inclusivity, leadership students sponsored our annual Pink Shirt Day against bullying. This day raises awareness of the effects of bullying and provides students with strategies to be upstanders against bullying in their community. They also sponsored regular Tribes Events, which place students in inter-grade teams known as Tribes for friendly competition. In addition to this, leadership students also took an active role planning our annual Middle School Dance and our weekly Flag Assemblies. Student leadership represents yet another way that students are involved in promoting a holistic approach to education in our Middle School.

Programmatic changes to our Middle School offerings also further established last year's lasting legacy. In our Natural Science department, teachers implemented Next Generation Science Standards (NGSS) with a focus on balancing skills, concepts and content through a forward-thinking, rigorous program of studies. In addition to the work done specifically in science classes, the Middle School faculty took advantage of connections to our school STEM Director to move program integration forward.

Great strides towards an integrated, forward-thinking program were also made in our math department. Math Extension courses were designed in order to bridge gaps identified through an analysis of Measures of Academic Progress (MAP) data in this area. ISP's Math Coach worked closely with the department to ensure best instructional practices. Last year also represented our second full year of using Common Core standards in this area, allowing for refinement of our initial approach.

Science, Technology, Engineering and Mathematics (STEM) also contributed to last year's strong legacy. In the STEM classroom, the further incorporation of NGSS Engineering Design standards helped our STEM teachers to better articulate the program's scope and sequence. In the area of Robotics, further integration of the International Society for Technology in Education (ISTE) standards helped the Middle School team to chart out a progressively advancing approach to robotics education from grades six to eight. In addition to this work done within the robotics classroom, ISP Middle School hosted its first annual Intercollegial Robotics Competition with two invited schools from our community.

In our Spanish as an Additional Language (SAL) program, work was done to ensure fluidity within the program of study. This involved creating a schedule moving forward in which students can move at their own pace through the SAL program without needing to make other scheduling changes. This proper placement was further supported by the above mentioned AVANT assessment, which not only allows for proper and fluid student placement but also promotes a balanced approach to language instruction between speaking, listening, reading and writing. In addition to this, work was done to define the scope and sequence of the program, ensuring that students are properly challenged at each level.

Last year's legacy is manyfold. Overall, it is most notably characterized by contributions from a wide variety of community participants. This includes distributed leadership from teachers, including Heads of Department and Grade Level Team Leaders with support from the Counseling and Administrative Team. Beyond these identified teacher leaders, many contributions were made through a collective team making a difference every day, for every child in our division. This spirit of cooperation underpins our motto of "One Team One Dream" and helps to ensure our lasting legacy.

Regards,
Ms. Vickie Swan, Middle School Principal



HIGH SCHOOL PRINCIPAL'S REPORT

“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.” – 2015-2020 Strategic Plan

A great deal of time during the 2016-17 school year was spent looking at all aspects of the high school program. We focused on where we are excelling, and where we really need to make improvements to support student success. There is no such thing as a perfect school. When a school thinks they are doing things well and relaxes, that is when they fall behind. School improvement is a process that the entire community must engage in continuously.

Recently, while searching through old documents, we came across a strategic planning document created at the beginning of the 2014-15 school year outlining changes necessary to improve the IB program at ISP. After reading through the document, it was nice to see that the efforts and outcomes by the faculty over the last year met or exceeded the suggested changes outlined three years ago.



Change in education is difficult and does take time. It is also important not to allow for change to get in the way of the current student population's education. Focusing too much on the future and not paying attention to the present is an unacceptable sacrifice we cannot make. Though much of last year was spent looking and planning forward, the faculty was committed to the classes currently at the high school, especially the class of 2017.

The class of 2017 was the largest graduating class ever at ISP. During the May graduation ceremony 80 students received their ISP diplomas. The class had 39 students receive their IB Diploma along with the ISP diploma. There were 73 members of the class who sat at least one IB exam. The average grade of a passing candidate was 4.96, up from the previous year. The average score for candidates receiving their diploma remained at 31, same as the previous year, and higher than the world average of 29.95 (down from 2016). The pass rate for ISP students attempting the diploma was 85% with the world average at 79%. The class of 2017 had good success. As a school, there is still room for improvement, and we are committed to helping every student succeed.

