

Annual Report SY 19-20



#theresnoplacelikeisp



International
School of Panama

Our mission

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

Our vision

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

Annual Report SY 19-20

TABLE OF CONTENTS:

BOARD OF DIRECTORS REPORT	1
MESSAGE FROM THE DIRECTOR VIKI STIEBERT	3
ACCREDITATION	6
FINANCE OVERSIGHT	7
STRATEGIC PLAN 2015 – 2020	11
ENROLLMENT PROFILE	13
CITIZENSHIP PROFILE	14
EARLY CHILDHOOD (ECC)	15
ELEMENTARY SCHOOL: PRINCIPAL REPORT	19
MIDDLE SCHOOL: PRINCIPAL REPORT	21
HIGH SCHOOL: PRINCIPAL REPORT	23
COLLEGE MATRICULATIONS 2020	30
IB PROGRAM AT ISP	31
SERVICE LEARNING EXPERIENCES AT ISP	33
CURRICULUM & PROFESSIONAL LEARNING	35
PHYSICAL EDUCATION, ATHLETICS AND AFTER SCHOOL ACTIVITIES	37
VISUAL AND PERFORMING ARTS PROGRAM	41
PARENT-TEACHER ASSOCIATION (PTA)	45



BOARD OF DIRECTORS REPORT

Introduction

The 2019-2020 Board of Directors is honored to welcome you to our Annual General Report. The past year has ushered in a number of opportunities and challenges for our community and the world at large. Building on previous progress, we began the year with continued financial stability, a clear direction for the school's Governance, and a strong relationship with stakeholders. Despite the difficulties brought about by the COVID-19 pandemic, these strengths were sustained by fortitude and an incredible show of solidarity from the entire ISP community. Teachers and staff achieved the amazing feat of implementing a quality online learning program in only one day, and parents were right alongside them providing support. We are amazed at how the challenges brought about by this situation were transformed into a unique opportunity to connect with each other in a profound way. Above all, we were reminded of ISP's spirit of hard work, collaboration and "it's not about me, it's about us" attitude.

Solidarity and Stability

The start of the past school year was marked by financial stability and the lowest tuition increase in seven years prior. We were able to achieve this by identifying areas of savings, implementing strict cost and purchase controls, reducing pending balances, and controlling non-academic expenses. In addition, we had the lowest operating deficit in the last four years, and before the COVID 19 crisis, were scheduled to have an operating surplus for this year, while maintaining costs as low as possible for parents. Not only was lowering costs an important area of focus, but also optimizing operations. One of the most important strategies for achieving this was the implementation of SAP, an enterprise resource planning software, which is used to automate and streamline accounting processes. Through the use of SAP, we have an automated connection between Admissions & Finance and parents can have a view of their statement of accounts in RenWeb.

When the COVID-19 pandemic led to a national emergency and the economic impact that followed, we immediately began brainstorming ways to alleviate this new burden, and ultimately,

demonstrate our solidarity and support. We understood that some of the school's offerings would change, and therefore, issued credit notes and reimbursements for after school activities, athletics, one on one support, and the cafeteria meal plan. We also opened up credit card payments, waived the late tuition and re-enrollment fees, and extended the re-enrollment deadline. Lastly, we offered a per student opt-in credit note on fourth quarter tuition. In order to balance these measures with the school's financial health, we implemented a number of strategies including a freeze on operating accounts, stringent control on utilities and school supplies, a delay on major capital build projects and performed an in-depth review of Human Resources. As new challenges continue to arise throughout the next school year, we will maintain steadfast in our commitment to the quality of education, financial stability, and people of this community.

Governance

Following a comprehensive governance review with consultant Marc Frankel of Triangle Associates, the Board of Directors held an Annual General Assembly with parents and invited Dr. Frankel to provide an overview of his recommendations. The AGA and Dr. Frankel's presentation was well-received by parents and contributed to an even greater sense of positivity and union among stakeholders. With regards to Board Member Elections, this year was unique in that the limitations brought about by COVID-19 and in compliance with our Bylaws, we decided to postpone Board elections until physically possible. We look forward to robust participation from Association Members in the elections process once underway in the near future.

Farewell to Director Viki Stiebert

We would like to take this opportunity to say farewell and recognize Director Viki Stiebert for her work and dedication during the past three years. Ms. Stiebert's stewardship has been characterized by innovative ideas, strategic thinking and, most valuable, her tireless efforts on refocusing ISP's mission and values. Under Ms. Stiebert's

leadership, ISP continued progressing on its academic journey improving year after year in IB scores. "Viki", as we all know her, leaves a legacy with us as her guidance shaped what we proudly know today as ISP's Character Profile and Inquiry Cycle. Viki has been a tireless "ISP Ambassador" both locally and internationally, and during her tenure, ISP became a member of the Common Ground Collaborative ensuring that ISP is part of a network of other schools who are on the cutting edge of pedagogical developments.

Viki brought an immense amount of knowledge, networking, and expertise to the school and worked diligently to ensure many initiatives were implemented. We are sure Viki's pioneering and joyful personality together with her professional qualifications will guarantee her success in the future.

Welcome to Dr. Audrey Menard

The Board's Search Committee, together with esteemed consultants Mark Ulfers and Coreen Hester of RG175, ISP hired a new Head of School to begin the 2020-21 school year. The hiring process began with a visit from Mark and Coreen to familiarize themselves with the school and draft a position statement that would attract the ideal candidate for the school. After a series of interviews, three semi-finalist candidates that fit the school's profile were invited to visit the school and meet with various stakeholder groups. On December 4th, the Board of Directors announced to the ISP Community that Dr. Audrey Menard was offered and enthusiastically accepted the Head of School position. Dr. Menard is an accomplished educational leader with a wealth of experience in both US public, independent and international schools. Her experience, knowledge and deep commitment to education is well suited to ISP's mission, core values, and vision for excellence. We would like to thank Viki Stiebert for her service to ISP over the past three years and welcome Dr. Menard as we commence the new school year.



The current Board of Directors is composed of the following:

President:
Carlos Giraldo

Vice President:
Mariela Paredes

Treasurer:
Rafael Quinn

Secretary:
Eduardo Caruso

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

Finance Committee Chair:
Rafael Quinn

Governance & Elections Committee Chair:
Ana Rubinoff

Transportation Committee Chair:
David Bianco

Human Resources Committee Chair:
Eduardo Caruso

MESSAGE FROM THE DIRECTOR VIKI STIEBERT



Dear ISP Community,

Welcome to the SY 2019-20 annual report. We are looking forward to sharing this year's results, celebrations and summaries from the key divisions as well as our academic results, university admissions and the year's events with our community.

In our mission, we state that we want to inspire our students to contribute to the world, and during such a unique school year, our students and school community have demonstrated their tenacity and solidarity both locally and globally.

Despite the unique circumstances brought about by COVID-19, our enrollment increased as compared to last year, and we finished the year with 1251 students from 45 nationalities, the second highest number of students in ISP history.

We began our year focusing on three whole school goals:

- 1. Inquiry based learning, embedding the inquiry cycle
- 2. Supporting our students and employees in the area of Social Emotional Learning and Wellness
- 3. Fiscal responsibility in all operational areas

As a school, we are in the final year of our five year Strategic Plan focused on three areas: *Academic Excellence, Climate and Culture and Organizational Health*. In line with the plan, this year the school has continued embedding Standards Based Reporting, addressed refining communication with all constituents and reached its goal of the IB results being 10% above the world average. Please click [here](#) for the Strategic Plan.

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

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

With the onset of COVID-19 and the nationally mandated school campus closure, our faculty and staff completed the feat of launching our virtual learning program. Students and families quickly transitioned to the change, and support from teachers and counselors was provided on a daily basis. Although virtual learning comes with a number of challenges, the ISP community came together and transformed this difficult time into an opportunity to collaborate, strengthen relationships, and set an example for the wider educational community.

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

ISP is a continuing member of the Foundation for Environmental Education (FEE), and last year, our students developed the school's ECO code in preparation for becoming a [Green Flag school](#). This year, we were preparing to apply for our Green Flag status in March and have a visit from the FEE in May; however, due to COVID-19, this did not occur. Despite this setback, the school's Eco-Committee is committed to helping ISP finish the Green Flag certification process during the coming year.

We also received an ECO Award from Bliss Circular Economy Panama for our commitment to recycling, which led to a reduction in CO2, reduction in potable water use, saving trees, and saving energy.

Learning is a lifelong adventure.

This past year, our students and community participated in an authentic learning experience that inspired us all to reach for the stars. ISP had the once in a lifetime opportunity of hosting a live In-Flight Educational Event with NASA astronauts from the International Space Station. The event was an incredible honor for us as it was the first time in history that a school outside the U.S. and Canada was chosen to host. We were honored with the presence of the United States Embassy-Acting Deputy Chief of Mission Ryan Rowlands together with United States Embassy Diplomats, United Kingdom Ambassador Damian Potter and Israeli Ambassador Reda Mansour, among other special guests. The event reached an audience of over 2.5 million spectators and even gained a generous call from the office of the President of the Republic. The planning and logistics involved with this event were more than a year in the making, and its success was made possible by the efforts and dedication of Dani DiPietro, our STEM Coordinator Dr. Nikki Barrat, the Marketing and Tech Team, Maintenance and Security Staff, and our teachers.

Not only are our students adventurous learners, but our teachers are too, with over 40 ISP teachers being asked to speak at national and international conferences. Our parents have also actively participated in director, principal, and counselor's coffees throughout the year, and a series of Dolphins Amplified webinars commenced since the onset of COVID-19.

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

ISP students stood out in a number of areas including STEM and technology. Our High School STEM program won the National VEX Robotics Championship and qualified to compete in the world tournament for the third year in a row. The athletics program had a number of victories prior to COVID-19 including the four AASCA banners won and the three Sportsmanship trophies as well as the 13 AASCA swimming records broken by our students. The Visual and Performing Arts Department creatively hosted a number of live exhibits and productions such as Mathilda for the community, and during quarantine, students continued to rehearse for the Elementary musical from home. The children who attend ISP are notorious for their curiosity, compassion and authenticity, which is encouraged on a daily basis.

