



2018-2019

# Annual Report

Cayman International School



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# A Message from the Director

We are a positive community with passionate learners



**Dr. Jeremy Moore**

The purposeful development of CIS is providing new and exciting opportunities for children and adults to learn, grow and play. One thing that is important and special about CIS is that despite our notable growth as an organization, our warm family culture, positive relationships, and thoughtful care for the needs of children stand firm as the ethos of our school. Images of the impressive school campus can capture your attention, and graphs and statistics can quantify learning and demographics, but these don't begin to describe the joy and synergy that flows through the halls. As we celebrate the conclusion of another year, this report highlights progress of the school and achievements of our students during the 2018-19 school year.





# Who are we?

The identity of CIS has never been stronger. Last school year, stakeholders joined together to reframe the mission, develop principles and create a new strategic plan. The community principles and learning principles are influencing action, permeating school experiences, and shaping our future. CIS has a clear definition of learning, and the educators at CIS use a shared language to focus our actions.







OUR MISSION IS TO  
**CONNECT**  
**INSPIRE**  
**SERVE**

We are a **POSITIVE COMMUNITY**  
with **PASSIONATE LEARNERS**

**CIS COMMUNITY  
PRINCIPLES**

Kindness  
Partnership  
Sustainability  
Good Intent

**CIS LEARNING  
PRINCIPLES**

Language  
Ownership  
Nature  
Context

**CIS**





# DEFINITION OF LEARNING

## Cayman International School's Definition of Learning

Learning is a process of growing, deepening, and sharing conceptual understanding, competencies, and character in lasting, impactful ways.

### CONCEPTUAL LEARNING

Conceptual learning is learning that is organized around big, important ideas. It is understanding on a deep level that is transferable to new situations.

**"LEARNERS  
UNDERSTAND THAT..."**

**Conceptual learning is happening when learners are:**

- Connecting new, potentially disruptive, knowledge to prior understanding and to important concepts.
- Constructing and reconstructing theories of how things work and why things are the way they are.
- Testing their evolving theories in different contexts to refine them so they have increased explanatory power and to see when, where and how they apply.

### COMPETENCY LEARNING

Competency learning is learning that connects skills and abilities to deeper understandings and is transferable to multiple contexts.

**"LEARNERS  
ARE ABLE TO..."**

**Competency learning is happening when learners are:**

- Deconstructing expert performance and comparing it with their own.
- Identifying the adjustments they need to make.
- Practicing in order to refine the skill and allow their performance to become increasingly automatic.

### CHARACTER LEARNING

Character learning refers to the values and dispositions that are explicitly fostered in the educational process and are transferable to various settings.

**"LEARNERS  
ARE BECOMING..."**

**It is happening when students are:**

- Considering what particular dispositions and values create a more positive world.
- Acting as a result of these considerations when trying to create a more positive world.
- Reflecting on the effects of these actions.



HEAD



HANDS



HEART



KNOW



DO



BE



CONCEPTUAL



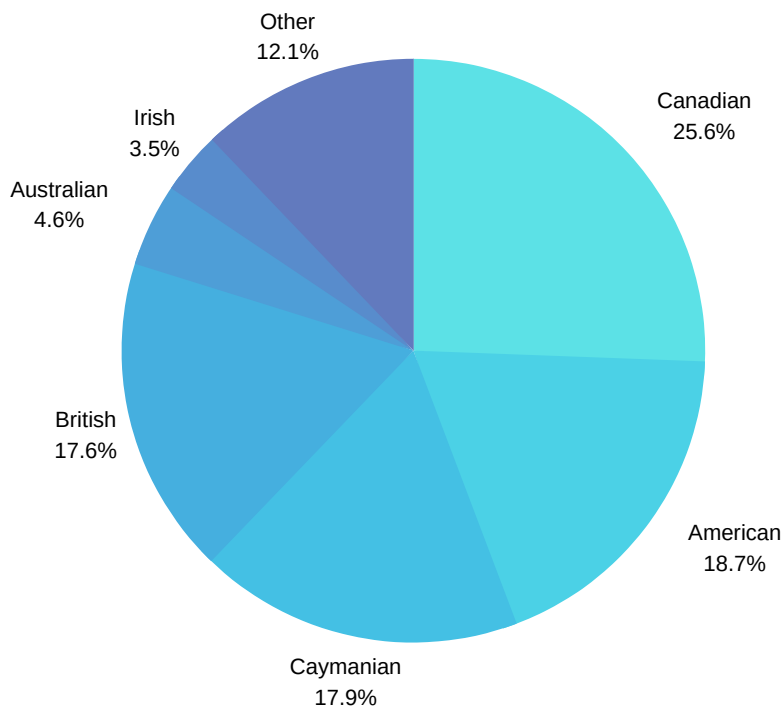
COMPETENCY



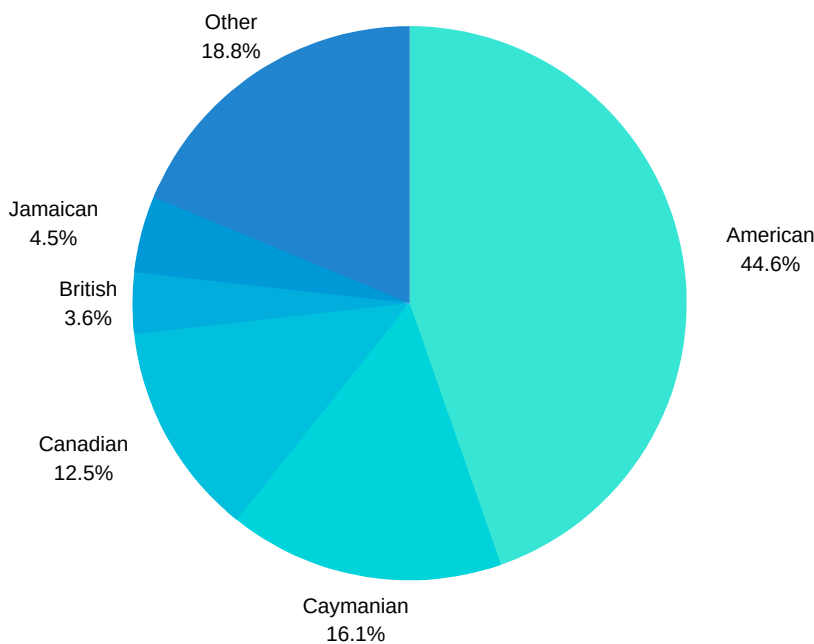
CHARACTER

# Diversity at CIS

There are over 35 different nationalities represented among the student body and over 12 represented among the faculty and staff at CIS



