



International  
School of Panama

# Annual Report

## 2017-2018



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](http://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

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.



## TABLE OF CONTENTS

- Board of Directors Report
- Message from the Director Viki Stiebert
- The School & Community
- Accreditation
- Financial Report
- Strategic Plan 2015-2020
- Enrollment Profile
- Elementary School Principal's Report
- Middle School Principal's Report
- High School Principal's Report
- Class of 2018
- International Baccalaureate Program
- IB CAS: Creativity, Activity, Service
- Curriculum & Professional Development
- Physical Education & Athletics Report
- Visual & Performing Arts Report
- Parent-Teacher Association (PTA)
- PTA Donations 2017-2018



# BOARD OF DIRECTORS REPORT

The 2017-2018 Board of Directors is honored to welcome you to our Annual General Report. This school year was particularly special as we celebrated our school's 35<sup>th</sup> year in operation, further strengthening our position as the longest operating non-profit, student-centered international school in Panama.

This school year we have once again focused on advancing our 2015-2020 Strategic Plan. We started by welcoming our new Director Viki Stiebert, who hit the ground running by setting numerous meetings with Board Members, teachers, students and parents, to learn more about ISP's priorities, thus allowing Viki, as you will read in her contribution to this report, to set specific areas of focus for her work throughout the school year.

We also welcomed a new Director of Teaching and Learning, Shawn Colleary, who helped spearhead initiatives to align our curriculum across all divisions and begin the important work of defining ISP's Character Profile.

The new compensation structure for teachers approved by the BOD also allowed us to hire highly qualified teachers in one of the largest cohorts to date.

The Board actively participated in an initiative to work with NoTosh, a consulting company whose expertise lies in helping schools define their purpose and core beliefs. As a result, and in consultation with multiple stakeholders, ISP concluded this work and began devising a plan to launch these core beliefs to the broader school community. These core beliefs are the first step in setting up the process that will help define ISP's next strategic plan.

A major accomplishment achieved as a direct result of our Strategic Plan implementation was our STEM certification from AdvancED. Only a year after hiring STEM Coordinator, Nikki Barratt, who led the certification process, ISP was able to become the first STEM certified program in Latin America. While completing the certification AdvancED, lauded what our school has been able to achieve in such a short time. You can read more about the STEM certification in the Accreditation section of this report.

ISP's Parent Teacher Association has once again contributed some great achievements to this report. We would like to highlight the PTA's exemplary leadership in helping streamline the PTA's organization and efforts by creating a structure of committees which has allowed parents to participate in activities to support the many things they are passionate about. The PTA has expanded to three active committees to now support Athletics, STEM, as well as the Visual and Performing Arts. We thank the PTA for their superlative efforts in volunteering their time to help ISP be the best possible school it can be.

We would like to thank all of the parents who participated in this year's Board Election cycle. As you know, ISP's non-profit status means that every parent who is member of the organization has a voice in helping elect the BOD members to represent the community and make fundamental decisions about our school's future.

At the end of the year there was an unprecedented change in three of the Board's members, the President, the Vice President and another Board member stepping down at the end of May and newly elected members taking their place at this time.

The parent community asked for a General Assembly and completed the year with an Informative General Assembly taking place on June 11th. Although this was disruptive to the parent community, teaching and learning never faltered, and our students ended the year with a spectacular graduation walk and many events that celebrated ISP doing what it does best, educating children.

We hope that you enjoy reading this report and all we have been able to achieve thus far. The best is yet to come.

[#thereisnoplacelikeisp](#)



## The ISP Board

As a non-profit school, ISP is governed by a Board of Directors.

The school has three standing committees supporting the Board, giving them more time to focus on the core business of strategic planning. During the 2017-2018 school year the Board kept the following three committees:

- Finance Committee, chaired by Soo Young Yoon
- 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 ranged 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.



# BOARD OF DIRECTORS 2017-2018

President:	Jorge Saa
Vice President:	Lydia Young
Treasurer:	Soo Young Yoon
Secretary:	William Wcislo

Members at Large:

Jaime Claramunt

Augusto Knudsen

Jade Newman

Antonio Yanes

Gerardo Rios

# MESSAGE FROM THE DIRECTOR VIKI STIEBERT

Welcome to the Annual Report for the 2017-2018 school year. This report includes financial results and summaries from the key divisions and departments regarding academic results, university admissions as well as reports from the Visual & Performing Arts and Sports and After School programs. Above all it is a true reflection of my first year at ISP.

Entering ISP in its 35th year was an exceptional experience. From the moment I arrived, to watching the class of 2018's first ever senior walk, every ISP event reiterated the essence of the ISP spirit...a welcoming international community that feels like family.

This school year we culminated with an enrolment of 1,194 students, representing 43 nationalities. Following the implementation of our Strategic Plan, we continued our focus on Academic Excellence, Organizational Health, and Climate and Culture, taking our school from strength to strength. A major achievement was a 90% retention rate of faculty, a new record for ISP.

Being my first year I started with an Entry Plan that enabled me to interview our Board members, administrators and the entire PTA. I then progressed to meeting students, teachers and non-academic staff. In order to reach all parts of the community, we conducted surveys in English and Spanish. By October's General Assembly I was able to provide some compelling feedback to our community. These findings were encapsulated in what later became a focus on [the Big 6](#):

- Leadership from Within- ensuring every teacher becomes a teacher leader.
- Teacher evaluation- how to ensure we have the best teacher in front of every class every day.
- Platform consolidation- streamlining the manner in which information is stored and distributed.
- Communication- consolidate communication routes.
- Academic excellence- increase structures that enhance academic results.
- One school—improve transitions and communication from one campus to the other.

With a year full of stellar achievements I am thrilled to share that teachers, parents, students and administrators far exceeded my expectation for these six goals as you will read about in this report.

Much of our work during the school year was focused on preparing for ISP's future. We were able to work with world class consultants NoTosh to hone in on the [five reasons #thereisnoplace like isp](#).

- [Learning is a life-long adventure](#)

Learning at ISP is truly exciting! A big source of excitement was our AdvancED STEM certification, helping us expand the opportunities we offer students. Our students represented ISP in two tournaments, Vex Robotics and the Intel Science Fair. The Destination Imagination students also continued building on their adventure, once again qualifying for Global Finals after hosting our very own DI Tournament. Additionally, 30 of our teachers lectured at conferences in Panama and internationally, demonstrating their commitment to lifelong learning and their ongoing excitement in this process.

- [We look after the planet as well as we look after each other](#)

Highlights in this area include Breaking Down the Walls to help roll out and bolster our Inclusion and Diversity Policy. The ISP Green team also made significant advances on the path towards making ISP a Green Flag School.



- **We have a pioneering spirit; every person at our school leaves a footprint**

This year's events organized by our highly engaged PTA led to more participants than ever at the Welcome Back BBQ, the ISP Dolphin 5k Fun Run, Holiday Shop, Family Fun Fair, Arts Fest, Honor Roll and above all ISP's 35th birthday! All of these events helped create memories that will last a lifetime.

- **Find ways to stand out; that's how we become outstanding**

Everyone stands out in their own way. One of my outstanding memories from this year was being able to attend the Liga 10 final, watching our Sub-18 boys team place 2nd. Furthermore, it was wonderful to see our students featured in articles in La Prensa for *Les Miserables*, as well as radio interviews on the Breakfast Show with Gerry D, about our participation in Vex Robotics and promotions for *Les Miserables*.

- **It's not about me; it's about us.**

Our students gave back in so many ways by participating in 30 service learning opportunities. Faculty and staff also participated in team building activities organized by our Human Resources Departments. Groups of faculty and staff worked together to roll out our inclusion and diversity and child protection policies. For the first time faculty and staff had the opportunity to participate in service projects to benefit our school community and beyond.

These collected anecdotes are just the tip of the proverbial iceberg. It has been a rich year for us all and one we will look back on with pride. Change is not always easy, we implemented a new bus model with the help of the Parent Working Group. We also had some governance issues at the end of the school year with the community calling for an Extraordinary General Assembly. Nonetheless, with our resilience and with our rich traditions I am confident that ISP has the fortitude to overcome these challenges. Together we will ensure that our school will go from strength to strength ensuring our students will be life long learners well prepared for a future without borders.



# 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 and middle school programs provide a multi-faceted academic foundation for the high school's challenging college preparatory curriculum.

The secondary program prepares students to receive an ISP Diploma or Panamanian Diploma, or both. In addition, students have the opportunity to earn the International Baccalaureate Diploma and the Innovation and Entrepreneurship Certificate Program. These qualifications enable our students to attend colleges and universities all over the world.

Currently 43 nationalities are represented with 25% Panamanian, 16% US and Canada, 4% Asian, 19% European, 36% Central, South America and Mexico.



35  
years



43  
nationalities



+1200  
students

# ACCREDITATION

## Science Technology Engineering and Math Certification

In October 2017, ISP earned certification for its STEM program. This certification recognizes ISP for its awareness, continuous improvement and assessment of the quality, rigor and substance of a STEM educational program. This distinction demonstrates that *ISP STEM students have the skills, knowledge and thinking strategies that prepare them to be innovative, creative and systematic problem-solvers in STEM fields of study and work. We were singled out as being particularly strong in two of the indicators:*

Our STEM program at ISP places an emphasis on increasing the enrollment of female students to pursue STEM courses, activities, and participate in STEM competitions (ST 1.1).

ISP students enrolled in STEM courses authentically use digital resources to enhance their learning process, work collaboratively, foster critical thinking, and connect their learning to real world problems (ST. 1.4)



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 2017-2018 school year was a year of changes and opportunities for ISP.

The financial results for 2017-2018 school year based on the financial statements audited by Ernst & Young are shown in the following table. For your reference they are compared to the previous school year results.

Profit & Loss Statement for SY17/18  
(based on Audited Financial Statements)

	2018	2017
Tuition and fees	<b>B/. 19,016,956</b>	B/. 18,431,799
Capital fees (cash donations)	<b>4,369,500</b>	3,899,250
Student services	<b>173,334</b>	137,574
Other income, net	<b>674,268</b>	438,603
<b>Total revenue</b>	<b><u>24,234,058</u></b>	<u>22,907,226</u>
Administrative and operating expenses	<b><u>23,801,049</u></b>	<u>22,900,018</u>
<b>Results from operating activities</b>	<b><u>433,009</u></b>	<u>7,208</u>
Interest income	<b>180,595</b>	163,633
Interest expense	<b>(262,226)</b>	(264,524)
Net finance expense	<b>(81,631)</b>	(100,891)
<b>Annual profit (loss)</b>	<b><u>B/. 351,378</u></b>	<u>B/. (93,683)</u>

The above table presents the *Consolidated* financial results, taking into consideration both Operational and Capital financial results. This data and results have been prepared and are presented following ,and in accordance with, International Financial Reporting Standards, IFRS.

For SY17-18 there was a significant increase in profits compared to the result for the previous year. We moved from an annual loss of \$93,683 for SY16-17 to an annual profit of \$351,378 for SY17-18. This positive result was due to an 5.6% increase in income revenue versus a variation in expenses of only 3.9% when compared to the previous year.

This increase in income revenue was generated by the 5% increase in the tuition and capital donation fees. The improvement in expenses is derived from our operational efficiency strategy implemented in the second semester of SY17-18. We will continue implementing this strategy and expense structure.