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

These past months have once again demonstrated that the ISP community has risen to meet the challenge, this time in going online within 24 hours of Meduca closing school in Panama. The footprint left behind is manifold and reflected in the thousands of Google Hangout meetings, videos, padlets and experiences documented by all. The learning curve of all increased exponentially and in reflection we can all say confidently that indeed #thereisnoplacelikeISP.

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

It is sad to say goodbye to this vibrant community, I leave having learnt much and knowing that this incredible learning environment is here for the long term future. Muchas Gracias a todos for walking this path with me.

Auf Wiedersehen!

Viki Stiebert
Director



ACCREDITATION

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

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

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

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

Areas for Future Focus:

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

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



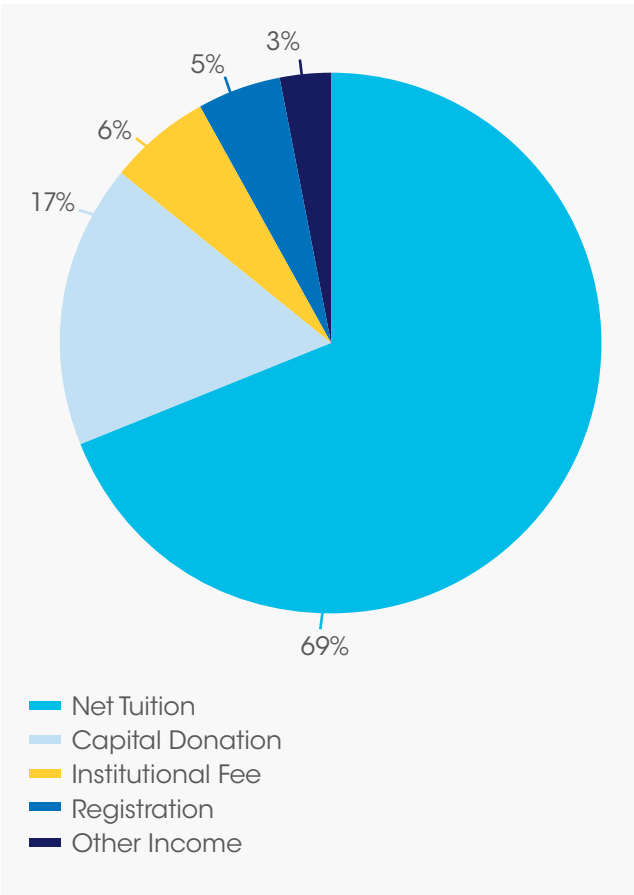
FINANCE OVERSIGHT

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

Where does ISP’s revenue come from?

During the academic year 2019-20 ISP total revenue was USD25.4M, with 69% coming from tuition, making this the school’s main revenue stream. The second largest revenue driver is Capital Donation which represents 17% (USD4.3M) of total revenue and is incurred by each student once during their school tenure. The remaining 14% of revenue came from Institutional Fees, Registration, academic program fees (EAL, Learning Support, IB, etc.), and After School Activities. It is important to note that in solidarity with our ISP community the school provided rebates and refunds in the total amount of USD 514K, with USD365K from rebates given to families in support of the situation.

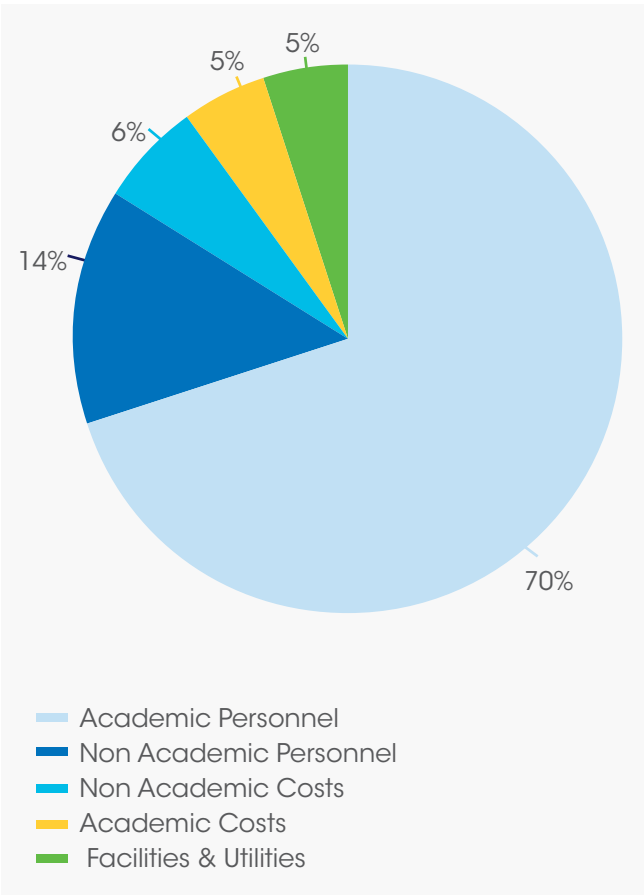
Total Revenue



How ISP spends its money?

The core of our expenses are Academic Costs accounting for 67% of our total expenses. From these, Academic Salaries & Benefits accounts for 62% of our total expense. This cost relates to our strategy of employing highly qualified international and local teachers to ensure the best, most up-to-date teaching methodologies are utilized in the learning process. The second highest expense, accounting for 13%, corresponds to Non-Academic Salaries & Benefits, which entails our back office administrative support that is key to provide the infrastructure and systems needed for the school to function.

Total Operating Expenses



Cost Control & Operational Results

Our audited reports show a key accomplishment in Cost & Expense Management with ISP having achieved positive operating results for the first time in 7 years. This is a direct reflection of implementing tightened financial internal controls and processes to maximize the value of our investments. In 2020 our academic and operating expenses totaled USD23.9MM remaining flat YoY and an operating result of USD 24K after providing support to families during Q4.

Positive operating results for the first time in 7 years.

Regular forecasting and reviews implemented since early in the year ensured the proper planning and allocation of funds with a clear identification of needs. The Statement of Financial Position shows a continued control in our Accounts Receivable line with receivable in over 90 days and a reduction of 19% YoY, \$46K on Uncollectible Accounts . Even throughout the quarantine period our ISP community and families maintained a high level of commitment to the school with due payments continued to be received regularly.

Cash in Bank

Management of cash is essential in a nonprofit educational organization. We report that we have less than a 1% reduction in cash YoY (including time deposits and reserve funds) with USD12.4MM in 2020 from USD12.5MM in the previous year. This is a direct result of work done by the Finance Collection team who maintained open communication with families, providing support with payments plans, and followed up with families to reduce any outstanding accounts receivable. In addition, we saved our capital investments cash that was put on hold due to the pandemic.

The school currently holds USD2.1MM in Time Deposits and USD1.9MM in savings account as part of the contingency reserve for a total of USD4.0MM for emergencies at the end of July 2020. Given the current world situation, and to ensure funds are available on a regular basis, the Board of Directors approved an update to the contingency reserve Time Deposits for maturities to take place in three month intervals for cash access and availability.

Main Investments 2019-2020

Income generated by the school is re-invested in the school infrastructure, security and technology. In 2020, ISP made investments for the improvement of the school for a total of USD1.1MM. One of our most impactful investments and in alignment to ISP’s values was the kick off of an Energy assessment of our campus. This review resulted in USD515K investments in over 30 A/C replacements for more efficient eco friendly equipment, a switch to LED lighting in all classrooms, and last but not least the first Solar Generation System installation in a private school in Panama for our Performance Arts Center. The reduction of 256,000 KWH will save ISP over 70K annually in expenses which is approximately a reduction of 1.3% of Total Expenses, and translates to saving 259 acres of forest every year.

Continuing our focus to align with our values, ISP invested USD 89K in the shaft construction and installation of an elevator for our community with permanent or temporary limited mobility. The elevator was set to be completed before the end of the school year, but due to the pandemic the final stage was completed toward August.

Regular technology replacement cycles took place early in the year for USD 207K, with additional purchases put on hold for review due to the pandemic and shift to virtual learning. Facilities investments and repairs took place throughout the year with additional water filter installations, security bars in stairwells, repairs to basketball court roofs and others to ensure our facilities are properly maintained.

With the pandemic there was a shift on priorities to biosecurity and safety with the initial phase of USD 33K in installation of no-touch faucets in student and visitor bathrooms, installation of no-touch sinks in all ES classrooms, purchase of additional washing stations for HS/MS, as well as the purchase of thermal cameras for entrance controls.

The major planned investment on hold for USD1.4MM corresponds to the signature project to finalize the construction plans and proceed with the remodeling of the ISP cafeteria. The Board of Directors has approved for the project to continue in 2021.