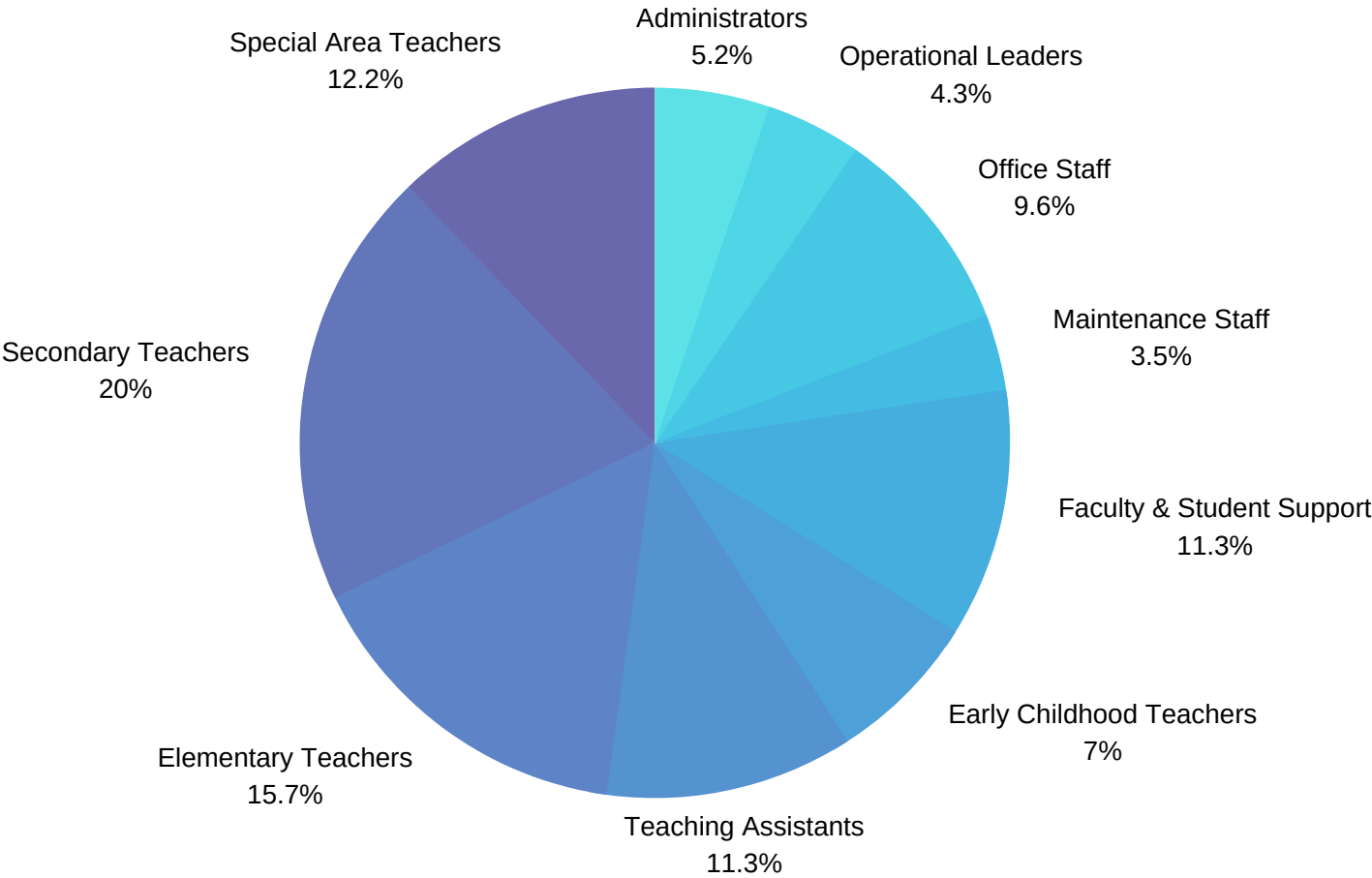
Student Body



Faculty & Staff

# CIS Faculty and Staff

The CIS family is comprised of several employee categories

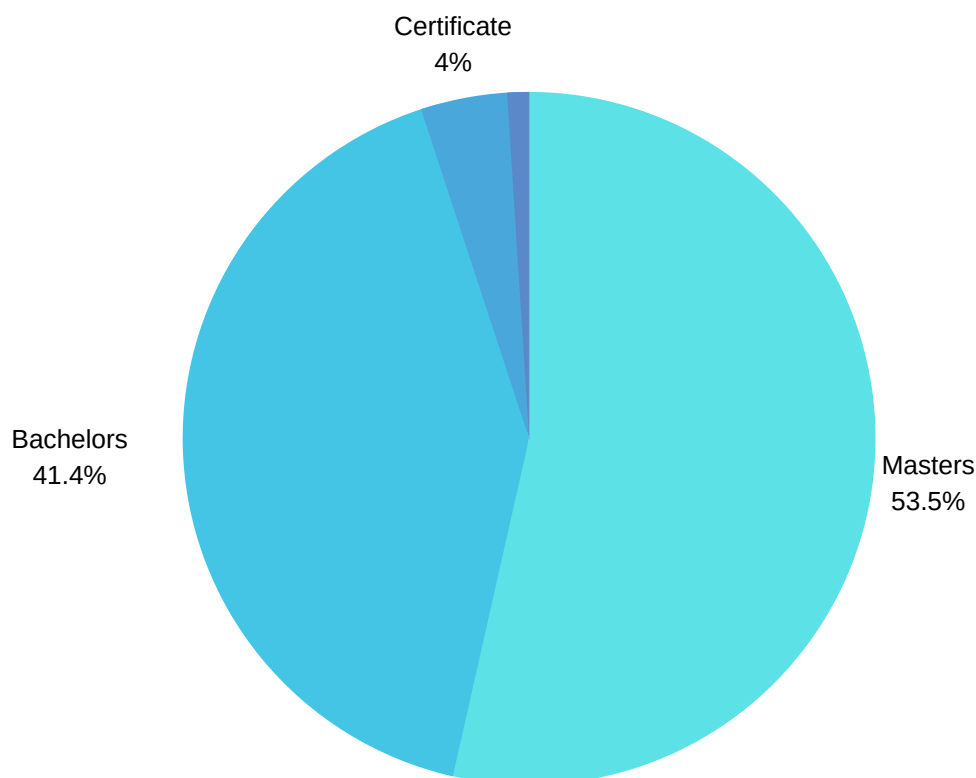


Faculty & Staff Composition



# Faculty Member Qualifications

**CIS professionals are highly competent educators and qualification levels continue to rise every year**

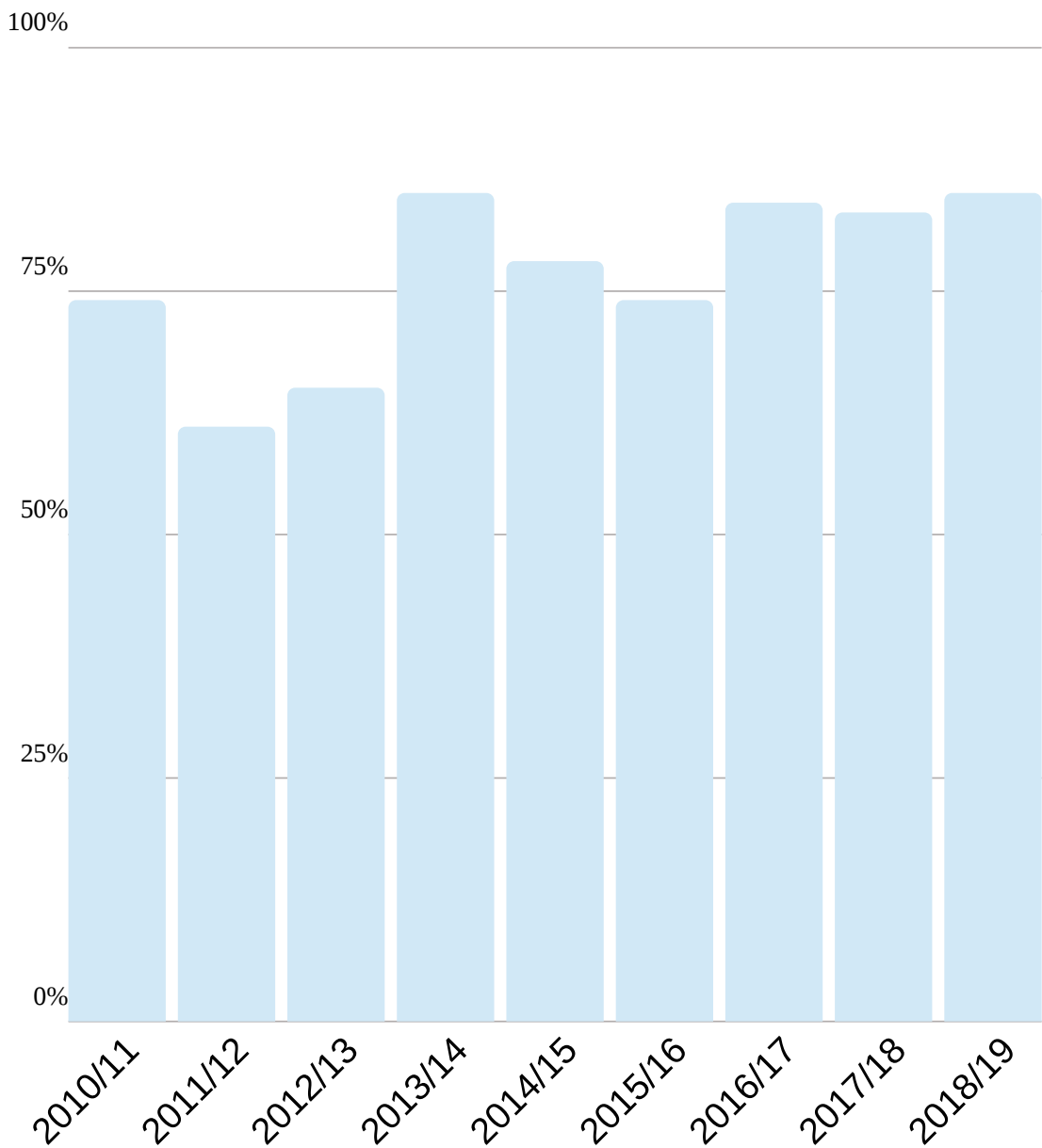


## Degrees Held By Faculty Members

Several new positions have been added for the 2019-2020 school year as CIS continues to expand. We are excited to welcome new faculty and staff who hail from all corners of the globe. [Click here to read about their backgrounds and qualifications.](#)

# Faculty Retention Rates

CIS offers competitive compensation, longevity incentives and professional development opportunities that are factors related to faculty retention



Retention Rates by School Year



# MAP Testing Results

CIS students take the Measurement of Academic Progress (MAP) assessment twice each year, providing important measures of student growth

## Measure of Academic Progress (MAP) Spring 2019

### MAP Reading: Comparison of CIS Students to Other Areas Around the World

	USA Students Mean RIT and Percentile Rank		Canadian Students Mean RIT and Percentile Rank		All International Students Mean RIT and Percentile Rank		Tri-Association Mean RIT and Percentile Rank		Association of American Schools of South America (AASSA) Mean RIT and Percentile Rank		CIS Mean RIT and Percentile Rank	
	Spring 2019		Spring 2019		Spring 2019		Spring 2019		Spring 2019		Spring 2019	
	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT SCORE	Percentile Ranking
Grade 3	199	50	198	48	190	28	196	42	198	48	207	70
Grade 4	206	50	206	50	198	29	205	47	206	50	214	70
Grade 5	212	50	212	50	204	29	211	47	213	52	223	77
Grade 6	216	50	217	53	209	32	216	50	218	55	224	71
Grade 7	218	50	220	54	214	38	220	54	222	59	230	78
Grade 8	220	50	224	59	219	47	225	62	225	62	227	66