## Operational & Capital Budget Results

Our administration team prepares and presents financial information that is shared internally and grouped by Operational and Capital results. These results are then consolidated in order to provide a full picture of the school's financial results. These are presented to the Board of Directors Finance Committee for further analysis and decision making.

These internal financial statements are presented in the following table, which offers further detail of the results in accordance with school operations.

ISP

### Consolidated Financial Results – SY17-18

(internal management statements)

TUS\$ Income	Operating	Capital	Total
Net Tuition	16,340		16,340
Registration	946		946
Institutional Fee	1,480		1,480
Other Income	1,357		1,357
Capital Donation		4,074	4,074
Building Fee		295	295
<b>Total Revenue</b>	<b>20,123</b>	<b>4,370</b>	<b>24,492</b>
<b>Academic Costs</b>			
Academic Salary & Benefits	12,875		12,875
Personnel Services	1,407		1,407
Supply, Materials, Textbooks, Library	541		541
Other Academic Costs	1,607		1,607
Program Enhancement		22	22
<b>Total Academic Expenses</b>	<b>16,430</b>	<b>22</b>	<b>16,451</b>
<b>Gross Margin</b>	<b>3,693</b>	<b>4,348</b>	<b>8,041</b>
<b>Academic &amp; Non Academic Exp.</b>			
Salary W & B - Indirect	2,580		2,580
Personnel Services	328		328
Utilities	603		603
Maintenance & Repair	342		342
Contract Services	580		580
Other Non Academic Costs	564		564
<b>Total Non Academic Expenses</b>	<b>4,997</b>	<b>0</b>	<b>4,997</b>
<b>EBITDA</b>	<b>-1,304</b>	<b>4,348</b>	<b>3,044</b>
Depreciation & Amortization		2,432	2,432
<b>EBIT</b>	<b>-1,304</b>	<b>1,916</b>	<b>613</b>
Interest Income	176	5	181
Interest (Expense)		(262)	(262)
Taxes	106	74	180
<b>EAT</b>	<b>-1,234</b>	<b>1,585</b>	<b>351</b>

Operational Budget results: Tuition is the main source of operational income, in addition to registration, institutional and other incomes, which are included. These revenues are dedicated to supporting academic excellence in expenses pertaining to salaries, supplies and materials, textbooks, professional development, the library and many others.



Capital Budget results reflect the funds collected through Capital Donations from new students enrolled at ISP as well as the Building fee ( annual fee paid by all students from PK.4 - 12.) Expenses here are limited to depreciation of major building maintenance, construction of new facilities, assets purchased (technology & furniture) and payment of debts on buildings and land, unless otherwise authorized by the Board of Directors.

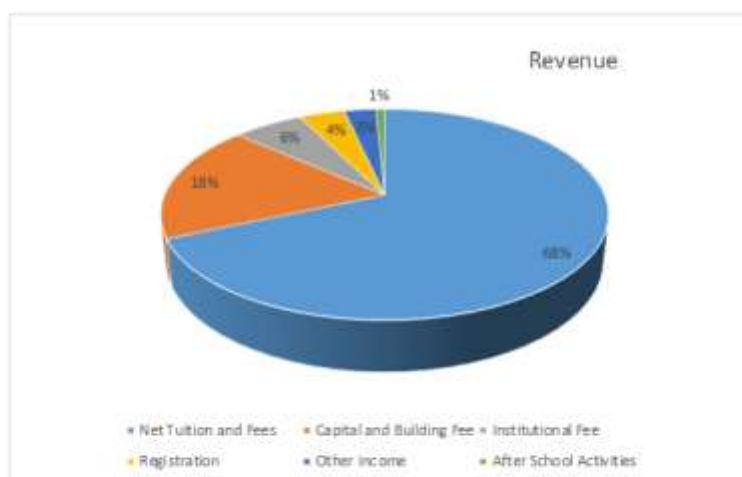
Please note that Operational results generate an operational loss. This situation needs to be reversed in order to maintain a healthy consolidated financial strategy that guaranties ISP's long-term financial sustainability.

In the coming school year we hope to continue implementing the *Operational Efficiency Strategy* as an integral part of our Strategic Plan, the goal being positive financial results on the Operational side. *A summary of the Operational Efficiency Strategy can be found at the end of this financial report.*

### Revenue composition SY17-18

The following chart reflects how the annual consolidated revenue is formed.

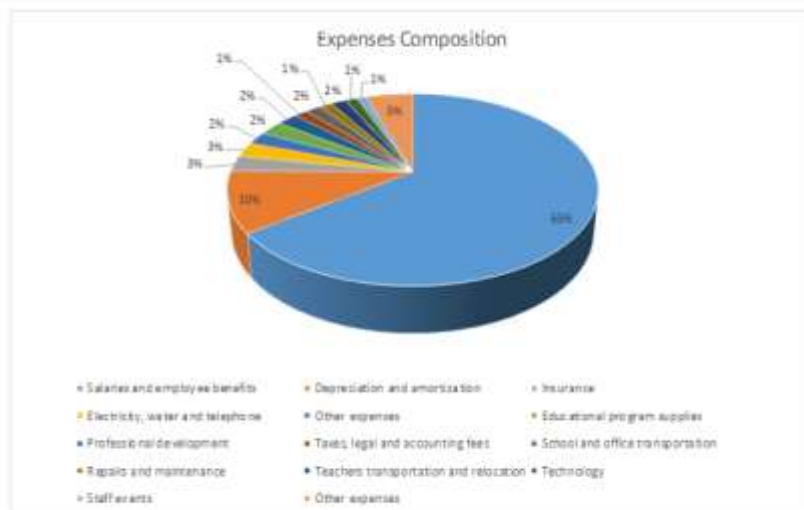
Audited Revenue SY 2017-2018	
Net Tuition and Fees	16,591
Capital and Building Fee	4,370
Institutional Fee	1,480
Registration	946
Other Income	674
After School Activities	173
<b>Total Revenue</b>	<b>24,234</b>



### Expenses Composition SY 17-18

Faculty and staff salaries are the largest expenditure in the operational expenditure. This includes benefits, relocation, professional development and staff activities. Altogether these items make up 70% of the total consolidated expenses for the school year. Besides depreciation expenses, which represent 10% of the total annual consolidated expenses, we have 5% of other expenses that include mainly ITBMS (taxes), field trips, IB program, cleaning and office supplies and a one-time write-off provision related to unpaid fees, which represent \$252,000.

Expenses	2018	
	US\$	%
Salaries and employee benefits	15,457	65%
Depreciation and amortization	2,431	10%
Insurance	632	3%
Electricity, water and telephone	603	3%
Other expenses	505	2%
Educational program supplies	582	2%
Professional development	509	2%
Taxes, legal and accounting fees	323	1%
School and office transportation	396	2%
Repairs and maintenance	297	1%
Teachers transportation and relocation	379	2%
Technology	295	1%
Staff events	227	1%
Other expenses	1,166	5%
<b>Total Administrative and Operating Expenses</b>	<b>23,802</b>	<b>100%</b>



## Initiatives supported by Capital Budget Funds

Focused on the following three key areas:

1. **Facility Improvement- Major Projects:** Added a dedicated classroom for math in the elementary school, a resource room for ES and a dedicated IB art studio for the high school. Major Projects planned for SY18-19 include new STEM Labs for MS and ES, a new robotic lab room for HS, two new classrooms for HS, fitness center, and a new facility for the maintenance staff. Also, a retention security wall was built to protect the HS basketball field and the new soccer field from potential erosion.
2. **Continuous upgrade of Technology Equipment and Infrastructure:** Significant investments were made purchasing technology to support academic excellence and organizational health (Ipads, Smart Boards, projectors and computers).
3. **Furniture and equipment for classrooms:** As part of the regular school cycle, significant investment was made to replace furniture and/or equipment in classrooms.

### ISP Capital Investments SY17-18

Capital Investments	Actual	Annual Budget	Balance	
	\$	\$	\$	%
<b>Furniture &amp; Equipment</b>	<b>243,556</b>	<b>222,371</b>	<b>-21,185</b>	<b>-10%</b>
Academics	186,779	165,350	-21,429	-13%
Administrative	56,777	57,021	244	0%
<b>Technology</b>	<b>708,443</b>	<b>688,568</b>	<b>-19,875</b>	<b>-3%</b>
Academics	686,149	656,341	-29,808	-5%
Administrative	22,294	32,227	9,933	31%
<b>Major Projects</b>	<b>390,862</b>	<b>429,061</b>	<b>38,199</b>	<b>9%</b>
<b>Total</b>	<b>1,342,861</b>	<b>1,340,000</b>	<b>-2,861</b>	<b>0%</b>

At the end of the fiscal year, we reached an operational deficit of US\$1.2M.

## The Reserve Fund

The School has established and maintained a Reserve Fund. The BOD's Finance Committee aims 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 2018 was US\$3,442K, which represents 16.1% of the operating expenses for SY17-18. This fund is to be used 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.); and its usage must be approved by the majority of the BOD.

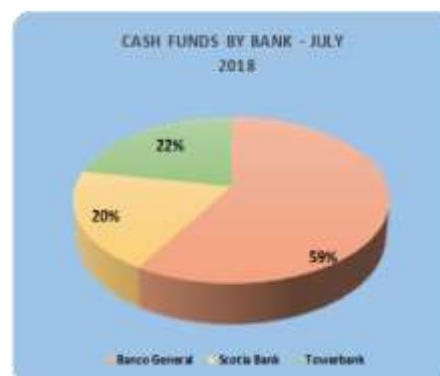
Reserved Funds	US\$000
2013-2014	2,627
2014-2015	2,797
2015-2016	2,994
2016-2017	3,186
2017-2018	3,442



## Cash Funds

The distribution of the funds available at the end of the 2017-2018 fiscal year is provided in the graphics below.

BANK	VALUE	%
BANCO GENERAL	5,443,051	59%
BANK OF NOVA SCOTIA	1,814,630	20%
TOWERBANK	2,038,556	22%
<b>TOTAL IN BANKS</b>	<b>9,296,236</b>	<b>100%</b>



## Financial Results over the last six years

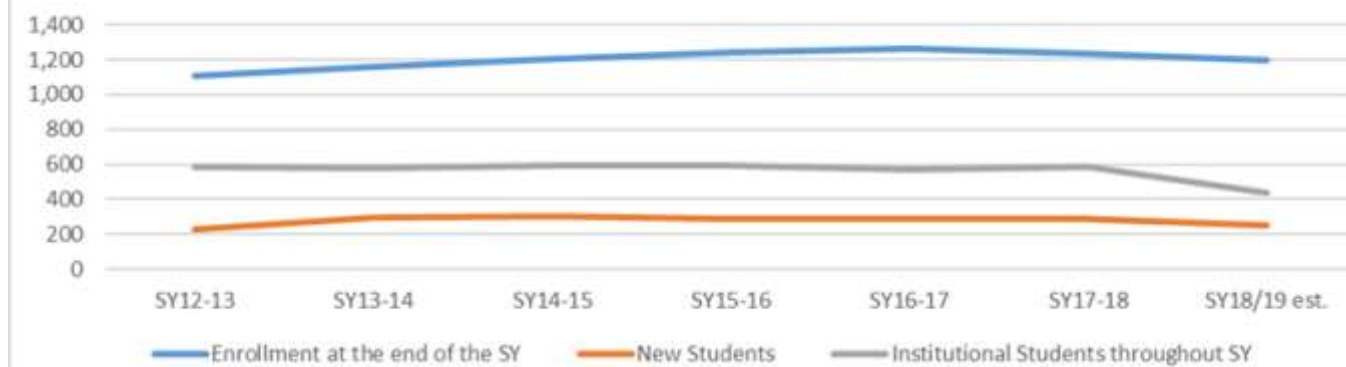
### Enrollment History

Enrollment is one of the most important key performance indicators for the school. As we can see in the following chart our student community has been composed of a balance between two groups of students: institutional and non-institutional students. Our data shows a decrease in the institutional student enrolment from 53% during SY12-13 to 47% during SY17-18. After many years of increasing enrollment, SY17-18 enrollment decreased for the first time (-2%)

**Enrollment History**

Enrollment	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18	SY18/19 est.
Enrollment at the end of the SY	1,110	1,162	1,201	1,244	1,262	1,234	1,198
New Students	227	296	299	286	290	286	250
Institutional Students throughout SY	586	580	594	589	574	584	438

**Enrollment**



## Financial history – CONSOLIDATED Financial Statements (Capital + Operational)

The following table is a summary of the financial results for the last six years, taking into account both the Capital and Operational budgets. The source of this information is the Audited Financial Statements from our external auditors E&Y.