The class of 2017 should be recognized for their leadership, commitment, and camaraderie. They modelled in many ways the EXCELLENCE that has been spoken about during assemblies. They demonstrated the CARE for one another and for a global society. They created for themselves the opportunity to study at some of the world's finest universities. They were challenged to be the class with class, and they met that challenge. With the leadership of some members of the senior class, the high school student body as a whole also celebrated some big achievements, most notably, hosting the PANAGIN (Global Issues Network) Conference with over 500 student participants.

School improvement was focused on the Time Resource Review process during the 2016-2017 school year. The process concluded with the creation of a new bell schedule that would meet the three main identified goals (eliminate EIT, separate SL/HL classes, collaborative planning). Accomplishing this task and meeting these goals are intended to improve student learning and create balance. The earlier referenced strategic planning document outlined a number of changes that needed to be implemented to improve the IB program.



The 2017-18 school year starts with almost all of those changes implemented, thanks to the commitment and hard work of faculty this past year. Changes include: Separating HL/SL classes, establishing collaborative planning time, allotting appropriate time for each course, improved systems for guidance counseling, implementing more IB style assessments, limiting assessments to those that measure student learning, and lesson planning using the ATL (Access to Learning) format.

Better guidance counseling refers to taking a holistic approach to help parents and students select the course of study that will best prepare individual students for a “Future Without Borders.” Beginning in November 2016, the grade 10 parents were provided training about the pathways available to their child during grades 11 and 12. One pathway includes the IB Diploma, while the other includes the Innovation and Entrepreneurial Certificate (IEC). Both will open doors to the future, and it was the goal of the new counseling process to educate parents/students so they can make informed decisions. This process continued in January 2017 with grade level meetings for parents and students, followed by 60-90 minute individual meetings with grade 10 families about finding the “best fit” for their child. This process represented a major shift from what had taken place prior. In the end, the hope is that students choose and stay committed to the pathway they have selected. For the first year, the approach was solid, though there remains more room for improvement. The follow up work has already started for faculty by looking at trend data from the IB.

The Time Resource Review process addressed needs at the high school outside the IB program as well. For years, students have been doubling up in mathematics in grade 9, then taking a “bridge” class in preparation for the IB. With the bell schedule changes, grade nine students now have one math class that meets every day. This will help them focus on the content they are learning and provide additional time with one teacher, reducing the need for excess homework and creating more intentional work. Grade nine students will also have everyday English. The reality is that the majority of our students are English Language Learners (although not officially classified as such) and this additional time studying English should help close gaps as they prepare for grades 11 and 12. As a by-product of both of these changes, students should perform better on the SAT exam, which is a standard set in the Strategic Plan.

Finally, there have also been changes made to the physical plant at the high school. Two major changes, identified as necessary, and planned for during the 2016-2017 school year, have been completed for the 2017-2018 school year. The first, we have added an additional science laboratory to better support the implementation for the Next Generation Science Standards (NGSS). Using the NGSS creates a more hands-on exploratory approach to science instruction which aligns back to our goal from the Strategic Plan. We also remodeled the counseling office to incorporate the IB Coordinator, creating the opportunity for a more collaborative environment. When parents, students, and counselors are meeting, the IB coordinator will be more accessible, allowing for a comprehensive approach.

A great deal of planning, conversation, and student-centered decision making has taken place to set ISP students up for continued and improved success in the future. Overall, 2016-17 was a successful year for students and a successful year in creating a program to move ISP forward.

Regards,
Eric Monson, High School Principal



ISP CLASS OF 2017: COLLEGE & UNIVERSITY MATRICULATIONS

College/University	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 2017



IB COMPARATIVE DATA—ISP RESULTS—2006 to Present

*** Data shows summary of IB results at ISP over a ten year period from 2006 to 2017.**

SY	# 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
2017	80	46	58%	38	83%	38	31	29.95



IB CAS 2016-2017: Creativity, Activity, Service

The students at ISP are encouraged to participate in CAS activities, regardless which diploma they pursue. For the IB Diploma candidates it is mandatory to comply with the IB CAS Program. The guideline for the program is to have at least three different activities for each area of Creativity, Activity, and Service, with a reasonable balance among these. Students are expected to work 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 required.

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, undertook new challenges, planned and initiated new activities, worked collaboratively with others, showed perseverance and commitment in the activities, engaged with issues of global importance, considered ethical implications of student actions, and developed new skills.

In 2016-17 the CAS Program continued with some activities initiated years ago and some that were new. Here are a few key CAS projects from the year.