### MAP Math: Comparison of CIS Students to Other Areas Around the World

	USA Students Mean RIT and Percentile Rank		Canadian Students Mean RIT and Percentile Rank		All International Students Mean RIT and Percentile Rank		Tri-Association Mean RIT and Percentile Rank		Association of American Schools of South America (AASSA) Mean RIT and Percentile Rank		CIS Mean RIT and Percentile Rank	
Grade Level	Spring 2019		Spring 2019		Spring 2019		Spring 2019		Spring 2019		Spring 2019	
	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT SCORE	Percentile Ranking
Grade 3	203	50	201	42	196	29	202	45	202	45	213	75
Grade 4	213	50	210	40	207	33	213	50	214	51	223	73
Grade 5	221	50	219	43	216	36	221	50	222	51	234	78
Grade 6	225	50	222	41	220	37	225	50	226	51	235	71
Grade 7	229	50	227	46	228	48	231	55	233	59	236	66
Grade 8	231	50	234	56	234	56	237	62	239	66	242	72

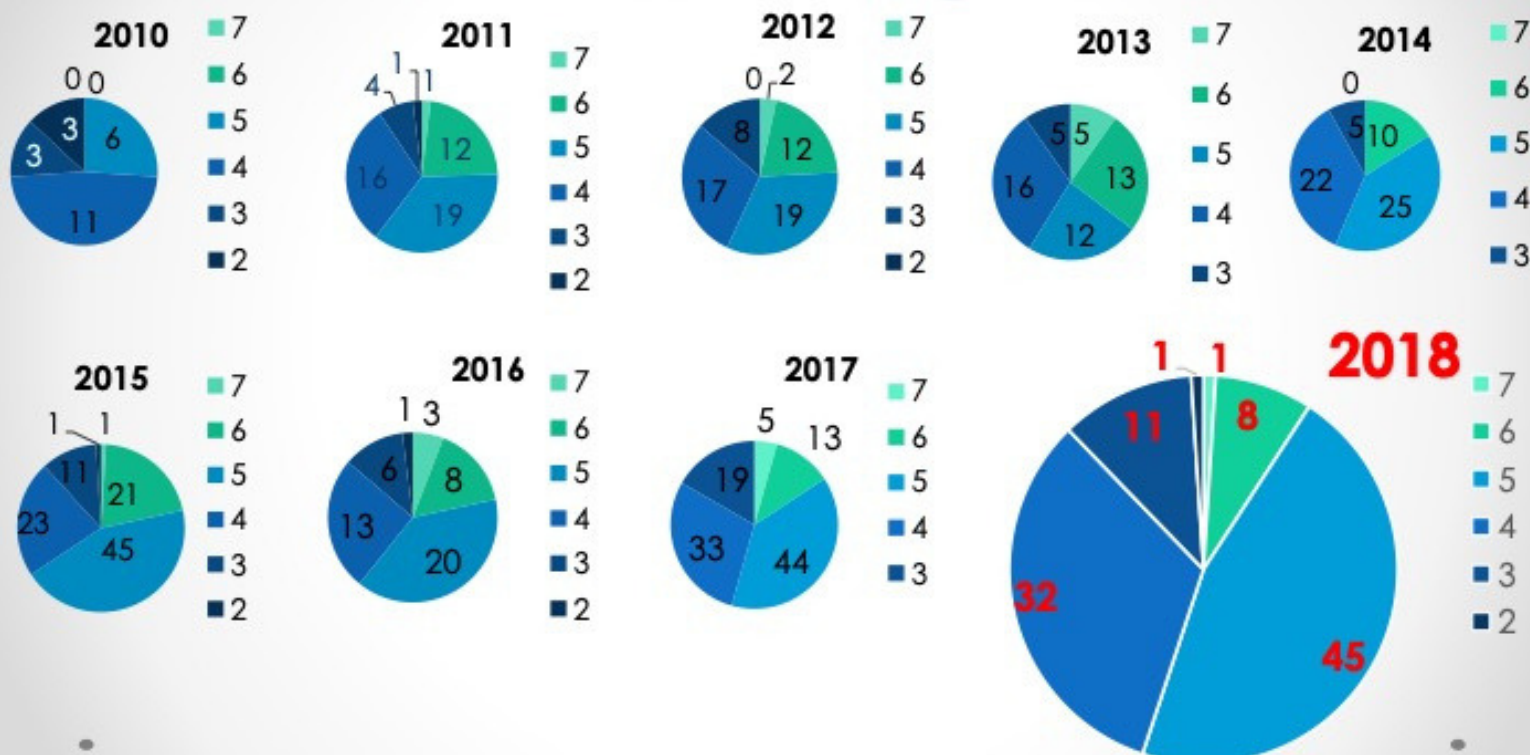
The charts above are comparisons of CIS in reading and math to the United States, Canada, all International Schools, AASSA and Tri-Association for grades 3-8. Once again at each grade level, CIS percentile rankings are above peer comparisons.

# IB Exam Results



CIS attainment levels remain above the overall global average

## CIS Results Progress



## CIS & World Comparisons

World Mean Diploma Points	29
CIS Mean Diploma Points	29
Worldwide Mean Grade	4.66
CIS Mean Grade	4.92
Worldwide Pass Rate	78.2%
CIS Pass Rate	100%

**100%**  
**Pass Rate**





# Where Are We Going?

CIS is deliberate in its planning and purposeful in its actions. As the school grows, there are explicit outlines for advancement and strategies for realizing the progress that was generated with the input of all stakeholders. With a sound identity, motivated staff and clear direction for development, the future of CIS is exceptionally bright.



# Strategic Plan & Reaccreditation

**We know where we want to go, and we have plans that will guide us there**



We believe in continuous improvement, strive to excel, and the CIS strategic plan presents areas of focus for the future. The plan is framed by our shared language, it points to aspects of growth from our reaccreditation process, and it shares how we will define learning, design learning, deliver learning and demonstrate learning. We know where we want to go, and we have plans that will guide us there.