STATEMENT OF FINANCIAL POSITION

STATEMENT OF COMPREHENSIVE INCOME

Notes	2020	2019
ASSETS		
Current assets		
4 Cash	B/. 9,208,629	B/. 10,238,910
4 Time deposits	3,160,039	2,308,198
5 Accounts receivable, net	3,405,308	2,686,416
6 Prepaid expenses and other assets	8,654	29,093
	<u>15,782,630</u>	<u>15,262,617</u>
Non-current assets		
7 Property, improvements, furniture, equipment, net	27,256,760	28,997,581
8 Severance fund	1,784,070	1,591,056
Guarantee deposits	2,315	2,315
9 Other assets	175,602	-
	<u>29,218,747</u>	<u>30,590,952</u>
TOTAL ASSETS	<u>B/. 45,001,377</u>	<u>B/. 45,853,569</u>
LIABILITIES AND FUND BALANCE		
Current liabilities		
11 Loans payable, current portion	B/. 255,700	B/. 568,501
12 Advances received	429,400	816,936
13 Deferred revenue	8,240,214	10,311,728
14 Accounts payable and accrued expenses	1,618,689	895,619
15 Personnel related payables	630,445	423,184
	<u>11,174,448</u>	<u>13,015,968</u>
Non-current liabilities		
8 Seniority premium	971,431	929,301
11 Loans payable, non-current portion	3,055,179	3,618,586
	<u>4,026,610</u>	<u>4,547,887</u>
Total liabilities	<u>15,201,058</u>	<u>17,563,855</u>
Fund balance		
Unrestricted fund	25,775,509	24,579,840
4 Restricted fund	4,024,810	3,709,874
Total fund balance	<u>B/. 29,800,319</u>	<u>B/. 28,289,714</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>B/. 45,001,377</u>	<u>B/. 45,853,569</u>

Notes	2020	2019
Tuition and fees	B/. 20,543,171	B/. 19,851,470
Capital fees (cash donations)	4,264,600	4,653,135
Student services	170,614	165,193
Other income, net	380,593	726,851
Total revenue	<u>25,358,978</u>	<u>25,396,649</u>
16, 17 Administrative and operating expenses	<u>23,911,323</u>	<u>23,811,599</u>
Results from operating activities	<u>1,447,655</u>	<u>1,585,050</u>
Interest income	244,872	164,116
Interest expense	(181,922)	(265,199)
Net finance expense	<u>62,950</u>	<u>(101,083)</u>
Annual profit	<u>B/. 1,510,605</u>	<u>B/. 1,483,967</u>

STRATEGIC PLAN 2015 – 2020

Areas of Focus & New Directions

Academic Excellence: Shaped by the best practices in teaching and learning.

High Caliber Teachers: Attracting, retaining, and nurturing the highest caliber of professionals. Expanding IB Diploma Options and Providing

New, Innovative High School Program: Providing world-class IB Diploma (IBDP) and rigorous programs centered on innovation and entrepreneurship.

Science, Technology, and the Arts: Pioneering instruction in the sciences and art to provide robust opportunities in STEAM.

Climate and Culture: Building a community, sense of belonging and school spirit amongst all students, staff, parents, and alumni.

2015-2020 Goals

Academic Excellence

To deliver a holistic learning experience to every student in every grade, every day, that has a foundation in a constructivist approach such that students will grapple with ideas, problems, and questions to experience real and meaningful learning, masterfully facilitated by ISP staff. Define and deliver a curriculum consistent with the vision of the school.

- Define and deliver cohesive instruction that balances traditional and constructivist experiences.
- Define learning outcomes and assessment practices for measuring success.
- Foster 21st Century learning skills.
- Structure organizational leadership to support the strategic plan.
- Support teachers as they implement the plan.

Organizational Health

Create an environment that attracts, supports and maintains a highly motivated, expert and professional staff.

- Ensure that ISP is a desirable school among international teachers.
- Nurture and support staff.
- Increase and enrich the diversity of the staff.

Build a sustainable financial model that ensures the long-term economic success of ISP

- Manage the size of school to its optimal level.
- Forecast and plan for the inclusion of initiatives with considerations for shifts in the region and global economies.
- Consider alternative revenue streams.

Climate and Culture

To increase, as measured annually, a sense of community, belonging, and school spirit among all students, staff, parents, and alumni.

- Enhance communications
- Increase community collaboration (PTA)
- Strengthen staff sense of belonging
- Promote an engaging environment for staff



ENROLLMENT PROFILE

Grade	Aug-19	Jun-20	Aug-20
PK3	30	38	19
PK4	69	70	41
K	72	73	67
1	81	85	67
2	83	86	78
3	78	81	87
4	89	90	76
5	83	90	89
6	96	94	90
7	80	83	87
8	84	85	80
9	97	98	81
10	103	107	95
11	85	85	97
12	85	86	81
TOTAL	1215	1251	1135

CITIZENSHIP PROFILE

Grade	Panamanian	US & Canada	Asia	European	Mexico, South & Central America	Other
PK3	37%	21%	0%	13%	29%	0%
PK4	41%	9%	4%	11%	34%	0%
K	36%	11%	4%	14%	36%	0%
1	34%	14%	2%	11%	39%	0%
2	40%	20%	1%	16%	23%	0%
3	25%	16%	6%	15%	38%	0%
4	26%	19%	4%	6%	46%	0%
5	19%	17%	3%	18%	42%	1%
6	13%	21%	6%	14%	46%	0%
7	14%	12%	2%	23%	46%	0%
8	21%	14%	2%	20%	42%	0%
9	24%	17%	10%	12%	36%	0%
10	21%	18%	7%	22%	32%	0%
11	32%	22%	5%	13%	27%	0%
12	20%	13%	1%	23%	43%	1%
TOTAL	26%	16%	4%	16%	38%	0%

EARLY CHILDHOOD (ECC)

The 2019-2020 was a very special year that brought a wide range of opportunities for our students and teachers to learn and grow.

Our school year started with The Beginning of the Year Study, which provided opportunities to learn social-emotional skills as children became acquainted or reacquainted with their early morning routines, how to select or negotiate a choice area, and most importantly how to transition between activities. August and September went by so fast in our garden. The children cleared the summer weeds, learned about soil and worms. They observed how worms help decompose our food and enrich the soil. Students planted beautiful sunflowers. The rainy season provided a beautiful opportunity for them to observe the effects of too much water on plants. In the Atelier, students worked on a project by PODs and made a giant globe. September and the beginning of October were busy time in PK. They worked on their Balls study, exploring concepts such as sphere, circumference, density, force, gravity and many others. Our students participated in Wellness week. Healthy eating habits were reinforced throughout the week as well as the importance of exercise. They participated in the UN Day parade proudly wearing their countries' national dress or colors. The period ended with Parent Teacher conferences where families had the opportunity of understanding and celebrating the social emotional growth of their children during the first few weeks of the school year.

November and December were months full of activities. Students worked on the Box study, finding all sorts of uses for boxes; danced in the Mes de la Patria Celebration, celebrated Mother's day by having a SPA day for moms, went shopping at the PTA Holiday shop.

Socio-emotional development continued to be the focus of the EC program during the first weeks upon returning from vacation. It was the time to reestablish friendships, classroom routines and transitions. We also started our study of buildings. This study offered opportunities for students to

become architects as they explore blueprints and design their own buildings; engineers as they build structures in the block centers that resemble community buildings. Different classrooms engaged in construction projects from building a Lego house for Pelusa to turning their outdoor space into a construction site. Our students enjoyed the special events such as Bringing Literacy to Life, Mystery Readers and Spirit week.

Our Learnings and Celebrations:

Multi age is in its second year, our four-year-olds, our PK experts, as well as our three-year-olds continued to benefit from the program. Since the first week of school, the EC continued to see the advantages of our Multiage initiative. For the homeroom teachers knowing the personalities, the likes and dislikes as well as where they are in their social emotional development of a group of students facilitated the transition process. Specialist teachers shared how fantastic it had been working with our EC students the first week of school since our "Experts" knew and followed the routines and had helped the new students integrate. The advantages continued to show through the year, as shared by the teachers in their end of the year comments, our PK experts demonstrated more leadership skills; when they saw younger students needing help, they were willing to assist them, taking them by the hand to get what they needed or simply explaining a routine or activity. Our four-year-olds in general have also demonstrated more interest in writing and learning about letters and sounds, many have started to read short vowel words. Our three-year-olds have benefitted by learning the class routines in the first few weeks of school. Teachers also saw gains in English Language acquisition while we were at school.

The PK timetable was the area of focus for the year. The goal was to lessen the rigidity of the previous time tables where students had to transition at given times from activity to activity. The team designed a timetable with flexible blocks that allowed students to make choices and provided

opportunities for teachers to work with students on skill needs. The team looked for a period of time where groups of three- and four-year-old students could work and interact in their pods in art and in outdoors. The Spanish class was also an area of focus because even though most of our students' native language is Spanish, their mother tongue is still developing. Students were grouped by pods, the four-year-olds rotated to different teachers and each Spanish teacher focused on an area of language development. Students participated in read aloud, games, poems and songs that promote language development and social emotional growth. The flexible schedule allowed teachers to establish routines and gave choices to the students. It empowered students to be responsible for when they want to go outdoors and when they want to have their snacks.

Four PK teachers went during the November break to visit the Journey school in Boulder, Colorado. The Journey school is one of the leading Reggio Emilia inspired schools in the US; recognized for its teachers' training program. During the visit, the teachers had the opportunity of also participating in a seminar with one of the leading teachers in Reggio Emilia. The PK teachers came back energized and full of ideas. We are in the process of making a plan to implement their learnings. Sharon Marmol, the PK gross motor development teacher, participated during her January break in the 10th International Congress for Physical Education and Sport held at ASFG in Guadalajara, Mexico. She has come back full of ideas and ready to continue helping develop their skills.

We continued with our parent education program through Conscious Discipline Coffees, where Parents that participated gained skills to respond rather than react to life events; so conflict moments are transformed into cooperative learning opportunities.

Communication was an area of concern for our parents because, at times, they felt overwhelmed with the amount of emails. At the beginning of the year, the decision was made that all the



information needed was going to be shared by the homeroom teachers in their newsletters. As we transitioned into online learning, communication continued to be through the teachers. They posted daily news and activities in Seesaw. At the beginning of each study, a letter was written with general information that the teachers sent to families. The HR teachers sent emails and met with families. Communication seemed to work through the feedback teachers received during the SEL family meetings.