1. **Reconstruction of a Community Park and planting Trip to La Pintada – Penonome (June 19 – 25, 2016)**

It was the second time ISP students worked on this type of project. This time students worked in a community park, fixing and painting a play ground, benches and fence around the park. Students used recycle materials as pots to plant flowers and small bushes to beautify the park and the area around it. Members of the community also helped to accomplish this project.



2. Camp Hope. (August 2016 & February 2017)

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 is always successful. Many of the student reflections reveal just how powerful the time at Camp Hope is in changing and challenging some of their assumptions.



3. Beach Cleanup in Panama Viejo & Costa Del Este (August 2016 – June 2017)

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



4. Guna Yala Christmas Toy Drive (December 2016) – Fifth year ISP students organized it

Throughout the month of October and 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 17th the toys were taken to different islands in Guna Yala. This activity has become a tradition for HS students. In the last two years, MS has joined HS by donating their gifts. The experience is very exciting and rewarding, seeing all of the hard work pay off.



5. El Rodeo Elementary School, La Peña, Veraguas: (October 2016) – Service Trip 1

On October 2016, a group of students participated in a service trip at El Rodeo Elementary School in La Peña, Veraguas Province. Students were able to accomplish three projects: construction of four flushing restrooms, painting the school and teaching: math, Spanish, and Science. The last day, students prepared a small party for the children.



6. FANLYC Organization Relay For Life - (Amigos del Niño con Leucemia y Cancer) (October 2016)

FANLYC is an organization that supports underprivileged children with cancer from rural areas of the country. ISP participates every year in the relay and also sponsors a child with treatment and housing when they travel to Panama city. In October 2016, a group of CAS students took the initiative to organize the event and sponsor a child. They worked very hard planning and raising the funds for the project.



7. El Rodeo Elementary School, La Peña, Veraguas: (January 2017) – Service Trip 2

In January 2017, a second trip was organized in order to finish the construction of the restrooms. Students installed the pipes for the water system and painted the restrooms. They also cleaned the school.



8. Buenos Aires, Chepo (August 2016- June 2017)

Two years ago a group of students created a CAS project called SET, which stands for Service, Electronics, and Technology. Students work after school building solar panels and taking their end product to schools or communities that lack electricity. For the service part of the project students organize a food drive and other needs the community may have. They visited different communities during this year. One of them is Buenos Aires located in Chepo, about two hours from Panama City. Students also installed a water purifier at Buenos Aires Elementary School providing the children with better drinking water.



These are just few examples of CAS projects undertaken in the 2016-2017 school year.

CURRICULUM & PROFESSIONAL DEVELOPMENT

Academic Excellence

The 2016-2017 school is the second year of our strategic plan execution. A central pillar of this plan is academic excellence that outlines a holistic educational experience that prepares students for the challenges of the future. 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 2016-2017 school year. One major step in this direction has been the work we have done developing and rolling out our Philosophy of Teaching and Learning. 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 on the below and on the following page. (43)

Academic Excellence Program Improvements		
Strategic Plan Area	Program Improvement	Description & Outcome
Curriculum	ES Curriculum Development	Completed UbDs (all 4 content areas) aligned with CCSS (Math & Literacy), AERO (SS) or NGSS (Science) for K-5.
		Design common assessments for each unit.
		Revised UbDs in all content areas aligned with CCSS (Math & Literacy), AERO (SS) or NGSS (Science) for K-5.
	MS Curriculum Development	Particular attention paid to possibilities for interdisciplinary connections.
		Piloted unit planners in each subject area that comply with new IB requirements for curriculum alignment and documentation in preparation for full roll-out of Approaches to Teaching and Learning in our IB and Pre-IB programs for 2017-2018.
		UBD's aligned to CCSS for K-5. Design pre-assessments for each unit in all grades. Expand essential agreements to include technology - DreamBox pilot
	HS Curriculum Development	New pathways were developed for grades 6 - 10 math. Grade 8 and 9 adopted the Math Vision Project, which offers an Integrated math curriculum. Grade 10 will adopt MVP in 2018/19
	ES MATH	Next Generation Science Standards have been fully adopted by all 3 divisions at ISP. In ES, we have 3 STEM integrated science units per year for each grade. In MS, we continue implementing the standards by adding more inquiry based science to each unit. In HS, we are starting implementation by adjusting the scope and sequence for each course and adding in more inquiry based lab work and more critical analysis. A new NGSS aligned e-text covers all science courses in grades 6-10. Two classrooms were renovated for use as science labs.
	MS and HS Math	Builds capacity for the strategies that support the academic excellence goal
	Science Program: New Standards Adopted.	Aligned science curriculum to offer three units of STEM/Design for each grade level in ES and offered STEM exploratory to all MS students. We have dedicated STEM labs in both ES and MS with new equipment and