Middle States Association (MSA), visited our campus February 19-22 for our reaccreditation process. CIS selected the Excellence by Design self-study and accreditation protocol because it uses the strategic planning process as the vehicle for growth and improvement. The team from Middle States was tasked with ensuring that CIS met or exceeded the 12 standards of the protocol. CIS exceeded in many areas and will receive full reaccreditation from Middle States.





# University Acceptances

**Students from the Class of 2019 were accepted to 53 different schools in 6 countries**

## United Kingdom

Canterbury Christ Church University  
Kings College  
Kingston University  
Oxford Brookes University  
Swansea University  
University of Bath  
University of Birmingham  
University of Edinburgh  
University of Portsmouth  
University of Sussex

## Canada

Bishop's University  
Brock University  
Dalhousie University  
Olds College  
Red Deer College  
University of Calgary  
University of Toronto  
University of Victoria  
University of Waterloo

## Europe

IE Business School  
University of Amsterdam  
University of Bologna  
University of Leiden

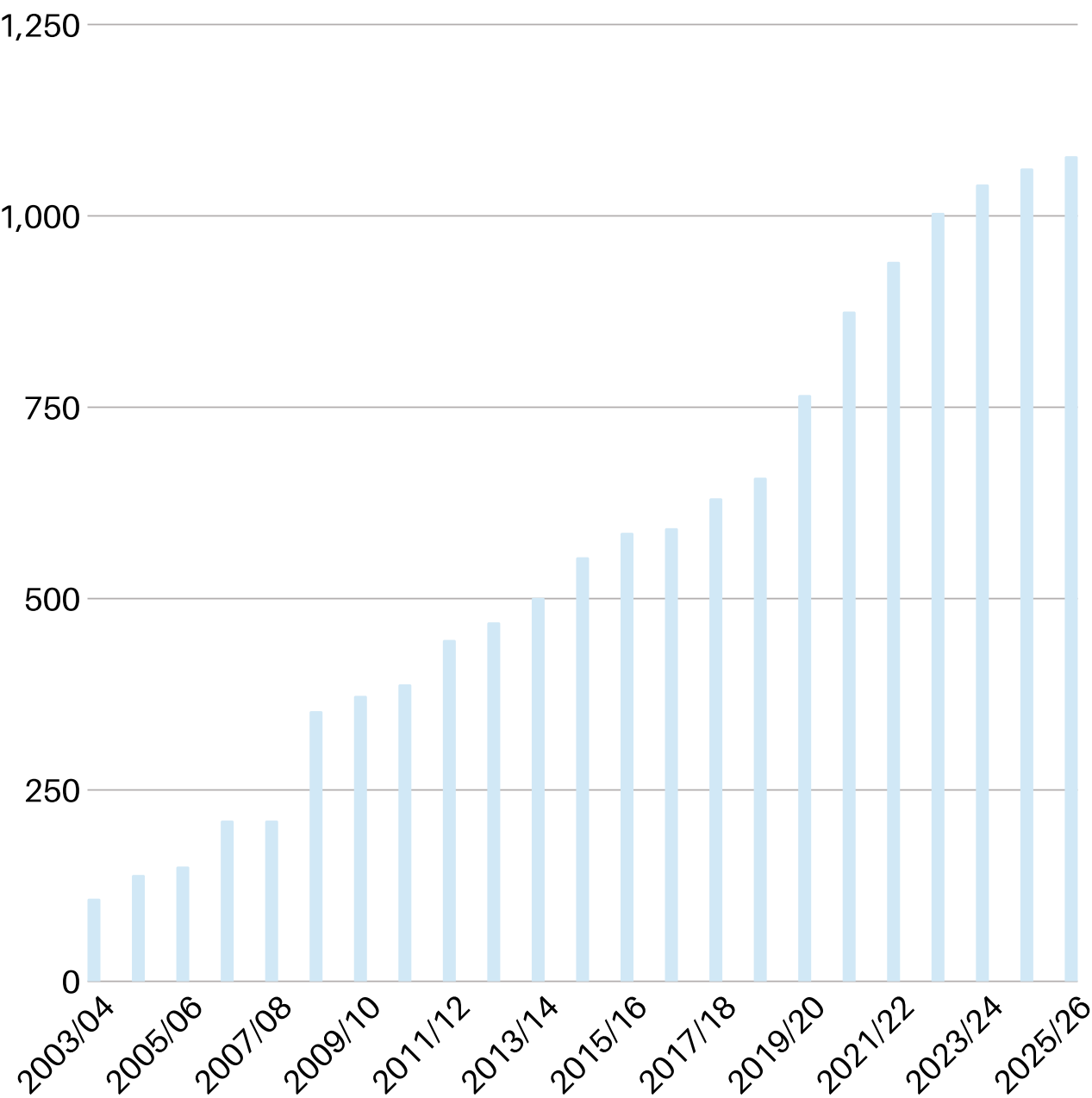
## United States

Baylor University  
Clark University  
Elon University  
George Mason University  
James Madison University  
Lewis & Clark College  
Los Angeles Film School  
Loyola University of Maryland  
North Carolina State University  
Northeastern University  
Nova Southeastern University  
Ohio Northern University  
Penn State  
Providence College  
Rollins College  
Southern Methodist University  
Saint Francis University  
St. Thomas University  
Syracuse University  
Wake Forest University  
Wentworth Institute of Technology  
University of Arizona  
University of Central Florida  
University of Colorado, Boulder  
University of Georgia  
University of Massachusetts Amherst  
University of Miami  
University of New Hampshire  
University of South Florida  
University of Tampa