Online Learning:

Online learning brought multiple challenges and opportunities to the EC team. The EC team spent countless hours meeting, searching, and planning very creative activities always with the interest and the diverse developmental skills of our EC students in mind. They also understood that the days were going to be full of professional and personal challenges for our families. EC started with a synchronous circle time per week and a read aloud, both with very specific goals focused on the needed developmental skills for the three- to four-year-olds. The team added a second read aloud to continue focusing on literacy and social-emotional skills. As the team noticed that students were ready for a second circle time meeting, they added it but made it optional understanding that for some families this would mean a stretch to their routines. Live art and gross motor activities on Fridays were the last addition to our synchronous learning. Concerning asynchronous learning, the team planned activities that follow a day in the EC. They modified the studies to adapt them to

our students’ environment. Studies help students connect experiences and develop math and literacy skills. The team started sending the daily activities via email, but soon saw that it was difficult for parents to send videos and pictures via email. Feedback from the teachers to the students also proved to be more difficult. Because of our learning, the team decided to start using Seesaw. We provided training for parents that were not familiar with the system, and Seesaw facilitated the process.

Our Learnings and Celebrations:

Online learning has strengthened the EC team as we worked together to plan and share meaningful experiences with our students. It provided a fantastic opportunity to establish a partnership with our families. We have seen how involved and supportive so many of them are. It has offered us an opportunity to bring the program home to our families to have them experience how play-based learning works. It has given our students skills that will support their learning in the future; our 3-4 years old know how to interact and learn through Google Meet.



ELEMENTARY SCHOOL: PRINCIPAL REPORT

In a year punctuated by our unprecedented transition to online learning, our collective story stayed the same from start to finish; we are a committed, resilient, caring community who stood for ISP and with one another.

Learning this year extended well beyond the walls of our classrooms, into the home of every student. Our students deserve celebration for the perseverance required to complete a quarter of learning online, and you, our parents, deserve commendations for your empathy, grace, and grit as you walked alongside ISP teaching staff in motivating, encouraging, and consoling your children during our school closure. Lastly, the teaching staff of ISP demonstrated their world-class skills in education by maintaining a focus on classroom community while completing their scheduled units for the year. #thereisnoplacelikeisp.

Throughout the year we saw many other examples of excellence:

Kindergarten students were AUTHENTIC as they showed off their drama and music skills during open classes. In their normal space, with their normal games and activities, they demonstrated how important it is to act your age (and they showed how much you can learn through structured play).

Grade 1 students were COMPASSIONATE as they learned about themselves and then used their self-understanding to connect to students and teachers across the ISP community. They reminded us that to know oneself helps us better understand others.

Grade 2 students demonstrated and grew their INDEPENDENCE throughout the year. Given choice, space, and support, all with the challenge of online learning, these students crossed the bridge from early childhood into the land of intermediate education. Their curiosity and dedication helped them develop skills for life success.

Our Grade 3 students had an exceptional opportunity to learn about being PRINCIPLED. In our first ever wax museum, students learned about the many traits of leadership.

Grade 4 students were JOYFUL in their approach to learning. From acting in plays during Literature to Life to celebrating their writing pieces with peers, teachers, and parents, these students modeled how joy is a catalyst for a positive atmosphere.

Last, in Grade 5, students were ADVENTUROUS on their annual trip to Chiriqui. Students were encouraged to take risks and step out of their comfort zones in a controlled environment, and allowed to reflect in order to transfer their experiential learning into their everyday lives. Check out their PODcast here.

These are curated examples of a broader palette of experiences. The picture that consistently gets painted is one where community comes first, teachers lead with empathy and dedication, and student learning is relevant and dynamic.

#thereisnoplacelike(theelementaryschoolof)isp



MIDDLE SCHOOL: PRINCIPAL REPORT

The middle school years are characterized by an inquisitive sense of **discovery**, developing and refining **passions**, and the desire to be more **connected** with self and others. These traits can be seen in our students and faculty alike. During the 2019-2020 school year, the Middle School set goals around social emotional learning, leaving a legacy, and empowerment as well as embracing the characteristics that truly make these years special.

In the spirit of discovery, Middle School students immersed themselves in their own learning journey. As the Middle School fully transitioned to standards-based learning, assessing, and reporting, students were empowered to be an integral part of the learning process. Through self, peer, and teacher feedback, students gained a 360 degree view of their growth. The conversation between learners shifted from focusing on a grade to focusing on progress, growth, and improvement. The Middle School community participated in rich student-student, student-teacher, and student-parent dialogue that empowered students and provided them the encouragement needed to be the best version of themselves as learners.

Throughout the year, teachers went above and beyond to inspire students to learn in unique and authentic ways. They also discovered new talents- most notably when we shifted from face-to-face to online learning. Whether through science fairs, writing celebrations, dramatic productions, or Socratic seminars, teachers were the Socrates, Plato, and Galileo of modern times, asking thought-provoking questions and providing a safe environment for inquisitive discovery. Along with prioritizing student learning, the Middle School faculty also dedicated many hours to their own growth through the Professional Learning Process, on- and off-site professional development, and learning from local experts through a strong collaborative process.

Developing and refining passions is a unique characteristic of adolescents, and it takes a very special person to lead students through

the middle years. The Middle School faculty was committed to providing a strong sense of community through a student-centered advisory. As part of the advisory program, teachers modeled their personal passions and supported students in finding and refining their own interests through passion projects. Many students investigated personal projects such as writing short stories, using digital art for illustrations, or developing a new game through coding, while others focused more on how their talents could benefit others. From locker organization to jewelry making, students used their talents to fundraise for food banks, animal shelters, and more. Students also dove into their passions through school-provided clubs and activities, with a significant number of students participating in Model United Nations (MUN and PANAMUN), Global Initiatives Network (GIN), robotics, athletics, the annual secondary school musical, and service projects. The legacies of our students' talents, contributions, and accomplishments will most certainly follow them beyond the middle years.

Middle School teachers also led by example, and shared their passion for lifelong learning and their commitment to teach all ages. With many of our teachers presenting at national and international conferences, the desire and passion to support learning is evident. In addition to sharing their expertise with others, our faculty participated in local and international, on site and online workshops, conferences, and educational programs to gain content-specific knowledge that was used to provide a rigorous program for our students.

Though our Middle School faculty worked exceptionally hard, they also took time to connect and have fun. Through potlucks, faculty retreats, summer selfie bingo and more, our faculty developed into much more than colleagues - we are a team, a Dream Team! The unique bond that members of our team share can be seen and felt as you enter our environment. The spirit of collaboration, support, and partnership is what makes it such a special place. By modeling fun,



companionship, and kindness to each other, our students know we are committed to every member of our community and aspire to be a strong, connected team. Beyond our daily interactions with each other, we created special activities and devoted time to develop a sense of connectedness with our students. Between our team-building trip in Ciudad del Saber to our various POD activities to our overnight field trips, our team was dedicated to building a sense of community throughout the year.

Though a global pandemic did change the way we finished our year, it did not take away from the strength, commitment and dedication the middle school encompasses each and every day - whether on campus, online, or somewhere in between. Just as our students are inquisitive, passionate, and connected, the Middle School faculty leads by example in every way. We speak often of One Team, One Dream and Finishing Strong, and given the passion, big hearts, and school spirit this has been the #BestYearYet!

HIGH SCHOOL: PRINCIPAL REPORT

he 2019-2020 school year was an opportunity for growth in many ways. The challenges we faced did not deter our faculty and students from reaching a successful academic end. No one would have wanted to end the school year as it did, missing the ultimate celebration of the class of 2020 – graduation. The inability to say a face-to-face goodbye to students, families, faculty, and staff, has left many wanting for closure. Difficult decisions resulted in an awkward, sullen closing of school.

We spent three-quarters of last year trying to build community and connections. As a community, we tried to acknowledge the feelings of anxiety that exist, bringing in a movie (ANGST) to help prompt conversations about both the reality of anxiety and the hope that a person can find when they acknowledge and talk about the triggers that make them feel anxious. The High School participated in Breaking Down the Walls to promote conversations between students. Faculty took part in multiple professional developments targeting isolation, and working to build community. In March, much of the work we had been doing abruptly halted, but the fruit of our labors helped us cope as an educational community. The last quarter of the year, combined with the uncertainty during the early stages of the pandemic, erased some of the early work done in the year, leaving people with increased anxiety about the future.

On March 12th, the move to online learning was quick and smooth largely due to the hard work of the faculty and staff over the previous 18 months. ISP had spent time the year prior preparing for the possibility of online education during the visit from the Pope. This work, combined with the efforts to build a stronger community, provided ISP with the

tools needed to face the educational uncertainty created by the Pandemic. The teachers had the digital tools and training they needed to open school two days after being forced to leave the campus. Time spent training students earlier in the year, paid off, as students were able to access the online instruction relatively seamlessly. The strength of our community provided us with the trust in one another to welcome feedback from parents and adjust as needed during the last quarter of the year.

Academically, ISP students demonstrated a high level of commitment to their learning given the approximately 96% attendance rate for grades 9-11. Members of the senior class did not have IB exams, and the academic year finished early for the class of 2020. Given the disappointing ending to their two year program of study, it was decided that they be allowed the exam time off rather than requiring them to attend classes after the late IB announcement cancelling exams. Members of the IB diploma program for the class of 2020 did perform well and their 2020 IB scores reflect their commitment to the IB program.

For students in grades 9-11, academic grades for the second semester were recorded as A+, A, Pass, or Incomplete. Students with a high passing mark or a mark of incomplete have been provided the opportunity to work over the summer and raise their mark. Students failing to make up an incomplete will receive a final mark of failing and enter the Panamanian recuperation program. The majority of students given the opportunity to make up work over the summer took advantage of the privilege and were successful, leading to a Pass being changed to an A or an Incomplete changed to a Pass.

A couple major curricular changes were made which will impact the programming at the high school for the 2020-21 school year. First, grade 9 history will be reduced to one semester. With the Panamanian Studies class also scheduled in grade 9, students are taking two Social Science courses and finding it difficult to continue in any elective courses, including VAPA or TECH. This change has opened up students' schedules so there can be a continuation of VAPA classes. The second change will hopefully reduce the stress for students as they enter their senior year taking a full IB diploma program by introducing Anticipated Exams in 2021-22. The proposal is to limit this to one course (IB History SL) for the first year and then assess the success of the proposal. Over the past five years, changes have been made within the high school to strengthen the IB program while working to lessen the stress and anxiety placed on both students and faculty. The class of 2020 posted successful results, including 100% passing (only other time was in 2008) the program, and an average score of 32.