Table continued from pg. 42

Academic Excellence Program Improvements		
Strategic Plan Area	Program Improvement	Description & Outcome
Instruction	Pilot Different Strategies	Pathway for grade 11 and 12 students interested in pursuing innovation and entrepreneurship through hands-on authentic learning connected to global issues.
Innovation	STEM Courses in MS and STEM integration in ES	Aligned science curriculum to offer three units of STEM/Design for each grade level in ES and offered STEM exploratory to all MS students. We have dedicated STEM labs in both ES and MS with new equipment and materials.
	Develop Innovation and Entrepreneurship Certificate for HS	A pilot group of 10 eleventh graders became the first ISP students to engage in our Innovation and Entrepreneurship Certificate (IEC). The IEC is a two-year commitment that begins with an exploration of design thinking and non-linear problem solving. Students then apply these skills to small-group and individual projects that support innovative or entrepreneurial solutions to community and global issues. Students are supported by a team of teachers, including an innovation teacher from our computer sciences courses, an entrepreneurship teacher from our IB Business Management class, and teachers with connections to local companies and non-profits. Students can apply for school credit for internship or other extracurricular experiences connected to their work within the program and all students are required to seek out community mentors and advisers to support their work.
	PK – 12 STEM R&D Team Analysis	In ES, we now have 2 STEM integrationist teachers, each works with 3 grade level teams. These teachers integrate STEM into 3 science units per year and integrate technology into each grade level curriculum.
		Cross divisional team completed a thorough review of existing STEM opportunities and identified STEM goals for ISP.
		ISP has now implemented a K-12 robotics program. All ES students have a 6 week robotics unit integrated into their technology time. In MS, along with the existing 9 week robotics unit, all students in Grades 7 and 8 have the opportunity to take a semester length robotics course. IN HS, we now have a semester length robotics elective.

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 off site PD that supports school improvement initiatives, and sending individuals to off site 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 spent over \$350,000 on PD, 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.

Professional Development		
PD Example	Type of PD	Description & Outcome
NSTA	Science teacher Convention	Seven teachers attended workshops on NGSS, inquiry science and demonstrations of science equipment
Buck Institute	Two day workshop	Thirteen teachers wrote and performed project based learning units
Tinkering Course	Weekly one hour workshops	Twelve teachers completed eight hands on tinkering/makerspace projects
Google Classroom	Weekly workshops	Ten teachers work collaboratively work to become Google certified educators
Regional Conferences	ISP Team attended regional conferences for International Schools throughout Latin America	Remain up to date and current in educational trends and models that support best practices
PK PD	Wednesdays at ISP	The PK team started the year by unifying the image of the child as competent, curious, full of knowledge, potential, and interested in connecting to the world around them. With a clear image of the child the team started a book study during Wednesday afternoon's.
		The book, Visible Learning, was written by a group of researchers from Project Zero at the Harvard School of Education in conjunction with the Reggio Schools. The team focused on, "Documenting Individual and group learning" and "Making Learning Visible beyond the classroom". The team goal was to document two projects for the PK Art show.
		Learning was made visible during the PK Art show through the use of technology, QR codes, short films in the iPads as well as through boards; visitors to the show could see individual students as well as groups of students planning, designing and creating their projects.
PK Conscious Discipline	Visit from Consultant	Eighteen teachers and teaching assistants along with counselors participated in refinement of techniques for conscious discipline in the classroom.
IB Training	Off Site PD in specific IB programs	Approximately 10 staff participated in IB training specific to their roles and responsibilities.

PHYSICAL EDUCATION & ATHLETICS REPORT

Physical Education

In the second year of the strategic plan implementation there was continued development in the success of the PE program as well as the growth of the activities offered after school.

Jeromie Bongard (ES), Laura Byfield (HS) and Emilio Stoopen (MS) joined the PE department. The PE department continued with a focus on the SHAPE America standards with four PE teachers attending the SHAPE America Professional Development conference held in Boston in March 2017. The construction of the new synthetic field has allowed PE classes to enjoy the use of an excellent field throughout the entire school year. Keeping in mind that in the past we were losing up to 250 hours in instructional time due to heavy rains that flooded our fields.