# Enrollment Projections

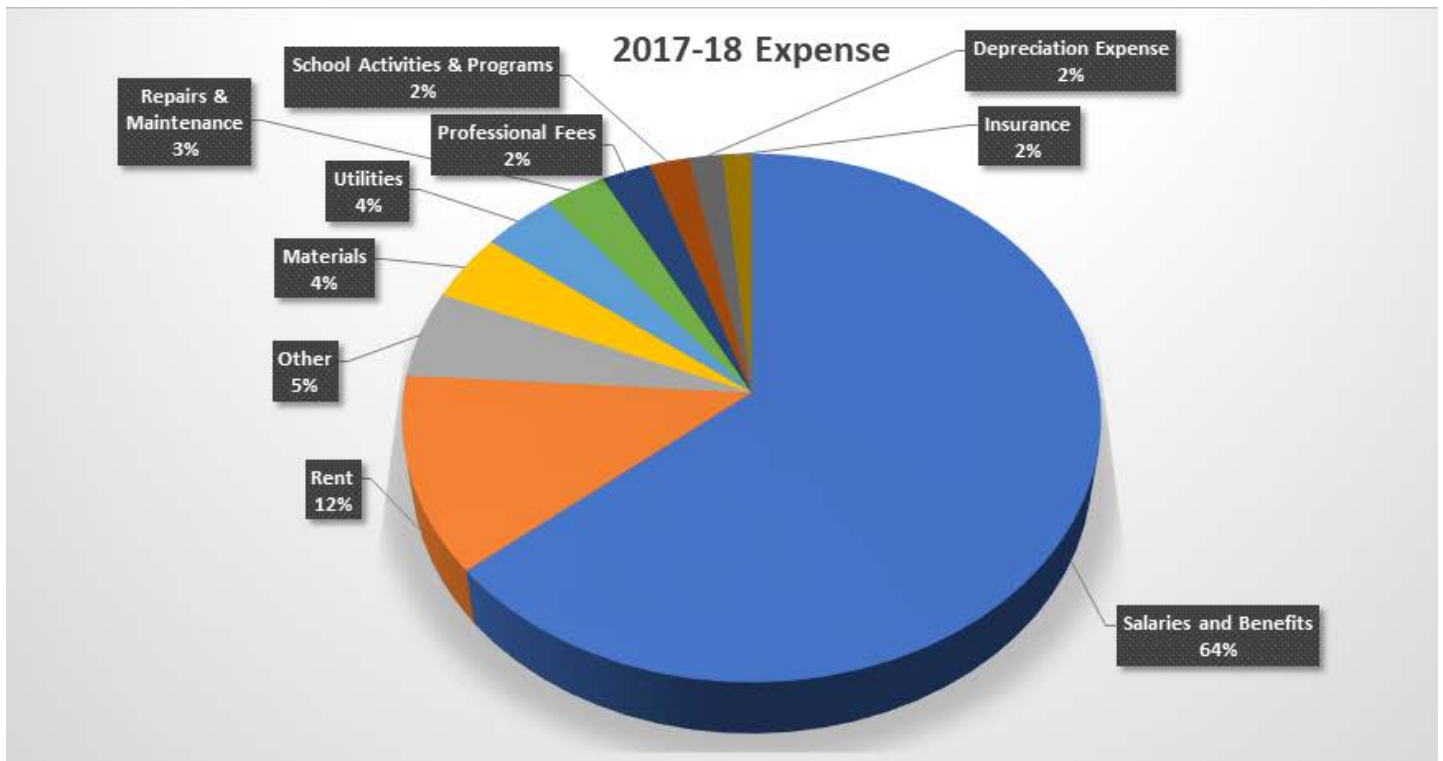
The enrollment at Cayman International School reached approximately 662 students in 2018-19 and the numbers continue to rise every year as the school develops and thrives. Space has become extremely limited at CIS, and the school would be over capacity without the upcoming expansion project. The Early Childhood expansion will open in August of 2019 and the High School expansion will open in August of 2020, allowing for 4 classes at each grade level and increasing the overall capacity of the school to nearly 1,100 students.





# Finances

## CIS engages in an annual external financial audit



## CIS Financial Information

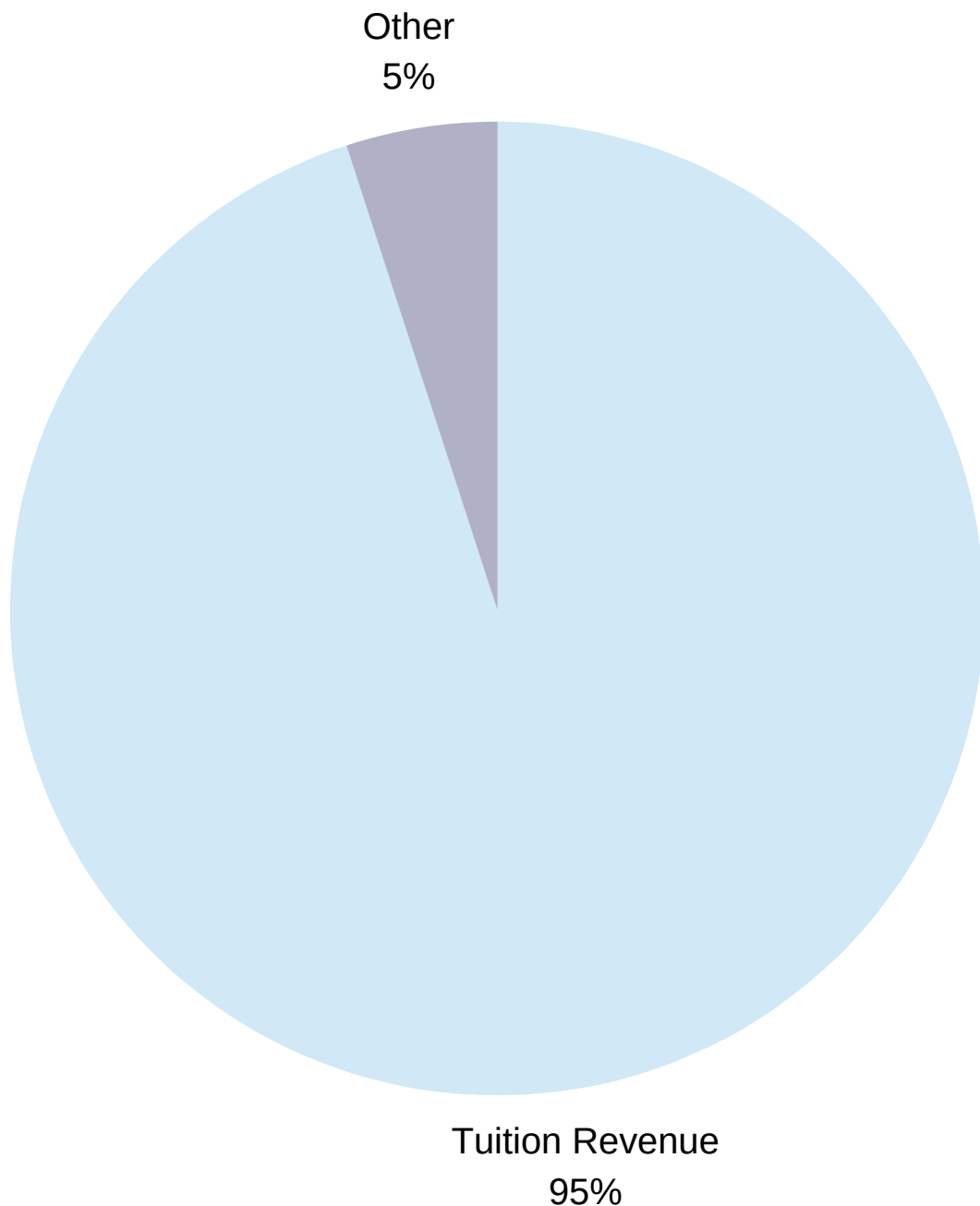
CIS continually operates its finances in a responsible manner with a high level of accountability. CIS strives to maintain a six month operating reserve and engages in an annual external financial audit.