Finally, graduation for the class of 2020 was a virtual ceremony. There were some disgruntled parents and students as the following the announcement of the move to a virtual ceremony. In the end, the program was well received and appreciated by the majority of both groups. Those parents who were disgruntled wanted a postponement of the ceremony until mid-July, in hopes that a face-to-face ceremony could take place. As you are aware, mid-July is when Panama was facing the height of the COVID infections and deaths. The decision by the Board to support the recommendation for a virtual ceremony did allow for some closure and a positive event towards the end of the school year.



HIGH SCHOOL: IB REVIEW

ISP has more than 25 years of experience running a world-class IB Diploma Programme. We are proud of our tradition. We are pleased that these efforts paid off with success for our 2020 IB Diploma and Certificate students.

Class of 2020 IB session overview

The Class of 2020 was a special one for all students around the world as countries went into lockdown and blended learning for many months, and the IB exams were cancelled for the first time in 50 years. The IB took steps to try and mitigate those effects. The IBO’s decided in August 2020 to change their grade award process to put more emphasis on IAs and PGs. Students who are strong exam-takers, however, may have been disadvantaged by this scoring change, because they did not have the opportunity to demonstrate their skills in exams.

The success

Our IB Class of 2020 had impressive results:
Diploma Pass rate: 100% (World Average 79.10)
Average grade ~ 32.4 (with the world average at ~29.9)
Subject average 5.16 out of 7 (World Average = 4.8)
Highest score: 40 (45 possible)

The hard work behind the success

ISP continues to hire and retain high quality experienced educators, including our IB teachers. Several are IB examiners, and a few are beginning the process to become IB Workshop Leaders. The ongoing professional learning that we are already supporting is essential to maintaining a quality program. Positions such as our instructional coaches, Heads of Department, and Learning Support Specialists, are vital to support teachers in their instructional strategies, and students in their learning strategies.

IB SCHOOL STATISTICS 2005 – 2020

Category / Year	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20
Candidates Registered	34	31	35	41	46	33	54	45	68	67	69	67	73	77	79	69
Diploma Candidates Registered	23	13	12	10	20	19	34	35	44	42	58	46	46	48	49	49
Subject Entries	226	159	185	187	240	193	359	321	459	430	498	449	467	498	500	453
Candidates Passing Diploma	19	12	8	10	19	13	30	33	35	33	48	41	40	41	43	49
Percentage of Diploma Candidates Passing at ISP	83	92	67	100	95	68	88	94	80	79	83	89	87	85	88	100
Percentage of Diploma Candidates Passing (World)	81.4	80.4	78.8	79.0	78.7	78.1	77.9	78.5	79.0	79.3	80.8	79.3	78.4	78.2	77.4	79.1
Average by Passing Candidates (ISP)	31	32	31	31	31	28	31	32	30	30	32	31	31	31	33	32
Average by Passing Candidates (World)	30.1	29.9	29.6	29.6	29.5	29.7	29.7	29.9	30.0	30.1	30.2	30.0	29.9	29.8	29.6	29.9
Highest Diploma Score	39	38	38	41	40	34	37	42	38	40	41	42	38	42	42	40
Average Grade by Dip. Cand. Passing (ISP)	5.08	5.17	5.15	5.00	5.05	4.53	4.96	5.09	4.77	4.89	5.06	4.92	4.95	4.88	5.17	5.16
Average Grade by Dip. Cand. Passing (World)	4.78	4.74	4.68	4.68	4.66	4.65	4.66	4.67	4.70	4.70	4.70	4.80	4.81	4.79	4.76	4.80

YELLOW = Indicates highest (or tied for highest) number to date.

ISP prides itself on having a relatively open and inclusive IB Programme, which matches the IB Mission and Vision. Students are given the freedom to choose whether to take the MEDUCA Diploma, or IB Certificates, or the IB Diploma. Improvements in counselling over the years have helped students and parents make better choices for their academic programs, which has led to greater satisfaction and excellent predictions about our students’ achievements. ISP recently completed a curriculum plan for the entire High School to map out the written curriculum across all subjects and grades. Students worked hard throughout the year, including during the online learning time, adapting to circumstances beyond their control. Our senior students’ commitment to the ISP Mission and community is noticeable. Teachers largely say that the school is well-resourced and they have what they need in order to do a good job teaching the students.

Looking forward to the future

The IB faculty will be looking at data and related structures to ensure continued improvement and success moving forward. We are looking at IB course offerings to determine if our course offerings meet the needs and interests of our students. We are looking at Gr9-10 course offerings to determine if those meet the eventual needs of our IB and Gr11-12 courses. We will be looking at the curriculum plan in order to ensure that the curriculum appropriately sets up students progressing from 9-12. The next step is to continue work with Middle School to improve the transition between Middle School and High School. Potential gaps are being identified through data, and conversations with key stakeholders, including staff, parents, and students.

ISP is a leader in the region, especially in Panama and PAIS, but also among AASSA. Connections to these organizations strengthen our position as a premier educational institution.

ISP is committed to ensuring world-class, life-changing experiences for all students, regardless of their chosen pathway. This is being demonstrated by our whole community of educators and learners.

FIVE YEAR SPAN DATA

	16 yr avg.	2006-10 (5 yrs)	2011-15 (5 yrs)	2016-20 (5yrs)
Candidates Registered	55.5	37.2	60.6	73
Diploma Candidates Registered	34.25	14.8	42.6	47.6
Subject Entries	351.5	192.5	413.4	473.4
Candidates Passing Diploma	29.63	12.4	35.8	42.8
Percentage of Diploma Candidates Passing at ISP	86.5	83.78	84.04	89.92
Percentage of Diploma Candidates Passing (World)	79.02	79.00	79.10	78.48
Average by Passing Candidates (ISP)	31.06	30.6	31.0	31.6
Average by Passing Candidates (World)	29.84	29.66	29.98	29.84
Highest Diploma Score	39.5	38.2	39.6	40.8
Average Grade by Dip. Cand. Passing (ISP)	4.99	4.98	4.95	5.03
Average Grade by Dip. Cand. Passing (World)	4.72	4.68	4.67	4.79

HIGH SCHOOL: SERVICE LEARNING EXPERIENCES

The students at ISP are encouraged to participate in CAS and Service Learning experiences, whether they are IB Diploma, Panamanian Diploma candidates or neither. For the IB Diploma candidates it is mandatory to comply with the IB CAS Program. The guideline for the minimum amount of the program is to have at least 3 different experiences for each area of Creativity, Action, and Service, with a reasonable balance among these. Students are expected to be working on CAS throughout the IB programme, as if it was another course. Students must also undertake at least one project involving teamwork that integrates two of the three components (creativity, action and service) and is of significant duration. For the Panamanian Diploma candidates, a minimum of 80 hours of the Service component are 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 skills, time management, communication and collaboration with themselves and members of the community. Students also increase awareness of strengths and growth, undertake new challenges, plan and initiate new activities, show perseverance and commitment in the activities, engage with issues of global importance, consider ethical implications of student actions, and develop new skills.

In 2019-2020 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 (June 2019 – February 2020).



El Rodeo Elementary School, La Pena, Veraguas:
(June 17 to 21, 2019) – Summer Service

In June 2019, a group of students participated for a week in a service trip at El Rodeo Elementary School in the community of La Pena, Veraguas Province. Students were able to accomplish the following projects: foundation for the construction of the school computer classroom, worked in the school farm to clean and prepare it to grow vegetables, and students were able to participate in school classroom teaching every day.



Camp Hope: (August 2019)

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



El Rodeo Elementary School, La Pena, Veraguas: (June 17 to 21, 2019) – Summer Service °
In June 2019, a group of students participated for a week in a service trip at El Rodeo Elementary School in the community of La Pena, Veraguas Province. Students were able to accomplish the following projects: foundation for the construction of the school computer classroom, worked in the school farm to clean and prepare it to grow vegetables, and students were able to participate in school classroom teaching every day.

El Rodeo Elementary School, La Peña, Veraguas: (September 27 – 29, 2019)
In September 2019, ISP students participated once more in a service trip at El Rodeo Elementary School in the community of La Pena, Veraguas Province. This time students were able to continue building the computer classroom making some progress. Students planted vegetables, cleaned the farm and administered organic fertilizer to the plants. On Saturday, our students were able to teach the children of El Rodeo.

Beach Cleanup with Ocean Legacy Organization and Nestle Waters: (October 12, 2019)
ISP students volunteered in a beach clean-up in Las Islas de Las Perlas. ISP students and other schools and organizations helped to collect several bags of mixed-plastic materials that had washed up from the shoreline. It was work done in a day.

El Rodeo Elementary School, La Peña, Veraguas: (Nov. 30 – Dec.1, 2019)
For the third time, students participated once more in a service trip at El Rodeo Elementary School in the community of La Pena, Veraguas Province. This time students went to prepare an early Christmas party for El Rodeo children, since classes for them ended earlier in December. There were pinatas, candies, gifts, food and a big cake. ISP students organized games and dances for the children who had so much joy.

Camp Hope: (February 2020)
This activity takes place twice every year (August and February). Students and teachers helped as volunteers in a Camp for children and adults with mental and physical disabilities at Santa Clara, in the Province of Coclé. The task of our volunteers is to take care of one of the campers during the weekend. Despite the difficulties the weekend inevitably presented, many of the students' reflections revealed just how powerful the time at Camp Hope was in changing and challenging some of their assumptions.

LOOKING AHEAD TO 2020-21:
Even though the 2020-21 school year will begin online, we are confident in our students and teachers' abilities to find creative ways to learn, grow, and serve our community. Our IB program in Year 1 has a record number of participants. The Year 2 students are working hard, and we believe this year's results will again reflect positively on the overall education, PK through grade 12, ISP students have the opportunity to receive.