Competitive Sports

Work has continued on sharing the ISP philosophy of developing multi sport athletes in age appropriate stages within our ISP community and amongst other schools in the city, country and region. A number of experienced teacher-coaches have helped make this philosophy a reality within certain sports and age groups within sports. A number of part-time external coaches have bought into the school's approach to competitive sport and have been brought sport specific technical expertise to the programs.

Coaches continued to take NFHS courses to ensure our coaches are current with best practices in their respective sports. ISP funded the professional development of the Varsity Soccer head coaches to attend a conference in Argentina. A similar opportunity was afforded to the Basketball coaches in the 2015-2016 school year, and this model of funding one high quality professional development opportunity for the Varsity coaches in one particular sport each year has worked well.

The Dolphins had another successful year both at home and abroad. Teams were offered across seven different sports (soccer, basketball, swimming, flag football, tennis, cross country / track and field, rugby and volleyball).

Within these sports, ISP fielded over 30 teams with an average of 289 participants in semester one and 329 in semester two. Increased participation meant that B teams were offered in several categories. The competitive sport program has continued to see increases in popularity amongst the student body. This has had a positive impact on the competitive level of ISP teams, especially at the oldest age categories. This is reflected in the results of the sub-16 and sub-18 teams within local league competition and internationally at the AASCA tournaments.

Community involvement in the sports program grew during the 2016-17 school year with record numbers of spectators attending games. The new field has been used as one of the main venues for local league competitions, which has helped showcase the school and the facilities.

Locally, teams were very successful with the following highlights at the Varsity/JV categories:

- Basketball sub-18 boys - ADECOP Champions
- Basketball sub-18 boys - Canal Cup Champions
- Soccer sub- 18 boys - ADECOP Champions
- Soccer sub-16 boys - ADECOP Champions
- Soccer sub-16 boys - Liga 10 Champions
- Soccer sub-16 girls - ADECOP 2nd place
- Soccer sub-18 girls - ADECOP Champions
- Soccer sub -18 girls - Copa Talento Champions



The Dolphins hosted a very successful AASCA swim meet on campus in March, 2017. AASCA Swimming has continued to grow and ISP has been instrumental in promoting this sport amongst the AASCA member schools. Hosting an AASCA tournament on campus allows a great opportunity for ISP to showcase the school and its facilities to a wide audience within Central America. ISP as hosts had a great showing in the meet with the Boys Swimming team finishing in 2nd place overall. AASCA swimming also saw many ISP stakeholders (students, faculty and parents) support the event and provided a great opportunity to bring the wider ISP community together. With the completion of the new field project, ISP is earmarked to host AASCA Large Schools Soccer in 2018-19 school year.

The 2016-17 school year saw record numbers of ISP teams and student athletes traveling abroad to participate in AASCA tournaments in Basketball (Boys only), Soccer, Cross Country / Track and Field, Tennis and Volleyball. This was a highly successful year on the road with ISP finishing in 2nd place overall in Boys Swimming (as hosts) and in 3rd place in Girls Soccer, Boys Basketball and in Cross Country. ISP is now beginning to emerge as a school which can break into the top three positions in the Large School AASCA competitions in some sports.

Along with the growth of the athletic program, 2016-17 also saw the creation of the Dolphin Athletic Club (DAC). The DAC is a Booster club of volunteer parents of student athletes. This is a great opportunity to bridge the gaps between the athletic office and parents. The DAC is a developing group with intentions to formalize the group in the coming school year. The DAC was able to begin raising funds to support student athletes in need of financial aid to attend international AASCA tournaments. The DAC began providing financial aid with the AASCA soccer trip to Nicaragua in February 2017 and continued with this initiative for the remainder of the 2016-17 school year.

After School Activities (ASAs)

Over 55 ASAs were offered in the 2016-17 school year. Offerings have continued to evolve based on interest levels. There has been a variety of offerings from the realms of academics, STEM, visual and performing arts and non-competitive sports. As the program has grown, there is now more of a focus on quality rather than expansion. Registrations for ASA were healthy with 331 in the first semester and 263 in the second semester. Activities were only offered if they had the minimum number (normally around 5) of paid students to justify paying the cost of the instructor.