CIS Board Policy includes a "Statement of Financial Mission" that includes fiscal direction. *The quantity and quality of learning programs depend on the effective and efficient management of funds provided. Any annual surplus or deficit realized in the school's consolidated accounts accrue to Cayman International School alone. Accumulated surplus is used to offset deficits in poor performing years, fund CIS educational projects and to assure the long term financial security and growth of CIS. It is the responsibility of the Board of Directors to direct the management of such surplus or deficit in a fiscally prudent manner as a going concern and a responsible member of the community.*

A simplistic description of the relationship between CIS and Dart summarizes Dart as the landlord and CIS as a tenant, but the partnership and relationships between the organizations run much deeper as the Dart organization is committed to educational initiatives for all schools across the island.

# 2017-2018 Income

**CIS receives a grant from the Cayman Islands government and accepts other minor miscellaneous income**





# Connect

**Examples and highlights in the following pages of this report illustrate how CIS is living its mission to Connect, Inspire and Serve**

At CIS we believe in connected learning experiences. First, we strive to make sure students are challenged to think critically in ways that allow them to connect previous understanding to new, interesting and important ideas. We work hard to ensure our curriculum is aligned and provides a connected experience from class to class and year to year. Next, at CIS we understand that learning is social and thus we value being connected as people. Student to teacher relationships are crucial. So too, of course, are student to student connections. Whether on the sports field, in the classroom, or in the community serving, a spirit of camaraderie and collaboration permeates CIS.

Finally, because we understand that learning happens best in rich and relevant contexts, we work hard to make sure students are connected to issues in our Cayman and global communities. We encourage bringing local experts and community members into our classrooms to enrich lessons. We promote and provide opportunities for students to get involved in various local issues as service projects. Making connections between ideas, people, and the world are at the heart of learning at CIS.



# Sustainability

**CIS students engaged in important dialogue about sustainability with members of government**



In May, many CIS students took part in the Global Walk Out with a peaceful protest demanding action on environmental issues. One of the driving forces behind the event was the student-led advocacy group Protect Our Future, who recently started a powerful social media campaign to raise awareness around the issues affecting our island. We are so proud of these students for putting their principles into action.

CIS students also joined HRH Prince Charles at the Central Caribbean Marine Institute in Little Cayman to watch a 'Reefs Go Live' - a live link to divers at a reef.

In 2018-19, CIS students engaged in a plethora of activities aimed at increasing awareness of sustainability efforts, and they acted on their learning. CIS students won the Lois Blumenthal Youth Conversation award and were presented with their award at Government House.



# Parent Community

**CIS parents play a vital role in the success of our student programs**



Our CIS parents contributed countless hours during this school year to enhance the learning experience of our students. Without this support, CIS simply would not be the school it is today. CIS parents play a vital role in the success of our student programs and the positive community experience felt by all of our CIS community. Some of the ways our parent community contributed to CIS during the school year included, being a volunteer in the Parent Volunteer Program, being a room parent, serving on the school advisory committee, speaking to students about career experiences, assisting in International Night, reading stories to students, chaperoning field trips, participating in focus groups, and planning our graduation ceremony.



# Caymanian Oral History

**Students interviewed multi-generational Caymanians and learned about their life experiences here on the island**



In May 2019, CIS held their Annual Oral History Event to discuss the history of Cayman. This student led project was their capstone project of the year and students put an incredible amount of effort into making the event a success. Students were responsible for designing and sending invitations, following up with contacts, crafting interview questions, facilitating the event, conducting and transcribing the interviews, submitting the transcriptions to the Cayman Islands National Archives (CINA), and analyzing their findings. In total, nearly 40 Caymanians from East End to West Bay participated in the event. Each student was able to interview multiple Caymanians and learn about their life experiences here on the island to have a better understanding of Caymanian history. Ultimately the event was an enormous success and was featured in both the Cayman Compass and Channel 27 News, but more importantly students learned a wealth of information about the island's history and its people.



# Oceans Field Work

**The goal of this unit is to connect with and serve our community and inspire students to become passionate stewards of the ocean**



In Grade 2 at CIS, we do a Project Based Learning Unit on the Ocean. Because we live on an island, the ocean is a daily presence in our lives. It impacts us in ways that are personally, culturally and economically significant, and often dictates the ways in which our daily needs are met. We understand in concrete ways that the ocean is the lifeblood of Earth -- and life itself. In Cayman, the threats to our oceans are compounded. We see the real impact of these threats, but also the potential impacts we can make through our daily choices. We understand the need to educate ourselves and others about the potential of these impacts.