This data is important because it gives us a complete view of the total operation and allows us to understand and analyze the organization's finances as a whole.

ISP										
Profit & Loss Statement - CONSOLIDATED: Capital + Operational										
Audited Financial Statement of Income - 6 years history										
- 000 thousands -										
	2013	2014	2015	2016 (restated)	2017	2018	Variance 2018-2013		Vertical Analysis	
							US\$	%	2013	2018
Tuition and Fees	12,882	14,508	15,854	17,196	18,432	19,017	6,136	48%	79.5%	78.5%
Capital Fees (cash donation)	2,970	3,672	3,774	3,386	3,899	4,370	1,400	47%	18.3%	18.0%
Student services	310	396	447	574	677	173	-137	-44%	1.9%	0.7%
Other income	32	120	20	-97	-101	674	642	2006%	0.2%	2.8%
<b>Total Revenue</b>	<b>16,194</b>	<b>18,695</b>	<b>20,095</b>	<b>21,059</b>	<b>22,907</b>	<b>24,234</b>	<b>8,040</b>	<b>50%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Administrative and operating expenses</b>	<b>14,487</b>	<b>16,863</b>	<b>18,122</b>	<b>21,099</b>	<b>22,900</b>	<b>23,801</b>	<b>9,314</b>	<b>64%</b>	<b>89.5%</b>	<b>98.2%</b>
<b>Results from operating activities</b>	<b>1,707</b>	<b>1,832</b>	<b>1,973</b>	<b>-41</b>	<b>7</b>	<b>433</b>	<b>-1,700</b>	<b>-100%</b>	<b>10.5%</b>	<b>1.8%</b>
Interest income	157	186	186	158	164	181	6	4%	1.0%	0.7%
Interest expense	139	170	225	273	265	262	126	91%	0.9%	1.1%
<b>Net finance income</b>	<b>19</b>	<b>16</b>	<b>-39</b>	<b>-116</b>	<b>-101</b>	<b>-81</b>	<b>-120</b>	<b>-640%</b>	<b>0.1%</b>	<b>-0.3%</b>
<b>Annual Surplus/ (Loss)</b>	<b>1,726</b>	<b>1,848</b>	<b>1,934</b>	<b>-156</b>	<b>-94</b>	<b>352</b>	<b>-1,374</b>	<b>-80%</b>	<b>10.7%</b>	<b>1.5%</b>

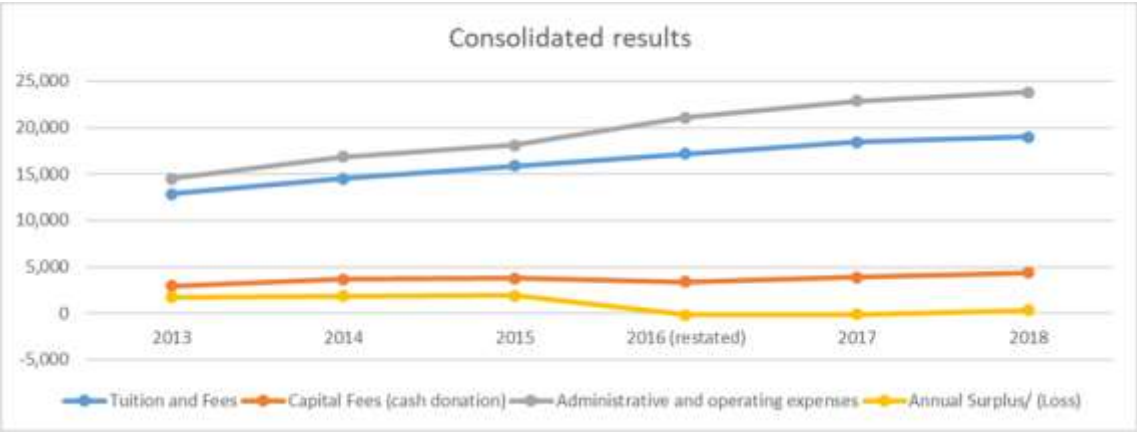
When we analyze and compare our main operational drivers, tuition & fees, capital fees, and administrative & operational expenses, for the six-year period presented above, we can observe that tuition & fees have grown 48%, Capital fees have grown 47%, and for that same period the Administrative and Operating expenses have grown 64%. (See details below).

As a result, the Annual Surplus shows a decrease of 80% for that period, changing from a profit of US\$1,7MM for 2013 to a profit of US\$352K for 2018 (SY17-18).

It is very important to note that during the last three years, and as part of our Strategic Plan 2015-2020, the school initiated major investments aligned to the goal of Academic Excellence.



A view of the tendency of the main operational drivers for the past six years can be seen in the following chart.



When we take a more detailed look at the expenses and their change during the past six years we can see that the main areas of investments are related to staffing: Salaries and employee benefits, professional development, teachers' transportation and relocation and staff activities are directly related to the initiative of taking the academic offering to a comparatively high level internationally.

Initiatives activated according to Strategic Plan were:

- Increase in proportion of overseas teachers to meet the growing demands of our international community.
- Increased programs – computer science, ASA, quality of sports program, Innovation Certificate, IB.
- School-wide supervisors hired for key areas: curriculum, technology, arts, PE & Athletics, STEM, math program.
- Salary increases to remain competitive with global market and to attract high quality faculty.

In order to understand and analyze the variances in expenses, it is important to consider the staff structure changes, occurred during this period, featured in the table below.

ISP  
Staff Structure  
SY12/13 - SY17/18

Staff	SY12/13	SY17/18	Variance	
	#	#	#	%
Total staff	255	320	65	25%
Academic Staff	135	154	19	14%
Overseas*	48	71	23	48%
Local	87	83	-4	-5%
Learning Assistants	45	55	10	22%
Non-Academic Staff	75	111	36	48%
* Includes administrators				

This table reflects the conversion to international academic staff, which has grown 48% to support the Academic Excellence goal of our Strategic Plan. The total number of staff has grown by 25%.

The 64% increase in the total expenses, when comparing 2018 vs 2013, is mainly driven by an increase of 67% in salaries and benefits increases due to higher enrollment/salaries. Teachers relocation and transportation has also increased due to higher enrollment/salaries.

Some other areas that show significant increases are: insurances (103% increment) and other expenses (313% increment). These two lines in particular are related to the higher insurance coverage required to cover all new assets acquired during this period, and in case of other expenses, during SY17-18, ISP was unable to collect US\$252K of debt related to accounts receivables and based on financial regulations needed to convert this to an expense.

New debt collection practices were implemented beginning the second half of the SY17-18 to avoid further financial impact.

ISP										
Administrative & Operating Expenses - CONSOLIDATED										
- 000 thousands -										
Expenses	2013	2014	2015	2016 (restated)	2017	2018	Variance 18 vs 13		Vertical Analysis	
							US\$	%	2013	2018
Salaries and employee benefits	9,238	10,961	11,760	13,375	15,028	15,457	6,219	67%	63.8%	64.9%
Depreciation and amortization	1,780	1,724	1,871	2,544	2,386	2,431	651	37%	12.3%	10.2%
Insurance	312	355	388	475	601	632	320	103%	2.2%	2.7%
Electricity, water and telephone	468	527	590	516	589	603	135	29%	3.2%	2.5%
Other expenses	604	622	535	481	506	505	-99	-16%	4.2%	2.1%
Educational program supplies	527	461	567	480	502	582	56	11%	3.6%	2.4%
Professional development	235	254	252	449	420	509	274	117%	1.6%	2.1%
Taxes, legal and accounting fees	368	242	214	219	395	323	-45	-12%	2.5%	1.4%
School and office transportation	267	220	247	356	388	396	129	48%	1.8%	1.7%
Repairs and maintenance	206	253	287	320	360	297	91	44%	1.4%	1.2%
Teachers transportation and relocation	0	114	160	273	300	379	379	232%	0.0%	1.6%
Technology	201	188	204	332	270	295	94	47%	1.4%	1.2%
Staff events	0	54	60	127	227	227	227	321%	0.0%	1.0%
Other expenses	282	889	985	1,153	929	1,166	884	313%	1.9%	4.9%
<b>Total Administrative and Operating Expenses</b>	<b>14,487</b>	<b>16,863</b>	<b>18,121</b>	<b>21,099</b>	<b>22,901</b>	<b>23,802</b>	<b>9,315</b>	<b>64%</b>	<b>100.0%</b>	<b>100.0%</b>

## Financial history – OPERATIONAL (Only) Financial Statements

The Operational side of a school aims to be financially sustainable in order to cover and pay for all administrative and operational expenses.

ISP										
Profit & Loss Statement - OPERATIONAL										
Audited Financial Statement of Income - 6 years history										
- 000 thousands -										
	2013	2014	2015	2016 (restated)	2017	2018	Variance 2018-2013		Vertical Analysis	
							US\$	%	2013	2018
Tuition and Fees	12,882	14,508	15,854	17,196	18,432	19,017	6,136	48%	97.4%	95.7%
Student services	310	396	447	574	677	173	-137	-44%	2.3%	0.9%
Other income	32	120	20	-97	-101	674	642	2006%	0.2%	3.4%
<b>Total Revenue</b>	<b>13,224</b>	<b>15,023</b>	<b>16,321</b>	<b>17,673</b>	<b>19,008</b>	<b>19,864</b>	<b>6,641</b>	<b>50%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Administrative and operating expenses (1)</b>	<b>12,707</b>	<b>15,140</b>	<b>16,250</b>	<b>18,555</b>	<b>20,514</b>	<b>21,369</b>	<b>8,662</b>	<b>68%</b>	<b>96.1%</b>	<b>107.6%</b>
<b>Results from operating activities</b>	<b>517</b>	<b>-117</b>	<b>70</b>	<b>-882</b>	<b>-1,506</b>	<b>-1,505</b>	<b>-2,022</b>	<b>-391%</b>	<b>3.9%</b>	<b>-7.6%</b>
Interest income	157	186	186	158	164	181	24	15%	1.2%	0.9%
Interest expense	139	170	225	273	265	262	124	89%	1.0%	1.3%
<b>Net finance income</b>	<b>19</b>	<b>16</b>	<b>-39</b>	<b>-116</b>	<b>-101</b>	<b>-81</b>	<b>-100</b>	<b>-533%</b>	<b>0.1%</b>	<b>-0.4%</b>
<b>Annual Surplus/ (Loss)</b>	<b>535</b>	<b>-101</b>	<b>31</b>	<b>-998</b>	<b>-1,607</b>	<b>-1,586</b>	<b>-2,121</b>	<b>-396%</b>	<b>4.0%</b>	<b>-8.0%</b>

(1) Do not include Depreciation expense

When we analyze the above results, it is important to focus on the line titled *Results from operating activities*, excluding all financial interest incomes and expenses, since they are a result of the cash management and are not directly related to the academic operation itself.