New Synthetic Field

The new main field was unveiled during the 2016-17 school year. The world class field allows an excellent environment for physical education, sports and ASAs. The school is often contacted with requests from leagues and other external groups to rent the space and in the second semester began a pilot program of renting the space. Reservations were secured up until October 2017, with the incoming revenue earmarked to pay for the new scoreboard. This space has also helped strengthen links with MEDUCA, as local public schools have used the field free of charge on many occasions. Similar endeavours have been undertaken with our neighbors (Panamerican School / IJA) who borrow the field free of charge from time to time.



VISUAL & PERFORMING ARTS REPORT

Performances and Exhibitions

Theatre

The first semester musical this year was *West Side Story*, which featured new firsts for the ISP VAPA department. We were extremely excited to use the ISP band to accompany the show making this an exciting new step in ISP Musical Theatre history. Following the benchmark set by our production of *Beauty and the Beast*, students stepped up taking on several roles, such as building our dynamic set, organizing our public relations and show promotions, as well as running the show from the sound and light booth. In collaboration with Panatickets, *West Side Story* was able to donate over \$1400 to the local nonprofit organization "Enlaces".

In addition to showing off their musical talent our middle and high school students worked with theatre teacher Arturo Wong to devise and develop their own main stage production. By using various theatrical techniques they wrote and performed their own original piece of theatre. Much to the delight of parents and audience members they all were given a chance to allow their own ideas and creativity to live under the spotlight.

During the second semester our elementary school students took on the challenge of Disney's *Madagascar*. This performance involved a dynamic set with beautiful costumes and unforgettable performances by over 50 elementary students. With this performance, we started a trend of using our talented middle and high school students to take on the roles of stage management and choreography, and it was an awesome experience to see our young elementary students using the light and sound board, running the show, with very little adult assistance.



Music

Our music department continued its trajectory for success by giving our students across the K-12 spectrum the skills needed to perform and appreciate music of all types. The ISP music department was a strong force in the school, performing at Artsfest, K-5 music concerts, *West Side Story*, Grade 8 showcases, PANAMUN XXIV, "Mes de la Patria", and Holiday Shop. Curriculum focused on world music throughout the 2nd semester as our kids delighted in the sounds of Gamelan, Korean folk music and much more.

The Spring Artsfest Opening Ceremony saw a true collaboration between the entire ISP music program with vocalists from K-12 singing along with instrumentalists from grades 6-12 in a whole-school extravaganza with "Let's Get Loud".

We were also excited to attend the AASCA Music competition at the Lincoln School in Costa Rica, where many of our students had the opportunity to show their work to the Central American community. We were all very proud of the high marks our performers received and we are already looking forward to the next time!

Art

This was also an exciting year for the art department as students once again participated in the second annual 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.

In addition to the events in the gallery, this was the first year of a more digitally oriented arts department, as we introduced Communication Design, Interior Design, and Digital Photography, along with our other course offerings. These new courses have brought in a tremendous amount of growth to the program, and our students are truly learning the arts skills of the 21st century.

We were excited to have a provocative and inspiring show from our IB Visual Arts Students in the gallery. We welcomed a large group of spectators from across our community, as our students showed pieces that represented the hard work of two years of study in the arts.

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



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 school 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 Destination Imagination 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 Rubik's cube to magic to singing and dancing. The show was a great success and laid the groundwork for a new annual event.

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)

The PTA of 2016-2017 school year thanks the community for all their support in making it another memorable, fun, community building year together.

Together, we learned and celebrated on many occasions. We worked hard to reach deeper into our school community to offer events and support activities, including our Micro-grant program that foster excellence in mind, body, and spirit!

In September we hosted our Annual Welcome Back BBQ, with a turnout of 650 people, to enjoy our DJ, prizes, water slides and great food provided by our exceptional in-house cafeteria team. Next we celebrated academic excellence, welcoming the families, and Middle and High school students who had achieved excellence in their academic pursuits with our Honor Roll Assembly and Luncheon.

The incredible force behind the growing DAC hosted our first annual 5km Fun Run. Funds raised went to supporting our competitive athletes and assisting with the costs associated with travel to the regional ASSCA tournaments.

Our Holiday Shop became a HolidayFest, and we worked with the Music department to coordinate a beautiful day of musical presentations, while supporting our community and turning the HS gym into a shopping wonderland. This event supports local vendors, as well as provides a safe and fun shopping experience for our students. We closed the holiday season hosting a wonderful breakfast for the incredible Dolphin maintenance team and gifted them all Vale Panama cards as a token of our gratitude for all they do to keep our school and our numerous events running.