COLLEGE MATRICULATIONS 2020

Total scholarship offers: \$5.5 Million

United States

- Babson College, MA
- Bentley U, MA
- College of Charleston, SC
- Columbia U, NY
- Drexel, PA
- Florida Atlantic U, FL
- Georgetown U, DC
- Georgia Institute of Technology, GA
- James Madison U, VA
- Northeastern U, MA
- Northern Kentucky U, KY
- Pratt Institute, NY
- Purdue U, IN
- Ringling College of Art & Design, FL
- Savannah College of Art & Design, GA
- Stanford U, CA
- U of California-Berkeley, CA
- U of San Francisco, CA
- Villanova University, PA
- Worcester Polytechnic Institute, MA

Canada

- Carleton U
- McGill U
- U of New Brunswick
- U of Toronto

Europe

- ESIC Business and Marketing School, Spain

- ESMAE, Portugal
- EU Business School Barcelona, Spain
- IE University, Spain
- Instituto Europea Di Design Madrid, Spain
- IPAN, Portugal
- Karolinska Institutet, Sweden
- Les Roches, Spain
- Maastricht U , Netherlands
- Sciences Po, France
- Sibelius Academy, Finland
- Trinity Laban Conservatoire of Music & Dance, UK
- U of Amsterdam, Netherlands
- U of Navarra, Spain
- U of Portsmouth, UK
- U of Surrey, UK
- Vatel Madrid - International Hotel & Tourism
- Management School, Spain
- Wageningen University, Netherlands

Latin America

- Monterrey Institute of Technology, Mexico
- ULACIT, Costa Rica
- U of the Andes, Colombia
- U Austral, Argentina

Panama

- Florida State U
- U Interamericana de Panama
- U Latina de Panama
- QLU, University of Louisville

Given the uncertainty of obtaining visas in time and COVID-19 country protocols this list may change in the coming months.

IB PROGRAM AT ISP

The 2019-2020 school year marked the continuation of our 25+ year tradition of running an exemplary International Baccalaureate (IB) Diploma Program. While we pride ourselves on our experience with and passion for the IB program, this year presented unique challenges. We are proud of how all members of the ISP community came together to meet these challenges with grace and determination, and in particular we are thrilled with the myriad exemplary achievements of the IB seniors in the 2020 graduating class.

To begin, we would like to highlight the exemplary efforts and outcomes for the IB class of 2020. As individuals, students overcame unique obstacles including adapting to online learning and the cancellation of the May 2020 exams. As a group, the IB seniors were able to secure admissions to world-class institutions of higher learning around the world, using their diploma program results for university preparation and, in some cases, admissions and course placement.

Our IB average (31) remained above the world average (29.9). Our pass rate of 94% was improvement from previous sessions, with 47 of 50 students achieving their IB diplomas. This was well above the world average pass rate of 79.%. In addition, students attained the highest possible level of achievement - a 7 or an A, awarded to fewer than 5% of successful candidates - in a wide variety of subjects including Chemistry, Spanish, Music, Theory of Knowledge, Economics, Biology, and the Extended Essay for both Spanish and Business.

We look forward to how structural changes to our high school curriculum and course structures will lead to further improvement. In particular, the students in the upcoming IB class will be the first to have received everyday Math and English in grades 9 and 10. We are confident that this structural change, in combination with our continued efforts to utilize IB performance and to further refine our teaching practices, will lead to further programmatic improvement.



SERVICE LEARNING EXPERIENCES AT ISP

The ISP Service learning program follows our beliefs: "It's not about me. It's about us", "We look after the planet as well as we look after each other", "Learning is a lifelong adventure." The students at ISP are encouraged to participate in Service Learning experiences, because through them, they develop real-world skills that will help them become world citizens. They practice leadership, problem-solving skills, time management, communication and collaboration with themselves and members of the community. Students also increase awareness of strengths and growth, undertake new challenges, plan and initiate new activities, show perseverance and commitment in the activities, engage with issues of global importance, consider ethical implications of student actions, and develop new skills. Our signature projects continued bringing our students to different locations in Panama where our help was needed.

One of these locations is Camp Hope, where students adopt a child or an adult with disabilities. Together with their new friend, they participate in different recreational activities such as working on crafts, singing songs, swimming in the pool or beach, having a campfire and a party as a culmination. Dina Cianca, one of our scholarship students, shared the following reflection about Camp Hope: "I truly experienced the theme of this camp, 'work hard and be brave'. While participating in Camp Hope as a volunteer you have to persevere and be patient since it is not an easy task to be the caregiver of an adult with disabilities. The experience makes you grow as a person because you learned the stories of the campers, stories of rejection from the society around them because of their condition. You learn that they need to be treated just like anybody else, with kindness and love. You also learn how people with special needs many times do not have the opportunity to go out and have a good time because they spend most of their time in rehabilitation. It helped me to open my eyes and be grateful for how healthy I am, without any physical condition or special need. I would do it again!"

Another part of the ISP Service Learning program is supporting El Rodeo, a public elementary school located in La Peña community in the Province of Veraguas. We have done several tours throughout the years that have completely transformed the school. Each visit had a specific goal. The students ended up building a recreational park, a shower, and a sidewalk to connect the bathrooms with the school. They also worked on the outdoor and indoor kitchens, built the base for the septic tank, and cleaned and conditioned the garden of the school to plant vegetables to feed the children at school. ISP students taught math, English, Spanish, science, and physical education. The goal for the year was to build a computer lab - 80% of the project was completed. Melany Morales shared the following reflection: "Before my trip to Veraguas, I was unsure of what to expect. I had heard from others about their own experiences when they volunteered during the summer, but opinions varied between individuals. Although I was slightly nervous for the trip, I can certainly say now that it was a valuable experience. There were three tasks we could choose from: construction, teaching, and farming. I decided I wanted to try something new and challenge myself, which is why I chose farming. The first day working in the farm was arduous and frustrating since I was not accustomed to shoveling under the scorching sun for hours. While my experience the first day was most certainly draining, it allowed me to reflect and admire the people who had to do that every day, regardless of the conditions or the weather. I learned more about the farmers, now understanding their struggles, and also acquired new farming skills in the process."

The Service, Engineering and Technology (SET) Team is another part of our Service Learning program. This student-lead Organization has the mission of helping the remote communities of Panama by providing them with access to energy and technology. This year the team collaborated with a community in Pedasi that leads a sea turtle conservation effort. The students shared a movie that depicts all the efforts that they made



to reach the community. They started their day at dawn, rode on the back of a pick-up truck, and finally reached their destination after a long walk through a muddy path. At the end, the effort they made paid off as they had the opportunity of releasing baby turtles back to nature.

The Beach clean-up project is an ISP tradition. This year it was taken to another level when a service group of High school students participated as volunteers in the massive cleaning of beaches that the International Ocean Legacy Organization with the support of the Nestlé Waters Company carried out in the communities located in the Archipelago of Las Perlas.

ES continued with many of their initiatives. December was also the season for giving. Fifth grade did a food drive in elementary school for the school in La Mesa, El Valle. Thanks to the generosity of our families, they were able to take a bus loaded with food for the community. Our families were also very generous with the toy drive for FANLYC. Thanks to their kindness, more than 800 children with Leukemia and Cancer received a gift. Many of the elementary staff spread joy to the children who participated in fun art activities during the holiday party. Following the topic for the year they taught students how to make different origami figures and how to prepare sushi with clay.

There were also new accomplishments for the Service Learning program. We started many initiatives to make our school community aware of all that is done at ISP to support communities in Panama. During the first semester, service projects were posted in the calendar and presented to the

staff in whole school meetings where teachers from the different divisions that had participated shared their experiences and invited others to participate. Students shared their experiences through videos with the staff. The projects were informed to The Board of Directors in the monthly reports, and a service-learning web page was created to inform the community at large; the activities were linked to our North Stars.

The 7th grade field trip with a social purpose was retaken this year. For months in their advisories, they held fund raising activities to purchase the materials to install a water tank in a rural public school. During the field trip they also organized activities to teach the students through different learning games. Seventh graders and the teachers that accompanied them had a very rewarding experience. They already have a plan for next year: they want to build bathrooms for the school.

The Quarantine put many projects that we planned for the second part of the year on hold. The service values continued through individual initiatives, as individual students organized food drives for groups of community workers or a meal for their building concierge. Service focused in house, as a group of high school students organized by Mr. James Mattiace participated in the HS -EC/ES Linkage program. The goals of the program were to increase a sense of bonding between the three divisions and start a mentoring relationship that could be continued in the future.

There is truly no place like ISP!

CURRICULUM & PROFESSIONAL LEARNING

Academic Excellence

Continuous improvement and refinement of the program we offer at ISP is a natural part of our institution. Below are a few highlights from the past 2019-2020 school year:

- Highlighting our ISP’s Character Profile by using during assemblies and celebrations and showcasing examples that embody each trait.
- At the beginning of this school year we received our five year reauthorization through the IB organization. ISP was commended for the breadth of courses we offer, our student support services, and our documented curriculum aligning to IB expectations.
- Began the 3 year curriculum review cycle focusing on our Social (Science) Studies curriculum. It was decided to adopt the 3 C’s Framework (College Career, and Civic Life). We also began designing units, using the

content from the 3 C’s Framework, but also using the Common Ground Collaborative’s Learning Matrix for our instructional delivery. One new unit of study should be implemented using these structures in each grade K-9 this year (20-21), with full implementation next year (21-22).