Comparing our main operational drivers, tuition and fees, and administrative & operational expenses, for the six-year period presented above, we can see that *Tuition and fees* have grown 48%, and for that same period the *Administrative and Operating expenses* have grown 68%.

As a consequence, our *Annual Results from operating activities* show an important decrease of 391% for that period, coming from a profit of US\$517K for the year 2013 to a loss of US\$1,505M for the year 2018(SY17-18).

The decision, ratified by the BOD over the past years, to supplement operations with capital fees has allowed the school to improve the quality of the academic offering by expanding on additional programs, adding staff, and attracting and retaining higher quality staff through an improved compensation package in the pursuit of academic excellence.

The following chart reflects how these main operational drivers over the period reported.



The 68% increase in the total expenses, when comparing 2018 vs 2013, is mainly driven by an increase of 67% in salaries and benefits, increase of 232% in teachers' relocation and transportation, and an increase of 117% in Professional development, an increase of 321% in staff activities and meetings such as team building and similar related activities.

Some other areas that show important increases are: insurances (103% increment) and other expenses (313% increment). These two lines in particular are related to the higher insurance coverage required to cover all new assets acquired during the period represented, and in case of other expenses, only during SY17-18, ISP was affected by US\$252K of unpaid fees related to accounts receivables that have not been able to be collected, as per International Financial Reporting Standards a risk accrual was to be booked in the same accounting period.

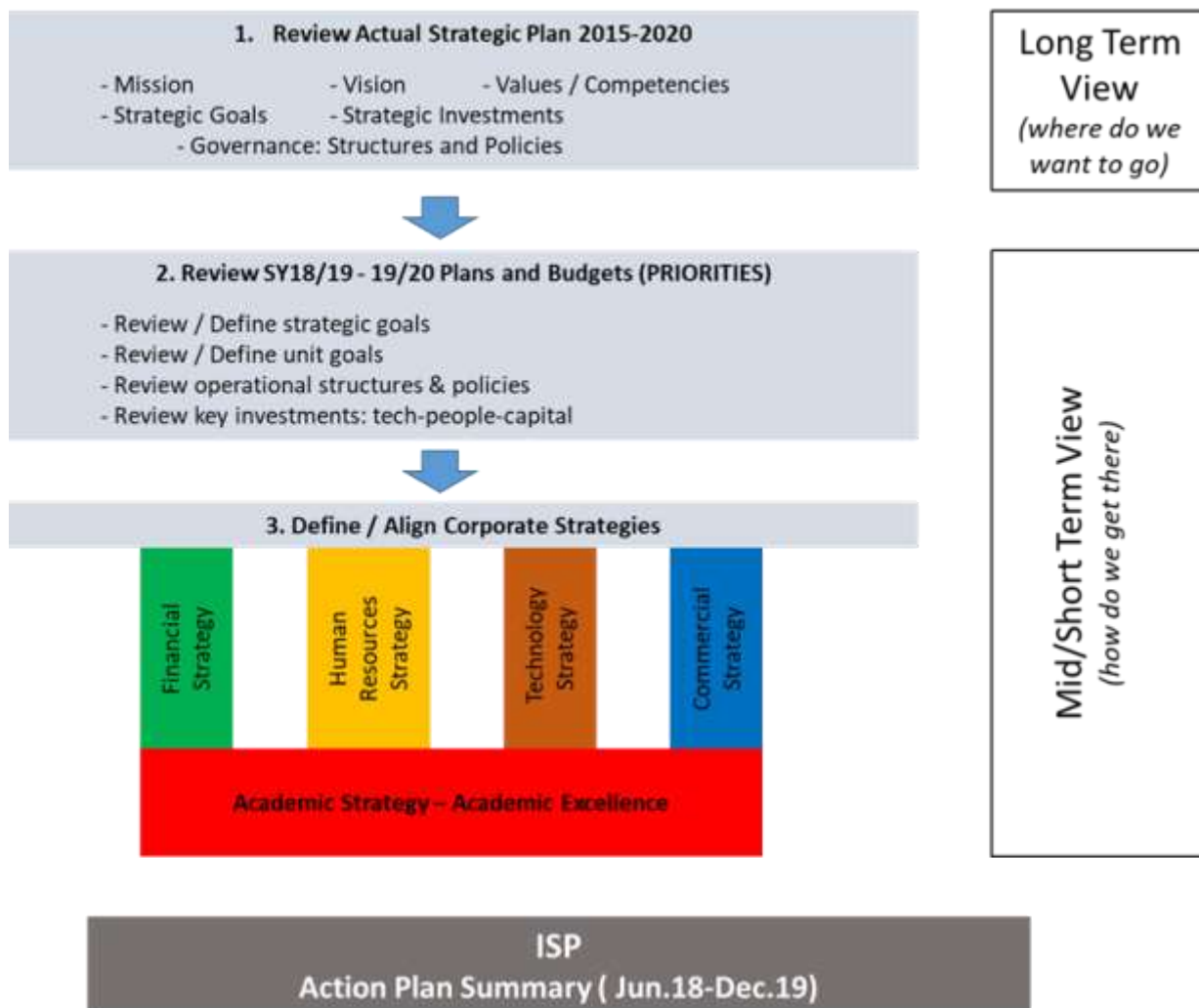
ISP										
Administrative & Operational Expenses - OPERATIONAL										
- 000 thousands -										
Expenses	2013	2014	2015	2016 (revised)	2017	2018	Variance 18 vs 13		Vertical Analysis	
							US\$	%	2013	2018
Salaries and employee benefits	9,238	10,961	11,760	13,375	15,028	15,457	6,219	67%	72.7%	72.3%
Insurance	312	355	388	475	601	632	320	103%	2.5%	3.0%
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Repairs and maintenance	206	253	287	320	360	297	91	44%	1.6%	1.4%
Teachers transportation and relocation		114	160	273	300	379	379	232%	0.0%	1.8%
Technology	201	188	204	332	270	295	94	47%	1.6%	1.4%
Staff events		54	60	127	227	227	227	321%	0.0%	1.1%
Other expenses	282	889	985	1,153	929	1,166	884	313%	2.2%	5.5%
<b>Total Administrative and Operating Expenses</b>	<b>12,707</b>	<b>15,140</b>	<b>16,250</b>	<b>18,555</b>	<b>20,515</b>	<b>21,369</b>	<b>8,662</b>	<b>68%</b>	<b>100.0%</b>	<b>100.0%</b>

## Looking ahead - Operational Efficiency Strategy

ISP is in need of further operational efficiency to reduce the operational deficit.

In order to reach long term financial sustainability of the school it is necessary to reverse this operational deficit trend and to work on a mid-term Operational Efficiency Strategy.

The 18-month plan is summarized in the following tables: (on the next page)



- Corporate Governance
  - Strategic Plan Review
  - Bylaws - Policy Manual Review
  - Organizational Structures - Policies – procedures - guidelines
- Revert deficit trend
  - Cafeteria improvement
  - ASA integral plan – improvement
  - Operational/capital expenses control plan
  - New budget control culture
- Reorganization - Operational efficiency
  - IT integral strategy
  - Commercial strategy
  - HR strategy
  - Finance Strategy
  - ✓ New efficient processes – aligned/automated
- Financial strategy implementation
  - Clean balances (Assets, A/R, Provisions)
  - Cash flow improvement
  - Opex, capex & admin expenses control
  - A/R policies – harden policies
  - New Income strategy

**PRIORITY**

1. Operational efficiency initiatives – 18 months
2. Growth – expansion – world class initiatives



## FINANCIAL AUDIT 2017-2018

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 E&Y. They have completed the independent external audit report for the school year 2017-2018.

# 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 21<sup>st</sup> 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



### 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-17	Jun-18	Aug-18
PK.3	63	68	50
PK.4	74	77	69
K	76	83	79
1	77	75	83
2	74	74	75
3	69	71	76
4	85	83	70
5	86	88	87
6	80	79	81
7	87	86	77
8	89	93	89
9	81	87	96
10	90	93	92
11	94	90	84
12	88	87	86
<b>TOTAL</b>	<b>1,213</b>	<b>1,234</b>	<b>1,194</b>

Nationality	#
Panamanian	295
US	183
Venezuelan	96
Brazilian	92
Mexican	63
Spanish	62
Colombian	55
Argentine	49
Italian	30
Korean	27
Peruvian	21
Chilean	19
Swiss	18
French	17
British	16
Portuguese	16
Belgian	13
Dutch	13
Canadian	11
German	11
Bolivian	9
Chinese	9
Danish	9
Cost Rican	8
Ecuadorian	6
Indian	5
Dominican	4
Finnish	4
Israeli	4
Japanese	4
Norwegian	4
Greek	3
Guatemalan	3
Qatar	3
Austrian	2
Nicaraguan	2
Uruguayan	2
Honduran	1
Hungarian	1
Lebanese	1
Luxembourgish	1
South African	1
Swedish	1

## NATIONALITY BY PASSPORT

- Panama (25%)
- US & Canada (16%)
- Europe (19%)
- Asia (4%)
- Central, South America & Mexico (36%)
- Others (0%)



## NATIONALITIES PER DIVISION

	Panama	US & Canada	Europe	Asia	Central, South America & Mexico	Others	Total
PK	47 (39%)	13 (11%)	17 (14%)	4 (3%)	38 (32%)	0 (0%)	119
ES	135 (29%)	79 (17%)	73 (16%)	17 (4%)	166 (35%)	0 (0%)	470
MS	43 (17%)	38 (15%)	58 (23%)	15 (6%)	93 (38%)	0 (0%)	247
HS	70 (20%)	64 (18%)	73 (20%)	17 (5%)	133 (37%)	1 (0%)	358
<b>Total</b>	<b>295 (25%)</b>	<b>194 (16%)</b>	<b>221 (19%)</b>	<b>53 (4%)</b>	<b>430 (36%)</b>	<b>1 (0%)</b>	<b>1194</b>

# EARLY CHILDHOOD CENTER (ECC)

## Multi-age Initiative

ISP is always learning and looking for the best research proven instructional practices and initiatives. A few years ago the ECC changed the program from a traditional one, where students worked on the same concept at the same time based on a letter of the week, to a program focused on the social emotional and cognitive development of the child's needs. In our program the stages of development of each child are observed, documented and celebrated. It focuses on helping every student grow at their own pace.

Once we had a program that we felt worked for each child, we were still left with many wonders. We were asking ourselves so many whys, and they all pointed to the way we grouped our students.