In second semester we hosted a smaller Welcome Back Pool Party, and again honored our Middle and High School Honor Roll students.

The 2017 ISP Family Fun Fair was another great event that brought our community together, attempting to engage as large a segment of our community as possible. We had a Performance Stage with world class Jazz and Opera singers, along with our own local talent, including the HS Rock Band, *Madagascar* Preview, many amazing vocalists and more. There was also a STEM exhibit and a great soccer and Frisbee tournament on our playing field. Additionally, Spay Panama and many local vendors were able to support the event while introducing our ISP family to their products and services. The Food Court hosted was as delicious food as always, with 16 different countries participating.

Rounding out the year we hosted a Thank You Luncheon for our amazing teachers, and Thank You Breakfast for the many volunteers that helped to make all these wonderful events possible. We also supported Orientation, International Day, PANAMUN, ES Fun in the Sun, MS Spring Dance, and the ES Sports Day.

We look forward to all that this coming year has in store for our children and the whole ISP community family.

With much thanks,

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

PTA DONATIONS 2016-2017

Our Micro Grant Program Approved of the Following Grants, which were evaluated based upon the mission of the PTA to build community and support the education of our children.

Area	Need	Grant
Nursing	Clothes for change in case of need mainly ES kids	\$200.00
Green Team	Green initiatives and Green Consultant Seed Money	\$4,000.00
MS/ Erica Fuson	Book awards	\$435.50
Community Building	7 habits : Develop community building course for MS	\$786.99
MS Math	Integrating literature and mathematics/To enhance maths learning through literature	\$472.50
Near Space Program	To keep monitoring the atmosphere and maintain records	\$2,000.00
SET (Service Eng. Technology)	Install solar panels Embera School	\$1,000.00
DAC	Trophy Galleries/ To have an appropriate place to store the trophies	\$5,000.00
Total		\$13,894.99

INCOMES 2016/2017	
Annual dues	\$25,520.00
Dolphin Swag	\$4,441.80
PTA Popcorn Sale	\$317.10
Welcome back BBQ Sept-2016	\$881.01
DAC Popcorn Sale	\$968.01
Palm Lopez Plates and Supplies Refunds	\$37.13
Yearbook Photos	\$6,379.00
Dolphin Appreciation Collected from Classes	\$3,565.90
DAC 5K Fun Run	\$1,634.00
PANAMUN XXIV 2016	\$-
Holiday Fest	\$5,034.00
PTA Office	\$-
Teacher Aprec Lunch Jun 2017	\$-
Welcome Back BBQ Feb , 2017	\$272.00
Welcome back BBQ Sept-2016	\$-
Family Fun Fair Sales	\$24,630.40
Family Fun Fair Sponsors	\$6,230.00
Micro Grant Project (Wish list)	\$-
Total Income:	\$79,910.35

PTA 2016-2017

PTA ANNUAL BUDGET

2016-2017

Activities:	2014 /2015	2015/2016
Arts Committee		
DAC - Dolphin Athletic Committee		
Dolphins Christmas App. Gift Dic-16	3,883.30	4,080.31
PK & ES Representative 2016-2017	1,500.00	1,462.19
Family Fun Fair March 2017	20,919.33	18,566.16
Fiestas Patrias Noviembre 2016	1,649.89	1,045.43
Holiday Fest - Diciembre 2016	2,100.00	4,908.92
Honor Roll Lunch 2nd Semestre , 2017	2,083.31	2,679.58
Honor Roll Lunch 1st Semestre, 2016	2,053.92	2,869.00
HS Representative 2016/2017	1,500.00	732.99
MS Representative 2016/2017	1,500.00	690.73
Panamun 2016		
Inter Cultural project		
PTA Office	400.00	593.42
Teacher Appreciation Lunch Jun 2017	5,147.75	5,511.60
Welcome Back BBQ Feb , 2017	4,374.06	3,629.12
Welcome back BBQ Sept-2016	3,604.44	4,327.25
YB activities 2016/2017	0.00	444.04
Microgrants		
Palm Lopez Plates & Supplies		
Dolphin Swag		
Holiday Fest Credit Card Payments Returned to Vendors		
Gift for Rajiv Bhat		
DAC Reclassification - To Separate Account		
Loan to HS for Pink Shirt Purchase		
Total Expenses:	\$56,073.80	\$56,178.59



International
School of Panama