- Realigned and elevated our Panamanian Studies course from elective status to the Social Science course all ninth graders will take. This course will be revamped under the same guidelines listed above for Social Studies.
- Our tenth grade capstone project in English classes was refined and elevated continuing to capitalize on student interest and even better prepare students for the Extended Essay (EE) as part of the IB program
- Through our Well-being Task Force, we reviewed several “Health” curriculums and decided to adopt the Australian Curriculum

Assessment and Reporting Authority (ACARA). For school year 20-21, we will pilot several units of study in PE, Advisory, and in Science classes as we work with MEDUCA on the content that would best be suited for ISP. Full implementation will occur SY 21-22.

Professional Learning

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

- Modified and refined our new teacher appraisal process “Professional Learning Pathways.” Based on the development of individual staff inquiry questions, engaging in the importance of feedback/observations/ collaboration, and sharing out our learning
- Led by our ES Curriculum coordinator and our

secondary Academic Dean, we strengthened our instructional approach in using Inquiry with all staff by examining units of study and allowing for more student voice and agency.

- One of our goals was our Social Emotional Learning. We began the year having Breaking Down the Walls to work with staff and students. Two faculty inservices were conducted in November and December led by our own staff members. Eighteen teachers participated in a Mindful course from Brown University. A Mindful moment was instituted for all staff beginning when we went on line. Classroom walk-throughs were focused on creating an SEL environment. Finally Phil Boyt and Eric Munson conducted a coffee in April for parents to support in our new online environment.
- Over 30 staff members were selected to present at regional, national, and international conferences. Not all were able to attend due to travel restriction beginning in the spring.



PHYSICAL EDUCATION, ATHLETICS AND AFTER SCHOOL ACTIVITIES

In 2019-2020 there was some restructuring of the PE department which saw two new PE teachers join ISP at the MS/HS level. MS operated a different bell schedule in 2019-2020 which better suited the needs of a subject like PE. ES and MS teachers of PE are using Standards Based Reporting.

ES Sports Day this year shifted included some **JOYFUL** community building relay activities which was really well received by the community. Sports Day was also moved to February to avoid the wet season challenges. PE teachers adapted to the challenges of virtual learning and provided an extremely important channel for students to inquire into health related topics as well as physical activity. Students were **AUTHENTIC** as they reflected on the importance of diet, sleep, rest and physical activity during a global pandemic and strict lockdown measures in Panama.

After School Activities (ASAs)

The ASA program offered over 40 different activities each semester during the 2019-2020 school year. There was an array of new offerings which were highly popular, such as Urban Dance, Sewing, Let's Create Comics, Rhythmic Gymnastics, Mandarin, Let's Cook and Yoga for MS/HS students. The diverse menu of activities allows our students to be **ADVENTUROUS** and explore their **INDEPENDENCE** through personal interests and choice. One of the highlights of the year was the Spanish Drama production of 'La Barca Sin Pescador' by Alejandro Casona.

Athletics

In the 2019-2020 school year adjustments were made to practice schedules to allow for all seven sports to offer a year round program while ensuring that younger students are not overtraining or specializing in one activity too early. This year new ISP branded uniforms were launched for all sports through a local provider and the intention is to keep these in place for at least three years. Coordinators of Sport were instituted this school year to distribute leadership and growth of coaches and these Coordinators were integral in getting our virtual

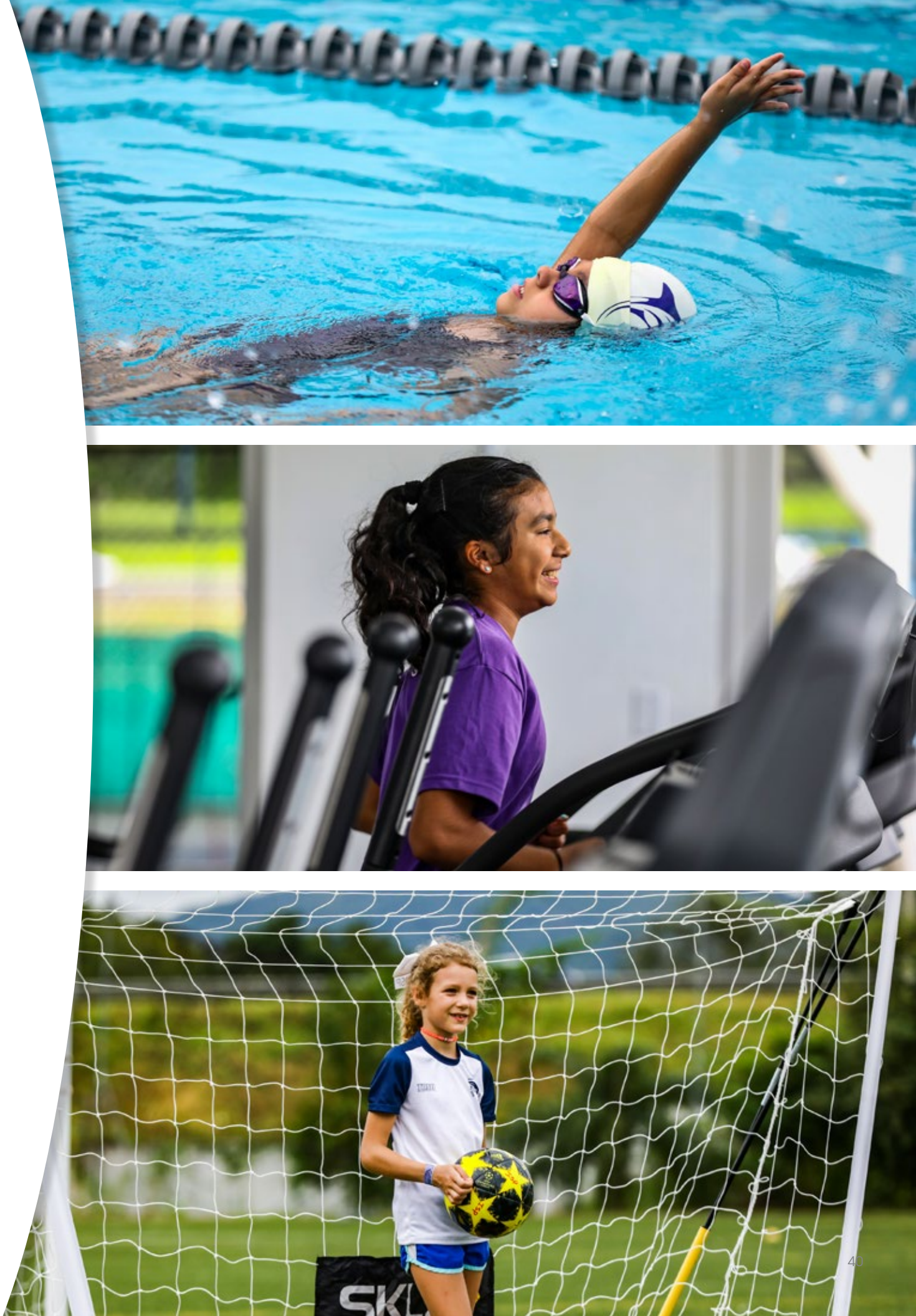
Athletic program off the ground after Spring Break. A 'Welcome Back to Athletics' event was introduced in August of this year with over 100 parents in attendance. ISP student athletes and teams continue to excel locally, nationally and internationally. The graduating class of 2020 received more nominees for the Female and Male Senior Athlete of the year awards (from their coaches) than ever before. We are proud of this resilient generation and it is not surprising that the two Senior Athletes of the Year received a combined total of College Scholarship offers exceeding \$500,000.

ISP continues to lead the way in Central America (AASCA) for **COMPASSIONATE** and **PRINCIPLED** character with ISP winning three Sportsmanship trophies this school year. Not only do our students, coaches and parents exemplify our school values and character profile; our student athletes and teams continue to be competitive at the local, national and international levels. This was a year of celebration for the individual sports with Tennis, Track and Field and Swimming all returning from AASCA with banners and trophies. It may take a number of years for student athletes across Central America to beat the 13 new AASCA Swimming records set by ISP students this year.



AASCA Tournament	Max. # of teams	ISP # of teams entered	ISP banner or trophy winners
Tennis	4	3	U14 Girls third place banner
Swimming	4	2	U19 Boys Sportsmanship trophy U14 Boys Sportsmanship trophy U19 Boys 3 rd place U19 Boys FINA top swimmer points trophy 21 Gold Medals 13 AASCA new AASCA records set
Basketball	2	1	U19 Boys Second Place banner
Knowledge Bowl	2	1 *	Varsity Knowledge Bowl 1st Place 3rd place EARJ Rio, Brazil
Cross Country / Track & Field	4	4	U19 Boys Sportsmanship trophy U14 Boys 2nd Place Overall U19 Boys 3rd Place Overall MS Boys Track Sportsmanship 1st
Math Counts	1	0	
Soccer	2	2	
Science & Engineering Fair	1	1	ISP hosted the AASCA Science Fair and first ever AASCA Robotics
	20	14 (70%)	

* ISP sent the varsity team to the AASSA (South America) Knowledge Bowl tournament in Brazil after winning the AASCA 1st place trophy.



VISUAL AND PERFORMING ARTS PROGRAM

The 2019-2020 school started off strong with eager students from all divisions excited about the plethora of opportunities VAPA had in store for them this year, and none of those students could have predicted how those opportunities would be altered with the global pandemic. Nonetheless, VAPA education and events adapted to challenges that came with distance learning, and ISP VAPA proved once again that #thereisnoplace like isp.

Academics: VAPA curriculum

Our events are tightly bound to the curriculum as co-curricular activities. Standards have been further aligned in music, art and drama. These standards form the basis for assessment and are tied to the curriculum both vertically, from K-12, and horizontally as all four standard groups(Creating, Presenting, Connecting, Reflecting) are shared between Drama, Music and Visual Art. A new scope & sequence was aligned from K-12 for music and visual arts, and this year with the inclusion of ES Drama, VAPA teachers have worked collaboratively to present a united front of what inquiry based art education looks like at a leading international school. Student choice, visible thinking and socially relevant content were a priority in units of study this year. Our VAPA community events are built on knowledge and skill explored in the classroom. The realisation of PK-12 drama has been an exciting development. This makes us stand out as a school who values the performing arts as a means of personal expression and social inquiry.