So last year, to support the strategic goal of "delivering a holistic learning experience "to every student in the ECC, every day", we started researching a variety of ways students are grouped in different systems. We learned how multi-age education can serve the spectrum of diverse students and foster social emotional and cognitive development.

Why? The reasons are many.

Below are some listed by The Association of Childhood Education International (ACEI):

- Children are more likely to cooperate than compete. The spirit of cooperation and caring makes it possible for children to help each other as individuals, not see each other as competitors.
- Older children have the opportunity to serve as mentors and to take leadership roles. Older children model more sophisticated approaches to problem solving, and younger children are able to accomplish tasks they could not do without the assistance of older children. This dynamic increases the older child's level of independence and competence.
- Children are invited to take charge of their learning by making choices at centers and with project work. This sense of "ownership" and self-direction is the foundation for lifelong learning.

Our PK teachers, who are experts in differentiated instruction, spent a semester reading and learning about what research has shown to be the benefits and what could be the areas of focus of multi-age grouping. They read articles and brainstormed the pros and cons of multi-age grouping. They had discussion sessions to answer each other's questions. They also had the opportunity of observing a pre-school based on multiage grouping.

As mentioned above we already had in place a program, The Creative Curriculum, that focuses on differentiation and developmentally appropriate practices. The studies are for all ages. The continuum allows each teacher to observe and document where each child is in the developmental spectrum, age with just one component of such spectrum. Each intentional teaching activity is designed for a wide range of abilities. Our program was easy to adapt to a multi-age group.

We worked with parents through focus groups to present the initiative and introduced them to multi-age grouping. We also had the visit of the Early Childhood principal from Zurich International School who met with parents and shared her experience with multi-age grouping as well as answered their questions.

Warmly,

Alida Garcia de Paredes





# ELEMENTARY SCHOOL PRINCIPAL'S REPORT

The elementary division is proud of the gains we made academically and as a learning community. SY 17-18 saw changes connected to our assessment practices and reporting systems, and also saw an expansion of student involvement and leadership. This was a mirror of how teacher leadership has expanded in recent years and is an important step forward as we continue to establish a foundation of lifelong skills that will drive our students to be successful in secondary school and beyond.



In the Strategic Plan we painted an ambitious plan to chart our learning course using standards. A key element to this was switching to Standards Based Reporting, and in SY17-18 we launched the first standards based report card for the elementary division. Academically and connected to curriculum, our work in the elementary division was centered on our **transition to reporting out children's proficiency compared to an expected level of performance**, rather than using non-standard letters and percentages. This work began with a task force in SY16-17 but was fully brought to fruition with our first round of reports in October 2017.

Leading up to this gargantuan task we had to work to align our practices in a circular process. We had to develop tasks and work to teach to standards, assess the learning and skills that came through instruction and exploration, give feedback on the growth and next steps, and then start the cycle all over again. Teachers learned about this through professional development and ongoing work with our reporting task force. Students learned about this and saw visible changes in some of the ways in which they monitored their own learning. We introduced more tools for self-reflection including journals and the online portfolio application SeeSaw. We then expanded that to share more with parents so that we were drawing parents into the learning that occurs in our school. Our goal was to share more about the process of **learning and students' progress towards outcomes**, in addition to the periodically written report cards.

Working with parents was an important key to helping moving towards a standards based report card. For some of our families this was a very big change from traditional grades. We held parent meetings and even video recorded an explanation of why we changed to a new reporting system and how it would help us improve student learning. This was only one way in which we worked with parents on school initiatives; a group of parents called the Elementary School Parent Advisory Council (created in SY16-17) provided ongoing feedback to us on issues ranging from After School Activities to the Grade 5 to 6 transition. In addition, we continued holding our annual parent events and added more. We created a curriculum night in August to continue our parent education about our educational approach. Expanding from our focus on just math, we drew parents in to learn also about adjustments we were making to literacy instruction.

Connected to literacy, we continued our work with a consultant on our small reading groups and also started the launch of Writer's Workshop. An approach to instruction that focuses on developing students as writer's by fostering their interests, teachers used the approach for their final unit at the end of the year and will begin SY18-19 with writer's workshop and a rubric that will help us understand our writers from kindergarten to Grade 8. This vertical alignment is essential for us as we look at understanding students' individual needs and fostering their growth.



In addition to academics, we expanded development of other skills in students. Chris Horton, the Assistant Principal, rejuvenated our Student Leadership Council by expanding positions and responsibilities. Students became journalists, librarians, and eco leaders. They planned and led our assemblies and were role models in our hallways and during group celebrations. This became an opportunity for a bridge as these students will move into middle school where there are even more opportunities for developing individual interests and leadership.

One of our biggest and most rewarding responsibilities is to keep the joy alive in learning. One way we do this is through our field trips. In SY17-18 our Grade 2 students became chefs for a day to understand changes of states of matter, while our Grade 4 students went on an annual overnight trip to a new destination-El Valle de Anton. They hiked, observed, swam, and spent time building community. This overnight gets students prepared for the four-day field trip to Chiriqui in Grade 5. Aside from field trips, our students had celebrations on campus that highlighted their growth and change. Grade 1 invited parents to their annual fairy tale ball while Grade 3 parents joined in a writing celebration. In Kinder, the end-of-year celebrations included demonstrations and performances that were inclusive and exciting. These experiences and many more are what give meaning to our community.

In addition to field trips we continue holding Pod assemblies and events where we celebrate our individuality and connectedness. Our annual International Day celebration expanded with the inclusion of a new cultural fair, hosted and run by the PTA. Students "visited" different countries from around the world. During our Spirit Week our low water-use Mojadera expanded to including a dunk-tank and we raised almost \$800 to put towards our sister school in El Valle. As is true every year, we ended the year with a farewell assembly and the singing of our school song, a beautiful, simple tradition that sends everybody off into the world with the encouragement to remember ISP and Panama.

Each year brings new opportunity and we look forward to the changes and growth of the year to come, grounded in the celebrations of today. SY17-18 stands out for so many reasons but is also another year of excellence to add to the past 35.

With gratitude for being a part of this community,

# MIDDLE SCHOOL PRINCIPAL'S REPORT

With a mindset consistently targeted towards growth, our middle school (MS) worked collaboratively and consistently to ensure that this was indeed #TheBestYearYet! This journey was marked by service - both at ISP and in the community - curricular refinements, professional learning, community building, and achievement of individual and divisional professional goals.

How wonderful that so much of our leadership in service learning came from our youngest middle schoolers! Sixth grade students, both as members of the Global Issues class and the Global Issues Network (GIN) after-school club, spearheaded wonderful initiatives. Here at ISP, 6th graders devoted themselves to creating and delivering informational materials to current 5th graders transitioning to our MS. Who better to help than those who have the empathy and know-how from having just transitioned themselves? In our broader community, 6th graders oversaw all aspects - marketing, collection, distribution - of a hugely successful book drive. For the first time, MS students interested in sharing these experiences and making connections between local issues and global solutions were able to attend an international GIN Conference, this year held in Costa Rica.

At its best, diplomacy is a form of global service. ISP middle schoolers deepened their relationships with global issues coursework, as well as through extracurricular engagement with Model United Nations (MUN). This work, prepared students for future experiences internationally and here at ISP while building essential communication and critical thinking skills. The MS revived its after-school MUN program, preparing a record number of middle schoolers for successful participation in one of our school's flagship programs - Panama Model United Nations (PANAMUN). Building upon these skills, MS students waved ISP's flag high at a MS MUN event at the American School of Paris - bringing back awards to mark distinguished participation and, more importantly, memories and learning to last a lifetime.



While we certainly place enormous value on the type of authentic, extracurricular experiences described above, we also know that the backbone of solid education is a collaborative and consistent approach to the taught, learned and assessed curriculum. This work planning and preparing for learning, ensures the best educational experience in each class, each day - and steady progress has been made in all areas by adopting an increasingly collaborative approach. Teachers work in collaborative and interdivisional teams using Google Team Drives, sharing educational resources and crafting meaningful and engaging units of study that form our living, ever-evolving curriculum.





MS curricular highlights come from various disciplines. For example, our English department explored and began to implement the Writers Workshop model, which promotes authentic engagement with the written word that promotes a lifelong love of writing. For language learners, streamlined pathways through our English as an Additional Language (EAL) and Spanish as an Additional Language (SAL) programs was supported by assessment data for speaking, reading, writing and listening that directly informed both placement and instruction

Curriculum work shaped student learning in the sciences, leading both to groundbreaking STEM certification for our school and meaningful, hands-on learning for our middle schoolers in particular. MS students experienced a streamlined, 21st century approach to science education through our middle school's successful adoption of Next Generation Science Standards (NGSS). With its focus on student-designed investigations, all MS scientists designed and presented projects at our inaugural science fair. Our STEM curriculum collaborated this year to form a meaningful extension of learning from the main science labs, allowing students to fabricate original creations. To highlight just one project, MS STEM students collaborated with students in Music Exploratory to create their own electronic instruments powered by Makey Makey Invention Kits, thereby putting their theoretical learning into practice in a hands-on, authentic (and fun!) environment.

Among our core responsibilities to students is to ensure they receive appropriately challenging and engaging work each day. Nowhere is this more true than in mathematics, where students bring a variety of interests and skill-sets to each unit. To ensure a differentiated, challenging approach, our math department has worked diligently to ensure the Common Core mathematics standards are taught to students in appropriately challenging courses, and that within these courses students are building number sense and developing real-world connections.



None of this learning would be possible at the level at which it has been accomplished without MS's commitment to professional development. Much of this takes place here on campus, with departments engaged in book studies on topics ranging from the art of the essay to standards based grading and reporting. Our Gifted And Talented Education (GATE) coordinator has begun to make meaningful inroads into our middle school, supporting enrichment and extension in our classes. Also on campus, our MS teachers shone as workshop presenters and participants at this year's Panama Association of Internationally-minded Schools (PAIS) conference - hosted on ISP's campus and chaired by MS Principal Vickie Swann. While all of this wonderful learning is taking place right here on campus, MS teachers are also given access to some of the greatest professional learning experiences in the world - ranging from the National Council of Teachers of Mathematics Conference in Washington DC to the National Association of Gifted Children Conference in Atlanta, GA.

Our MS teachers are passionate about academics, but know that this devotion to learning within disciplines cannot be fully effective if we are not educating the whole child. Our holistic approach to education begins in Advisory, where students meet with a core group that constitutes their middle school immediate family. While Advisory has long been a staple of our MS program, our grade-level teams and Advisory curriculum leaders - together with our counselor - have worked to ensure an increasingly streamlined and coordinated pathway through the three years of the program. Special events, such as our Health and Wellness Week, Pink Shirt Day, and Freedom From Chemical Dependency (FCD) further bring to life this holistic approach.

This collaborative work not only supports our successes this year, but also puts our MS in a great position for continued collective and individual professional growth. We look forward to tackling our goals moving forward - ranging from assessment reviews to cross divisional collaborations to standards based grading and reporting - in order to ensure that each consecutive year remains our #BestYearYet.

Best regards,  
Vickie Swan  
MS Principal





# HIGH SCHOOL PRINCIPAL'S REPORT

The International School of Panama has worked hard to help our students become critical and reflective thinkers. Having the ability to look critically at an issue will help provide alternative perspectives and also creative solutions. When looking at your own practice, a school must reflect on what it has done, what the outcomes have been, while keeping in mind the overall goals (outlined in the Strategic Plan). For the high school section, these goals have centered on the IB Diploma and other standardized test scores. A big reason for this narrow focus is that there are easily measured indicators for comparisons. The down side to this narrow focus is that schools are comprehensive and complex, requiring multiple perspectives to accurately measure their success. Given our current indicators, changes have been built into the high school programming over the last year to lay the foundation for success. Specifically, three major changes, difficult for any school to make.

Changing a bell schedule for a school is a monumental task and requires a great deal of time, creativity, and buy-in from all stakeholders. Imagine, if you can, turning a container ship compared to a small speed boat. The preparation and planning required for success is immense. Over the last two years, the high school faculty has been working on identifying a schedule that would be implementable at a school of our size, meet the goals identified by the faculty, and meet the educational needs of the students in all classes. During the 2017-18 school year a new bell schedule was implemented that created support for the IB program, support for students in grades 9 and 10, and stayed within the budgeting restraints required by the School Board. The new bell schedule created 70-minute classes compared to the 90 minutes classes previously used. This length of class is research-based as a best practice for high school age students. The new schedule also supports educational practices that will help the school meet and exceed the benchmarks outlined in the strategic plan. It is important to remember, like turning a container ship, it takes time to see the end results, although immediate effects can be seen.

During the 2017-18 school year a new group was formed at the high school to look strategically at the IB Diploma Program with the goal of identifying some additional steps that could be taken to help hit the benchmarks outlined in the 2015-2020 Strategic Plan. This group consists of members of the administration across grade levels, coaches from the Teaching and Learning Team, and the IB coordinator. Early in the process, a strategic plan developed a number of years back was uncovered, outlining steps to be taken by the high school section of ISP. Without knowing of its existence (the creators had moved on) we were able to take comfort in seeing that many of the ideas being currently implemented were mentioned in the prior strategic plan. It was good luck, no, rather sound ideas that will support the continued progress of our IB Diploma Program.



Ideas included splitting the HL and SL classes to provide better instruction (implemented for the first time in 2017-18) and providing more time for HL classes. The work of this committee continued throughout the year and will carry over into the 2018-19 school year.

Utilizing data to drive decisions is a solid practice in education. Sometimes the decisions being made require additional staffing, ultimately costing more. When these decisions positively impact the education we are providing to our students, and the evidence is in the data, then we can take comfort in knowing that the money is well spent. The Measure of Academic Progress (MAP) scores rose in grade nine this last year.

When looking at the changes, the biggest was a move to mathematics and English being taught every day. More meaningful time on task will lead to growth by our students. Both mathematics and English are essential for students to do well on standardized external exams like the SAT, and also in programs like the IB Diploma. Putting more time into the time table for grade nine students to learn and practice their English and mathematics is another example of a positive change over previous years. An additional benefit of this change has been a reduction in homework stress felt by grade nine students. The stress has not been eliminated, but it has been altered for the well-being of our students. It is important to note that even though there could have been an additional cost, there was not an increase in staffing in either English or mathematics during the 2017-18 school year. A great deal of critical reflection, hard work, and creativity, was used to find the solutions within the program guidelines already in place.

A new bell schedule, splitting IB courses, and mathematics and English instruction for grade 9 students everyday are three major changes, and successes that occurred during the 2017-18 school year. These changes are but just a few of the successes taking place within the high school last year. PANAMUN celebrated its 25<sup>th</sup> year at ISP, and ISP remains as the only school in Central or South America committed to a school-wide program providing this experience to all students.



The high school also had students participate in the AASCA Science competition, taking first place in both the varsity and junior varsity divisions. Students in this program continued their work and represented at the Intel International Science Competition held in and VEX Robotics International Competition both held in the United States. Let's not forget about the Near Space Program that is followed by universities across the globe. With successful launches multiple times each year, collecting data and sharing it around the world, the Near Space Program helps put ISP on the map. All of these programs work to support our mission of developing Creative and Reflective thinkers.

There is so much happening at the high school to improve the experience of every learner, every day, it is a dynamic place to be and work. It can also be an overwhelming place to work at times. Above are outlined in detail a few of the changes taking place during the last school year. There have also been changes in the Panamanian Studies program, including the creation and use of modules to help all 87 members of the class of 2018 meet the MEDUCA requirement for students in Panama. There was the implementation of a new mathematics curriculum to go along with the change in schedule. The amount of collaborative planning that was needed for implementation easily exceeds 100 hours. In the sciences, the Next Generation Science Standards (NGSS) were put into action to promote inquiry and hands-on learning in the classrooms. The change in approach requires both new knowledge by the teachers as well as new pedagogical approaches. Across the entire high school there has been a shift toward student-centered learning.

It can be said with confidence that the International School of Panama puts the students first and strives to help EVERY student reach their potential. Changes in schedules, programs, and approaches, all support improved student learning. When you see the phrase #IAMISP, students can take exceptional pride in knowing that they are the reason the school, the teachers, and the community are making positive, data-driven decisions and changes.

Regards,

Eric Monson,  
High School Principal





## Latin America

- Florida State University – Panama City
- USMA (Panama)
- Instituto Tecnológico Autónomo de México
- Universidad Javeriana (Colombia)
- Universidad de los Andes (Colombia)
- Instituto Tecnológico de Buenos Aires
- Universidad de La Sabana (Colombia)

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## United Kingdom / Europe

- University of the Arts, London
- Edinburgh College of Art
- Hult International Business School - London
- University College Maastricht (Netherlands)
- Instituto de Empresa
- University of Groningen (Netherlands)
- Universidad de Navarra



## Canada

- University of British Columbia
- York University
- McGill University
- St. Thomas University
- University of Toronto

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## United States

- American University
- Babson College
- Becker College
- Bentley University
- Brown University
- Emory University
- Florida International University
- Florida Institute of Technology
- Georgia Institute of Technology
- George Washington University
- Georgetown University
- Hult International Business School
- Lawrence Technological University
- Northeastern University
- Northwestern University
- Nova Southeastern University
- Pennsylvania State University
- Santa Fe College
- Savannah College of Art and Design

- St. Olaf College
- Suffolk University
- University of California-Berkeley
- University of Cincinnati
- University of Miami
- University of Pennsylvania
- University of San Diego
- University of South Florida



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## Middle East

- American University of Beirut





# THE CLASS OF 2018





# IB COMPARATIVE DATA—ISP RESULTS—2006 to 2018



\* Data shows summary of IB results at ISP over a ten year period from 2006 to 2018.

SY	# Graduates	# Diploma Candidates	% Diploma Candidates	# Passing Diploma	% Passing Diploma	Highest Point Total	Average Score Diploma	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
2018	87	48	55%	41	85%	42	31	29.78

## IB CAS 2016-2017: Creativity, Activity, Service

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

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

In 2017-2018 the IB CAS – Service Learning Program continued with some activities initiated years ago and some that were new. Here are a few key projects from the year:

1. El Rodeo Elementary School, La Peña, Veraguas: (June 17 to 23, 2017) – Summer Service  
In June 2017, a group of students participated for a week in a service trip at El Rodeo Elementary School in La Peña Community, Veraguas Province. Students were able to accomplish the following projects: Finished the construction of flushing restrooms from the previous trip, installed a new shower, built a playground for the children, worked on the school farm, painted the whole school and delivered workshops to children, including Math, Spanish (reading-writing), arts, table games, P.E. and a small party for the children.

Teaching



Working on the school farm.



Building a shower.



## Construction of a playground



## 2. Camp Hope (August 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 inevitably presents, many of the students' reflections revealed just how powerful the time at Camp Hope was in changing and challenging some of their assumptions.



## 3. Annual Beach Cleanup in El Embarcadero, Juan Díaz (September 2017)

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





4. El Rodeo Elementary School, La Peña, Veraguas: (October 2017) – Reconstruction of the Outdoor Kitchen

This time the main project was to reconstruct the outdoor kitchen, which is used to cook meals for children attending school every day. The outdoor kitchen was in very bad shape. Students changed the roof, built a floor and constructed a *parrillada*. Other activities included: Cleaning and planting the area around school and on the farm, painting the playground, and teaching.

Reconstruction of Outdoor Kitchen



**5. Miracle Christmas - ( December 19th 2017) – Centro Educativo Trabajando Por Un Futuro Mejor**

Throughout the months of October, November and December a group of high school students collected toys in their neighborhoods, at school and at different locations in the city. On December 19<sup>th</sup>, ISP students organized a Christmas party for the children at Centro Educativo Por Un Futuro Mejor, located in Pedregal. The population of this school is mainly Gunas, about 95 %, whose parents have moved to the city to find jobs and educate their children. This activity has become a tradition for HS students. In the last two years, MS has joined the HS, donating their gifts. The experience was very exciting and rewarding at the same time, especially seeing that all of the hard work was paying off.



**6. Buenos Aires, Chepo (August 2017- May 2018)**

A group of students created a CAS project called SET, which stands for Service, Electronics, and Technology. The program has run for three years now. Students work after-school building solar panels and taking their end products to schools or communities that lack electricity. For the service part of the project, students organized a food drive to meet other needs the community may have. They have visited different communities near Panama City since the program started. One of them is Buenos Aires located in Chepo, about two hours from Panama City.



**7. El Rodeo Elementary School, La Peña, Veraguas: (February 2018) – Reconstruction of the Indoor Kitchen, Cleaning and Painting the school.**

February 2018, ISP students went one more time to El Rodeo Elementary School. This time the main project was the reconstruction of the indoor kitchen. Students also, cleaned and painted the classrooms for the next Panamanian school year beginning March 2018.

Before:



After:





# CURRICULUM & PROFESSIONAL LEARNING

## Academic Excellence

The 2017-2018 school year is the third year of our strategic plan execution. A central pillar of the Strategic Plan is academic excellence, which 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.

A great deal of work has been done in academic year 2017-2018 as we continued to build off the efforts from previous years, and further progress our goals moving forward. A main focus was building bridges between the divisions and capitalizing on the strengths of each. This resulted in opportunities for us to create a stronger culture of trust and learning across the school. At ISP we hire great teachers and we need to support their continued growth and development in order to fully capitalize on their expertise within our school.

Please find below an outline of some of the major projects and successes we have seen over the course of the 2017-2018 school year. This accounting represents some of the major school improvement efforts targeting specifically the academic excellence goals of the strategic plan.

<i>Academic Excellence Program Improvements</i>	
	<i>Project Description and Outcome</i>
Strategic Plan Area	HS modified our curricular template to be more in line with expectations from the IBO.
	All three divisions completed their curriculum documentation and have it uploaded in Google and stored in Office 365.
	Our math pathways were redesigned to reflect a fully integrated approach to mathematics. This redesign will better align with IB expectations and dovetail with IBO's own redesign of mathematics courses.
Curriculum	Our system for curriculum storage, Atlas, was abandoned and our curriculum was moved to Google. Previously, Atlas had become solely a storage facility that teachers visited once a year. The Google platform allows for a more dynamic and collaborative process where multiple teachers can be working on the same unit at the same time, fostering stronger collaboration among the staff. Also, by removing Atlas, we reduced one technological system and eliminated this subscription fee.