Art

The Visual Arts at ISP continue to provide students with a wide range of opportunities. 2D media, such as painting, drawing and photography, and 3D media like ceramics and

sculpture encouraged meaningful connections to real world issues such as gender equality and culture identity. Although we celebrated the process of creating art with an exhibition entirely dedicated to highlighting the journey of art making, we also celebrated outstanding final products with exhibitions such as the ES Show, FotoSeptiembre and United Women. All grade levels and courses combine theoretical, art-making and curatorial practices that align with our core standards and foster creative problem-solving skills.

Music

Music courses this year spanned a wide range of instruments and explorations. In ES students collaborated in groups to develop their own rhythms and beats. In Grade 6, students mastered an instrument after experimenting based on their interest. In HS, students had the opportunity to learn guitar, play in our first ever High School String Orchestra, continue in our growing High School Band program, or hone their own musical interests in General Music. Within these courses, students focused on how music is connected to our world, including creating original music, investigating musical contexts, and performing both as soloists and part of an ensemble.

Drama

We are proud to have completed the first year of ES Drama, and what a popular subject that has turned out to be for our students! In ES, MS and HS drama lessons units of work have been designed and implemented that look to foster a climate of critical social inquiry. The increased numbers for next year at all levels are testament to the success of the Drama courses in MS and HS. The students recognise and value their role as artistic inquirers in the





drama classroom. We hope to build on these successes next year. This model of drama education will play a vital role in supporting ISP's students socially and emotionally upon their return to campus after lockdown. Contingency planning has been taking place to ensure drama can be taught face-to-face within the limitations of potential social distancing measures; performances - live and/or virtual - are going to require careful and considered curation by admin.

IB Diploma Programme

All three VAPA IB programmes saw great engagement and meaningful presentations which were shared with the wider school community. All three performance elements were of high standard and did ISP proud. We even saw our first collaborative project between visual arts and music after the lockdown began, in a virtual music and art exhibition. It was moving.

IBDP VAPA numbers remain strong despite the popular choice of taking two sciences instead. Next year we will continue to run all three VAPA IBDP courses and anticipate building that momentum and recruiting even more students for the following year.

Culture and Climate: VAPA Community Events

VAPA events were the public highlights of a very busy year in the Arts at ISP. With our strategic approach to VAPA coordination, we were able to ensure students were involved in all aspects of processes and thus our events were vehicles for learning.

Musicals

The Secondary musical was "Matilda", a piece that was enjoyed by students and parents alike. The learning which takes place when students are engaged in such challenging

multi-age activities is second to none. "Alice in Wonderland" was in full swing with energetic rehearsals until school was closed. The production team, cast and backstage crew continued rehearsal online until the end of the year and are excited to perform live when it is safe to do so in the PAC or through a digital option.

Concerts, Exhibitions and Festivals

This year, students had the opportunity to perform in a multitude of venues, starting with the PTA Back-to-School Barbecue and continuing with ArtsFest, where students participated in creative workshops and demonstrated their learning process within the first few months of school, and then did the same, only virtually in the second semester. We had the largest pit orchestra, performing the original music for Matilda completely live. Second semester, students worked toward a student-led Formal Music Concert, presented online, and recorded collaboratively by all ensembles.

Organisational Health: Five year Strategic Plan

A five year plan was developed to run from 2015- 2020, and steps and support systems were put in place to see this plan through. The strategic plan has been reviewed this year and we are pleased with the progress that VAPA has made over the years. Over the last five years VAPA has flourished thanks to a great team with goal orientated philosophy on teaching and learning.

Staffing: Natasha Meiliunas has resigned at the end of 2019-2020 academic school year. It is recommended that ISP appoint a new qualified Arts specialist to lead VAPA and continue to develop the integrity, rigor, and reputation of the program.

PARENT-TEACHER ASSOCIATION (PTA)

Each year a group of dedicated parents come together to create the ISP PTA Officers, in support of school activities and the ISP community. This year our team was a diverse group of energetic and caring individuals working together to emulate the ISP Character Profile, and live up to the slogan on our PTA t-shirts 'Together we have Super Powers'. Although the year took an unexpected turn of events in March, we still accomplished many great things together and in the absence of organizing a Family Fun Fair our committee worked to revise the PTA Handbook for the community to use as a resource in the future.

We opened the year by combining two of our big **First Semester** events, the **Welcome Back BBQ** and the **Family Fun Run**. This was a beautiful event that included a healthy breakfast, prepared by our ISP chef and his team, on-campus tree planting, a collaborative globe painting, and of course a cross country run/walk around our beautiful campus. With the help of many staff and student volunteers it was a joyful and invigorating morning.

There is always a reason to celebrate at ISP. **Wellness Week, Honor Roll, PANAMUN, International Day, Matilda, ArtFest, and Fiesta de la Patria** were some of the opportunities where the immense support of parent volunteers allowed for the enhancement of great learning opportunities for our children. In an attempt to create an event for the adults of the ISP community, we hosted **Dinner for a Cause**, a dinner and auction fundraiser held in honor of a caring and courageous ISP teaching assistant undergoing cancer treatment. The support of the ISP community, through donations to the auction and ticket sales, allowed us to raise over \$12,000 that went to help her family with medical expenses. Our **Holiday Shop** in

December had us welcome 50 local vendors, many with handmade artisanal products, to set up shop in the gym so our families could shop for unique holiday gifts in a peaceful setting, and enjoy the opportunity to wish one another well. As a holiday thank you, we also hosted a heartwarming **Appreciation Breakfast for the Dolphin Maintenance Team**, with all the food prepared by parents, and served by grateful students. Our **Intercultural Group** met weekly to help foster strong community bonds through language exchanges and exploration of cultures both here in Panama and globally.

Second Semester kicked off with a **New Families Welcome Pool Party** - another new event to try to help families quickly feel part of the ISP Family. We were joined by the leadership team and had a great morning getting to know our new Dolphins. We were reviewing the excellent applications for **PTA Grants** and had committees working on planning the **Family Fun Fair (FFF)** when the first case of CoVID 19 triggered the closure of the school and campus. This was a challenge for all community members but ISP Administration and our amazing Teachers took only 24 hours to get our students learning online. With social distancing continuing through to the end of the school year we sadly had to revise our plans, cancel the FFF and cancel the awarding of Grants. Instead of our normal festive **Teacher Appreciation Lunch**, we created a video and photo montage to share with our teachers and many of our super ES Room Parents went above and beyond with heartfelt thanks delivered in video format from each student.

In spite of major obstacles our community persevered and prevailed through this difficult time learning that adaptability is sometimes our most important attribute. Graduation for our Senior class was full of mixed emotions as normal

traditions were not possible, but these resilient students have graduated and will be beginning many incredible adventures - even a global pandemic can not stop these talented and caring humans. The example set, as families from around the globe were able to participate in a creative and inspired virtual diploma ceremony, will be forever remembered and cherished.

Community connection is one of the things that makes the **International School of Panama** an extremely special institution and in spite of three months of house bound quarantine and social distancing the **Dolphin Spirit** has prevailed. Without being able to hug and a usual double-kiss greeting, we came together virtually to finish the year strong. The first digital yearbook has been delivered to families and we congratulate Nelson Hackin and his team of students for this beautiful collection of memories, which includes so many videos as well as the standard print photos - **WOW** - what a great way to Go Green and create something even better than the original. Many great Dolphins are leaving ISP this year but we know that we will welcome many exceptional people into our community in August and the cycle of an International School will continue in this way helping us grow through diversity and a wide lens of experience.

It has been an honor to work beside so many incredible people at ISP. I thank you all for your support and participation with the PTA and encourage you to always be authentic and compassionate. Embrace differences, love and support one another and ISP will continue to be a place where minds are filled, spirits are inspired, and dreams are fulfilled and replaced with even bigger dreams.

Sincerely,

Jillian Monaghan
PTA President 2019/2020



PTA TREASURY REPORT 2019/2020

Events and Activities Funded by Annual Dues

	Income	Expenses	Balance
Annual Dues	\$ 25,520	-	\$ 25,520
PTA Others	\$ 300	\$ 1,744	\$ -1,444
STEMC Others	-	\$ 557	\$ -557
VAPAC Others	\$ 121	\$ 350	\$ -229
PK & ES Representative	\$190	\$ 1,266	\$ -1,076
MS Representative	-	\$ 607	\$ -607
HS Representative	-	\$ 204	\$ -204
Sustainability Committee	-	-	-
Welcome back BBQ	\$ 76	\$ 4,389	\$ -4,313
Panamun	-	\$ 1,510	\$ -1,510
New Parent Reception	-	\$ 992	\$ -992
Fiestas Patrias	-	\$ 2,141	\$ -2,141
Valedictorian Gift	-	\$ 261	\$ -261
Teacher Appreciation	-	\$ 699	\$ -699
Honor Roll Lunches	-	\$ 2,481	\$ -2,481
Volunteer Appreciation	-	-	-
Intercultural Project	-	\$ 672	\$ -672
TOTAL	26,207	17,873	8,334

Events and activities with own income	Income	Expenses	Balance
Yearbook Photos	-	-	-
Holiday Shop Fest	\$ 5,100	\$ 688	\$ 4,412
Dolphin Appreciation	\$ 3,370	\$ 3,370	-
FamilyFunFair Sponsors	-	-	-
FamilyFunFair Exp.	-	\$ 128	\$ -128
Grant Project Exp.	-	-	-
SWAG Purchases	\$ 641	\$ 1,059	\$ -418
PAC Stars	\$ -	\$ 1,438	\$ 2,428
TOTAL	\$ 9,111	\$ 6,683	\$ 2,428

Balance	
Balance BoY 2019	\$ 180,284
Balance EoY 2020	\$ 186,328
Accounting movements for the period	\$ 6,043