Strategic Plan Area	Project Description and Outcome
	We developed, created and implemented a program focused on gifted and high ability learners. A philosophy was developed by staff and administration that included benefits for all students. An identification process was established and conducted. Specific in-class accommodations began second semester.
	Specific transition plans were developed for students who were moving from our Early Childhood Program to Elementary, from Elementary to Middle School, and from Middle School to High School.
	A foundation for any educational organization are the essential student outcomes. ISP has been using the IB Learner Profile (and will continue to do so for eleventh and 12th graders) but we wanted to develop our own Character Profile reflective of our unique school and community. This profile identifies the traits we want every graduate to embody. The ISP Character Profile was created and will be rolled out in the 2018-2019 school year. The ISP Character Profile includes: Authentic, Compassionate, Principled, Adventurous, Independent, and Joyful.
Instruction	Our high school schedule has been redesigned to offer everyday math and English to Freshman (grade 9). In SY 2018-2019 the everyday offering will continue into the 10th grade.
	We worked to ensure a streamlined process for completing MEDUCA requirements, with all students now completing Panamanian Studies coursework through an integrated offering ending in grade 9.
	Our Spanish as an Additional Language (SAL) program was revamped, ensuring logical pathways through our course offerings supported by the use of student performance data on AVANT language assessments.
	Our English as an Additional Language (EAL) department has continued professional development to ensure that placement and student support decisions are made with WIDA language data in mind.
	Our Pre-K adopted a multi-age approaches to instruction and learning for 3 and 4 year olds. This process began with research that demonstrates the benefits - academic and social-emotional - of the sharing that takes place in a multi-age classroom. This was then shared with the broader community, which supported our transition to this progressive approach.

Strategic Plan Area	<b>Project Description and Outcome</b>
	Elementary School moved to a standards based reporting (SBR) system. Surveys for parents and for staff were developed and the support, acceptance and understanding of this type of reporting was positively embraced. This type of system focuses on what students are able to demonstrate, what they have learned, and what they need to continue to grow and improve.
Assesment	Middle School /High School continues their study and understanding of standards based reporting. Essential/Common Assessment agreements were defined and developed for each division.
Strategic Plan Area	<b>Project Description and Outcome</b>
	One of our greatest accomplishments this school year was receiving our certification as the first Latin American STEM. school by our accrediting body, AdvancED. Much of this has been due to the implementation of more project based science delivery and the creation of STEM related classes and spaces K-12.
Innovation	We designed a new introductory technology class, "Technology for Innovation", piloted in SY 2017-2018. The goal is to make this a required class for all High School students in order for all of our students to have a standard of tech understanding and to reduce the number of singleton classes. Also, this class will better prepare students to move into our Innovation and Entrepreneurship Certificate (IEC).
	More than 30 ISP Educators received Google Level 1 Certification. An online cohort was established for teachers to support each other through this process. This has resulted in an increased understanding of one of the key technological platforms that supports our work.

Strategic Plan Area	<b>Project Description and Outcome</b>
	In the spring of 2018, we hosted a week-long audit of our Students Services Departments (Learning Support, English as an Additional Language, Gifted & Talented program, and Counseling) by New Frontier Inclusion. The result of the audit was a report highlighting commendations and recommendations. This document will be shared with all student service departments and administration. During the 2018-2019 SY we will convene a task force to help consider and act upon the recommendations.
Organizational Leadership	ISP focused on strengthening and developing our Teacher Leadership. Specific training was provided through two venues: School Reform Initiative and the International Teacher Leadership Workshop. Both trainings provide teachers with skills and tools to use in order to foster better collaboration and leadership. In preparation for SY 18-19, the Elementary School restructured their leadership structure to include content representatives so we can now meet in K-12 vertical articulation teams in our four core areas and Arts/PE programs. High School re-evaluated the job description for the Heads of Departments (HOD) moving away from being more managerial towards more of an instructional leader role.
Strategic Plan Area	<b>Project Description and Outcome</b>
	ISP hosted the PAIS (Panamanian Association of Internationally-minded Schools) Conference. This opportunity was a great way for teachers to collaborate across Panama. This conference also served to highlight ISP as a leading international school, highlighting our programs and facilities to our neighboring educators
Climate & Culture	ISP has many service learning projects and efforts we do in support of the environment. Some of the efforts get lost for they happen in isolation. This year we assigned the responsibility of being the Service Learning Coordinator and the Sustainability Coordinator to two staff members. These positions, which are added responsibilities and not new positions, help to connect the efforts and to communicate about all of the efforts we are making at ISP and our impact on our community and environment
	Working with a task force of teachers from across all divisions and administration a new Teacher Appraisal System was created to be rolled out in SY 2018-2019. The standard of "What makes a great ISP Teacher?" was contributed to by all faculty during a Professional Learning day in January. This resulted in the creation of ISP's Educational Frameworks highlighting traits and skills needed to be a great teacher at ISP.
	We worked with administrators and The Office of Teaching and Learning to design structures that would encourage and foster whole school collaboration to implement in the SY18-19. These included a book study on an inquiry-based teaching approach, work on our Professional Learning Pathways, and K-12 Curriculum Articulation Teams.
	ISP also hosted the ISTA International Conference.



# PHYSICAL EDUCATION & ATHLETICS REPORT

The 2017-18 school year saw the arrival of a new Athletic Director, Matthew Macinnes, and three new faces to the Physical Education (PE) teaching faculty with Fernando Archila (ES), Carla Bowles (MS) and Nancy Pierre (MS) joining us.

## Physical Education

The third year of the Strategic Plan saw some consolidating of the written curriculum with content moved from various platforms into the Google Drive. Work continued to develop in integrating SHAPE America standards into planning, rubrics and assessment. Elementary School PE teachers implemented Standards Based Reporting in line with the division and proposed plans to expand the number of standards reported on in the future. One MS teacher attended the annual SHAPE America Professional Development conference held in Nashville in March 2018 and shared with the team some of the current trends, best practices and content developments from the conference.

All panels on the roofing of the tennis courts were replaced over the break in December due to accelerated oxidation in the material causing many leaks. The cause of the oxidation was the salt treatment used in the swimming pool and it was decided to change to a chlorine treatment beginning in August 2018.

## Competitive Sports

The Dolphins Athletic Program continued to strengthen in the 2017-18 school year. Within Panama we continued to compete at a high level with the Sub 18 boys soccer team picking up the Copa Talento Championship trophy and finishing second in the Liga 10 final in June. Sub 14 girls soccer won the ADECOP local championship and Sub 9 boys soccer finished 3rd in the Copa Talento league in the spring. In Volleyball, our girls won the Canal Cup for the second year running. A number of ISP swimmers and tennis players are now competing at the international level within federation meets, and one of our cross country student athletes has been selected to represent his country as a triathlete.





ISP coaches are always striving to learn, improve and grow. The 2017-18 school year ISP invested in:

- Coach Javier Gonzalez attending the Volleyball international coaching certificate course.
- Tennis coaches Fernando Archila and Andres Fernandez attending the ITF intense 10 day course.
- Basketball coach Nancy Pierre attending the USA Basketball Coach Academy course.

Internationally, ISP has begun to develop a reputation as one of the mainstay schools in attendance at the major AASCA events every year. We have been instrumental in the continued growth and success of tennis and swimming within the association.

Our Track and Field / Cross Country team exceeded expectations by returning from Unified AASCA in Guatemala with four banners and a sportsmanship trophy. For the first time ever ISP won 1st place banners for Track Field/ Cross Country with the Sub 14 boys team winning both ahead of some strong sporting institutions across Central America. Track and Field / Cross Country coach Mateo Sanchis was recognized as the 'Coach of the Year' in the inaugural Athletics Gala held in the PAC in May. The Gala may become a flagship event at ISP in which student athletes are recognized for their accomplishments as well as coaches and community members' contributions being highlighted.

AASCA Tournament	Max. # of teams	ISP # of teams entered	ISP banner or trophy winners
Tennis	4	2	HS Boys 3rd / MS Boys Sportsmanship 1st
Swimming	4	4	HS Boys 2nd / MS Girls 2nd / MS Boys Sportsmanship 1st
Basketball	2	1	HS Boys 4th
Knowledge Bowl	2	2	JV 3rd
Cross Country / Track & Field	4	4	MS Boys Track 1st / MS Boys Cross Country 1st / HS Boys Cross Country 3rd / MS Girls Cross Country 3rd / MS Girls Sportsmanship 1st
Drama	1	1	2nd place
Soccer	2	2	Bronze division 1st (9th overall) in both boys and girls
MS Sportsmanship Festival	2	0	
Science & Engineering Fair	2	2	Varsity 1st / JV 1st & JV qualified for Intel Fair in the USA
Volleyball	2	2	
	25	20 (80%)	

non-athletics

The 2017-18 school year saw realigning of the structure of the Dolphin Athletic Committee (DAC) within the overarching umbrella of the PTA. The DAC organized 5K run/walk in September was a successful community event with enrollment of over 300, including faculty, staff, parents and students sharing the morning together in a friendly environment. The DAC continued the Financial Aid Program from the previous school year in supporting students to attend AASCA events internationally through financial aid. A detailed review of the Financial Aid Program was undertaken by a group of diverse stakeholders and it was decided to stop the program at the end of the school year. The DAC focus for 2018-2019 school year is going to be to support the competitive sports program by boosting the equipment/materials 'wishlist' of the coaches, which cannot be covered by the department budget.

After School Activities (ASAs)

The ASA program continued to mature during the 2017-18 school year. The growth of the past four years in the number of offerings has begun to plateau and there is now more of a focus on improving the quality of the activities offered and building enrollment within the current menu of offerings. See below the enrollment data per program and at the bottom the proportional growth from 2016-17 school year.

Comparison to SY1617	ASA		Competitive Sports	
	SY 17-18 Activities	1st semester # of Students	SY 17-18 Activities	1st semester # of Students
	44	337	13	321
	SY 17-18 Activities	2nd semester # of Students	SY 17-18 Activities	2nd semester # of Students
	53	387	14	305
	6% increase	22% increase	29% increase	1% increase



# VISUAL & PERFORMING ARTS REPORT

## Summary

The 2017-2018 school year saw a great deal of consolidation as students, teachers and staff continued to develop the programme of events and high standards which were established in previous years.

Student uptake in events and courses continued to grow. The department's inclusive policy meant that any student who wished to be involved was included. Use of the spaces by VAPA activities and the rest of the school grew incrementally and a booking system was set up to maximize efficiency.

The High School musical was Les Miserables, a piece which challenged performers and musicians. It was widely regarded as a huge success by the community, as was the ES production of Peter Pan, which involved 95 students aged between 6 and 11. The learning which takes place when students are engaged in such challenging multi-age activities is second to none. These events, the formal concerts and the art exhibitions were the public highlights of a very busy year in the Arts at ISP.

## Five year Strategic Plan

A five year plan was developed to run from 2015-2020. The majority of the plan was achieved by the end of the school year 2016-17 with a number of elements 'on hold' either due to a change in whole school planning or to accommodate the change in VAPA Director at the end of this year. The strategic plan will be reviewed and consolidated under the leadership of the new VAPA Director for SY18-19. The work done up to this point leaves the department in a very strong place in terms of its commitment to ISP's values and whole school goals.

## Academic Arts curriculum

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

A new scope & sequence was aligned from K-12 for music, and was mapped out for visual arts and drama prior to completion in 2018-19. In reviewing and revising the curriculum, a focus was placed on developing multicultural and globally targeted projects, in order to support the international nature of our school.



## IB Diploma Programme Arts

SY17-18 was the first year for IB Diploma Programme (IBDP) in Music. Students are committed, and relevant teacher training has been undertaken for what we intend to become a popular course for our senior musicians.

IBDP Visual Art numbers were strong in SY17-18 (HL: 9 SL: 1) and uptake remains steady, despite a small drop in prospective numbers for 2018-19. IBDP Theatre also remains a popular course, with uptake in 2017-18 at 6 students. Again, for a fairly new and growing arts course, these numbers are extremely positive.



## HS electives

Visual arts developed a scaffold alignment for elective sequences, offering a variety of specialized courses. 2017-18 saw the introduction of Interior Design, Communication Design and Digital Photography 1 & 2 within the elective courses offered. Numbers for drama in the HS electives remained consistently high and music saw a steady increase in numbers as students moving from the middle school curriculum were keen to continue their pursuit of playing an instrument and singing.

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

## MS curriculum

Music, art and drama have all developed performance assessments based on standards. Students now study music for a full year from Grade 7, which supports skills acquisition and builds towards IBDP Music. The music programme shows 95% retention between grades 7 & 8, which demonstrates the level of commitment of students in the band and strings programme, and supports the budgetary investment in instruments for the music department. In fact, the string program has tripled from last year (which was the first year) with 26 students in Grade 7 and 28 in Grade 8 music. Grade 7 music worked with STEM in a 9-week project to create sounds, build a found instrument, and compose a piece using robotics, computer programming, and recording software.

Drama continued to be a popular option for Middle School students with oversubscribed courses across the whole Middle School.



Visual arts has been working on developing interdisciplinary connections for several years now (art and social studies, art and English, art and science, and collaborative by students). Students in grades 7 and 8 study 2-dimensional and 3-dimensional art for 1 quarter each. The curriculum focuses on inquiry based learning, as well as encouraging students to explore several Panamanian cultural influences. The 8th grade show, which is implemented at the end of each semester, connected this year with social issues and Latin-American, American and Spanish identity.

#### ES curriculum

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

#### Staffing

SY16-17 saw the addition of Mr. Ibsen Rosales as music assistant and guitar teacher. All other local and expatriate staff and faculty elected to remain at ISP for further years, thus strengthening the stability of the department. Adam Herzig, VAPA Director since 2014, left at the end of the school year. A search for a new VAPA Director led to the hiring of Jennifer Tickle who will bring over twenty years of international school arts and curriculum leadership experience to the VAPA department next year.

#### Physical changes to buildings/spaces/equipment purchases

At the start of the school year a new art room was built. This room has a separate ventilation system to allow for student experimentation with a variety of media. A photo studio has begun to be created within the other art rooms.

Chile and will host that and the AMIS band festival this year. Elementary performances are structured around the ending demonstration of project-based learning, and include instrumental, vocal, and creation aspects. The music program now has acoustical shells that will dramatically improve the sound of the instrumental and choral performances. Not only will they improve performance, they also provide students with optimum reference for how they hear music. The shells will improve student singing and playing ability because of the acute sound clarification.





## Performances and Exhibitions

### Theatre

*Les Miserables* was our first production to be accompanied 100% by a pit orchestra, which featured more than twenty student musicians. The backstage was completely student driven, from costumes to sets to microphones, and there were no adults backstage during the show.

*Peter Pan* featured 95 Elementary School students and presented three sold-out shows. The students were choreographed and led by High School stage managers and choreographers. Elementary students paired with MS/HS students to help backstage, and ES students ran the lights and sound booth.

March 2017 saw ISP host its first ever festival in collaboration with the International Schools theatre Association (ISTA). Thirty-five young people and six teachers from Hillel Academy, Jamaica, and from Atlanta International School USA, visited ISP for three days of devised theatre making. Twenty-five ISP students from grades 5-9 also participated, and the ISP community opened its homes to host visiting students.

### Music

Music students have had multiple opportunities for performances, which are rooted in the creative process, including one formal music concert, two casual festival performances, and two collaborative performances or projects. Music performances focus on presenting and performing all four pillars of music-making, including Creation (composition), Investigation (research), Listening, and Formal Performance.

Music students participated in the AMIS Latin American Middle School Mixed Choir in Santiago,

### Visual Art

Visual art exhibitions in the PAC gallery continued to develop a pattern of curation, with a steady calendar beginning to take shape. Students from Grade 5 upwards have begun to take a more active role, not only in creating but in displaying and curating their own work.

### ArtsFest

ArtsFest moved to an afternoon event which increased participation from both artists and audience. Two ArtsFests in 2017-18 were each attended by more than 1000 people. Students took a leadership role in planning interactive elements, including art workshops and a karaoke stage.

Workshops were offered in stage combat, woodwinds, painting like Picasso and tragedy (*Guernica-9-11*) and cut-outs like Matisse, mixed media new-expressionism, the landscape of Van Gogh, improv, woodworking, Elementary Drama, and pre-k drum circle. In addition to the workshops we showed artwork 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.

The K-12 Art Auction raised money for Fundasis and Hogar del Buen Pastor, and the musical raised funds for Prisma dance, as well as donating time and facilities to the company for over 1000 students from the San Miguelito area to attend performances.



# PARENT-TEACHER ASSOCIATION (PTA) 2017-2018

The PTA is one of the most important associations in any school community and vital in an international community such as ours.

This 2017-2018 year has been challenging and also rewarding.

We hosted several events and officially rolled out the VAPA and STEM committees to help further focus our PTA support.

The DAC (Dolphin Athletic Club) organized their 2<sup>nd</sup> Annual 5k, which was once again a major success in bringing our community together. Members and volunteers worked diligently and passionately behind the scenes, getting sponsors to help fund this event, which is no easy task. Similar to the Family Fun Fair, it takes a lot of volunteer time, phone calls and arrangements to make connections with companies and sponsors willing to support us. We all witnessed how the whole community came together and supported our Athletics Department and students. The DAC also offered two Tennis Clinics for students, staff and parents, both were well attended demonstrating the DAC's ability to help us move in a healthy direction.

With growing responsibilities related to the PTA's support of our student productions, we began an official VAPAC (Visual and Performing Arts Committee). The VAPAC supported the incredible student productions of *Les Miserable*, *Peter Pan* and One Act Plays. Reaching out to our community, we were able to raise funds, which helped create the tickets and playbills for these performances. Funds raised were also used to keep the performers, musicians, and crew well fed and nicely attired in souvenir shirts designed for all the participants.

We were sad to say goodbye at the end of the year to our VAPA Director Mr. Adam Herzig. He was an amazing inspiration to students and critical in the vision and construction of the Performing Arts Center. He also introduced us to Jennifer Tickle when ISP hosted ISTA (International Schools Theater Association) in March, and she has since joined the ISP team and become our new VAPA Director. She brings with her a host of creative and academic ideas to build on and expand ISP VAPA programs and we are so excited to see what lies ahead.

Our PTA also helped in rolling out the new Child Protection Policy starting with the Family Fun Fair and continued for every PTA event. All vendors and external service providers reviewed and signed the policy before coming on campus helping us ensure **children's safety**.

Helping create and roll out the new Fundraising Policy was also challenging but the right move for a community such as ours with many people ready and willing to help every time help is needed.



We successfully implemented a new Micro-grants policy. A total of \$24,000 dollars were raised during the Family Fun Fair. These funds were allocated to the STEM department.

Through our fundraising efforts and activities this year the PTA was able to hand over 19% more funds when compared to the previous year, all of which was possible thanks to the support of our community.

The PTA cherishes all the opportunities we have to connect with the community from PK mom's to Senior's moms. We thank you for your support!

ISP has many contributing parents who are actively involved in life at ISP. It is very important to be part of the PTA and to remember that our students will follow our example as we model unity and respect.

The PTA is an important liaison between the community and our teachers. Be as involved as you can, help the school every time you have a chance and participate, we are all ISP and each of us makes the difference!

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

<b>Microgrant 2017-2018</b>		
<b>Department</b>	<b>Description</b>	<b>Granted</b>
ES MS Panamun	To bring Best Delegate training program to Panamun for all involved exceptional program.	2,450
STEM Lego	Additional lego for ASA K-2 and also to supplement classroom activities.	320
Library Storytelling	"Storytelling As A Tool Of Education" presented by Niall de Búrca.	2,000
STEM / Robotics	Purchase additional EV3 Full Set.	415
STEM Tools	Tools to include Glue Guns, Drills, Knives.	500
ENGLISH	Budget for Stuck in a Flux.	1,670
Athletics	Athletic Gala for U16 and U18 athletes	1,500
STEM Robo Fair	Surprise registration fee for VEX Robotics Worldwide Competition April 23-25	835
STEM AASCA tournament	Support with 200 - 300 per student.	1,000
STEM Microbiology	Purchase an autoclave to sterilize.	625
STEM Math and Science	Students to perform online simulations of science labs that are engaging, repeatable, variable and often impossible to perform in "real life."	3,000
STEM Science	Allow students to study the chemistry of marine ecosystems by performing water quality analysis.	400
Near Space	Additional Pi equipment, data logging equipment.	2,250
SET Science Engineering	Solar panels and data logging equipment to enhance program.	1,850
AASCA Soccer	Host tournament in Feb 2019 total costs estimated \$12-17k.	3,000
Destination Imagination	Create 2 training session 9/2018, 11/2018 workshop, printing materials, snacks.	2,200
<b>Total</b>		<b>24,015</b>



# PTA Treasury Report 2017-2018

PTA General Activities	INCOME	EXPENSE
Annual Dues	25,980	
Yearbook Photos	3,486	124
Welcome back BBQ		5,522
Panamun Expenses	140	535
Holiday Shop Fest	5,567	1,044
Dolphin Appreciation	3,870	4,725
Family Fun Fair Income from Sponsor	11,390	
Family Fun Fair	36,723	22,119
Micro Grant Project		24,015
SWAG	2,907	2,602
New Parent Reception		920
Fiestas Patrias		1,580
Valedictorian Gift		349
Teacher Appreciation Lunch		6,000
Honor Roll Lunches		4,736
Volunteer Appreciation Token		385
Intercultural Project		900
PAC Stars Program	9,484	3,193
PTA Others		1,937
STEMC Others		133
PK & ES Representative		1,048
MS Representative		319
HS Representative		880
<b>Total PTA General Activities</b>	<b>99,548</b>	<b>83,065</b>

Dolphin Athletic Committee	INCOME	EXPENSE
5k Run	9,408	1,864
Parent Tennis Clinic	1,054	-
Blue Out Donations	635	
Financial Aid Grants		9,928
<b>Total DAC</b>	<b>11,654</b>	<b>11,792</b>

Visual and Performing Arts Committee	INCOME	EXPENSE
MS/HS Musical	5,477	4,218
Elementary School Musical	7,175	6,179
VAPAC Other	-	144
<b>Total VAPAC</b>	<b>12,652</b>	<b>10,541</b>

<b>Total PTA</b>	<b>123,854</b>	<b>105,399</b>
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Balance	
BoY. Balance	92,428
EoY Balance	110,883

PTA Account Balance as of July 31, 2018	
Accounting Adjustments (Net)	4,535
Provisions for 2018-2019 (Net)	(1,420)
Annual dues 2018-2019 received in July (Net)	22,260
Balance in PTA Account July 31, 2018	136,258



International  
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