In this project, students took on the role of environmentalists. They engaged with partners in our community and experts in the field including the Central Caribbean Marine Institute, Guy Harvey Ocean Foundation, Department of the Environment, Cayman Islands National Trust, and Jacques Cousteau's Ambassadors of the Environment. They completed individual research projects and work in teams to combine information, connect understandings, and grow ideas. Through service learning projects, students educated members of our school and local community about the threats to some of our most treasured sea creatures, sharks and sea turtles, and raised funds to adopt and tag a shark and sea turtle in Cayman to support conservation and research efforts. Students participated in fieldwork through a snorkeling trip to a coral reef, mangrove walks with a field guide from the Natural Trust, a visit to the National Gallery to engage in conversations about ocean issues represented in artwork, and took part in a beach clean up to take action. This project is rooted in our CIS Learning and Community Principles, to connect with and serve our community and inspire students to become passionate stewards of the ocean.

# Counseling at CIS

## Counselors guide students in their social emotional growth



This year CIS welcomed over 20 guest speakers from a range of professions to our Career Day. These guest speakers were invited based on career interest surveys done at the middle school level. The event's theme for the year was "Find Your Passion." The morning started with a keynote speaker, Pascal Pernix, and continued with four breakout sessions where students were able to select which speakers they wished to see based on personal interest. The event received excellent feedback from the speakers, faculty, and students.

The counseling department was also fortunate to be able to bring in the movie *Angst*, the IndieFlix film, which was shown to all of our students in grades 5-11. It was also made available to parents at a parent evening that was followed with a discussion.

At the start of the year, the secondary counseling department completed a needs assessment with all students to gather data on social emotional concerns that were most important to them. In both middle and high school, stress and anxiety were among the more significant concerns. This film provided students with a rich common language to use while discussing concerns around anxiety.

This year both the elementary and middle school took part in the Stood Up to Bullying campaign put on by Children and Family Services. We had a number of students attend in the island wide fair held in the ARK, and two groups were recognized with awards. This was the first time CIS has participated in this annual event.





# Partnership and Sponsors

**When we partner with our community, all stakeholders benefit**



CIS Athletics has demonstrated a strong belief in our school's Partnership Principle throughout the 2018-2019 school year. This department has formed relationships with a number of local businesses knowing that when we partner with our community, all stakeholders benefit.

Price Waterhouse Cooper, following their move to Camana Bay, has come on board as our sole sponsor for football (soccer) at all grade levels and both genders. Their generous sponsorship means that all CIS footballers have access to world-class equipment, apparel, and coaches.



Maples FS (now Maples Group) is another local organization with whom our athletic department has partnered over the last two years. With their support, our CAISSA athletes (high school participants in regional tournaments around the Caribbean) benefit from reduced travel costs and Maples branded apparel. Maples' support for CAISSA allows for our athletics department to send strong teams to these tournaments.



# Inspire

## **At CIS, we live by four community principles that shape our actions**

The first is kindness. We aim for what Mary Myatt calls a big-hearted school, one in which everyone feels welcomed, safe and hopeful. We give them a place in which they and their ideas matter. We model kindness, and then we expect it in return.

Secondly, we treat children as partners in learning. We show them that they can understand -- and do -- important things. We have them work on projects that matter, and we ask them to grapple honestly with big ideas.

Thirdly, we assume good intent. We think the best of our students, so we have high expectations for them. We talk with them, not about them; we sit with them to set ambitious goals and then work beside them as they grow. We ask that they be the best selves they can be because that is what the world will ask. That is what the world will need.

And in the end, we teach for sustainability. We want our school, our community, and our earth to thrive. We want our relationships to last. And we want the ideas children have in our classrooms to grow and evolve into goals with the power to shape lives.

The etymological roots of the word inspire are found in the Latin for "breathing in." But after you breathe in, there is a biological urge to breathe out. We hope our children will do both – breathe in kindness and learning and good intent, and then breathe out again, giving as much inspiration back to the world as they have received from it.





# Performing Arts

Performing arts programs at CIS continue to grow and thrive



## Band

The band program at CIS continues to flourish and host community performances. This year's highlights include both a summer and winter concert, steel pan concerts on the crescent in Camana Bay, and various rock band performances throughout the school year.

## Drama

This year's drama students brought to life the classic Broadway musical *Guys and Dolls*, with show-stopping song and dance numbers and beautifully portrayed characters. Other performances included *The Mysterious Case of the Missing Ring*, a comic farce presented by the High School Theater class and *To Burn a Witch*, a four-woman drama about the Salem witch trials.

## Choral

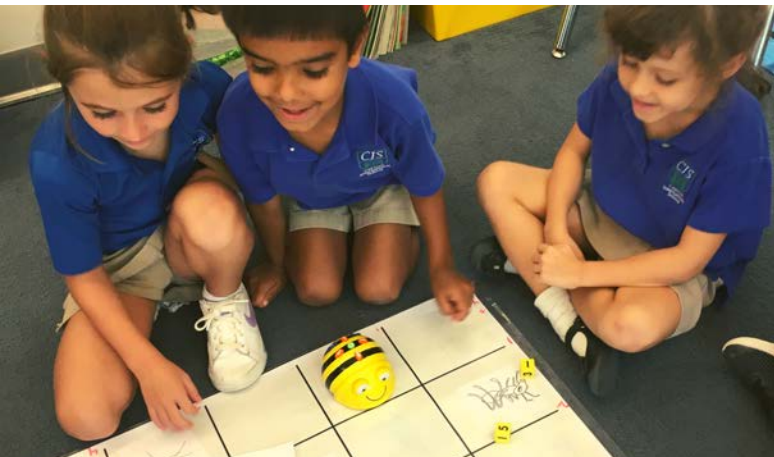
The CIS choral program was busy this year with eight different performances. Holiday performances included a spooky Halloween rendition of *The Monster Mash*, a special song by the 5th-grade chorus to commemorate Remembrance Day, a magical performance by all of our choral students at the Camana Bay Tree Lighting as well as some fun Valentine's Day sing-o-grams. The 5th-grade chorus put on an impressive spring concert in which they choreographed, memorized and acted ten different musical numbers making up a song all about famous scientists called *Go, Galileo!* They even collaborated with 10th-grade chemistry students on different experiments to highlight their learning. Other performances included magical winter and spring concerts at the Harquail and some sentimental numbers at this year's graduation.





# Technology

## CIS uses technology to transform educational experiences



### Elementary

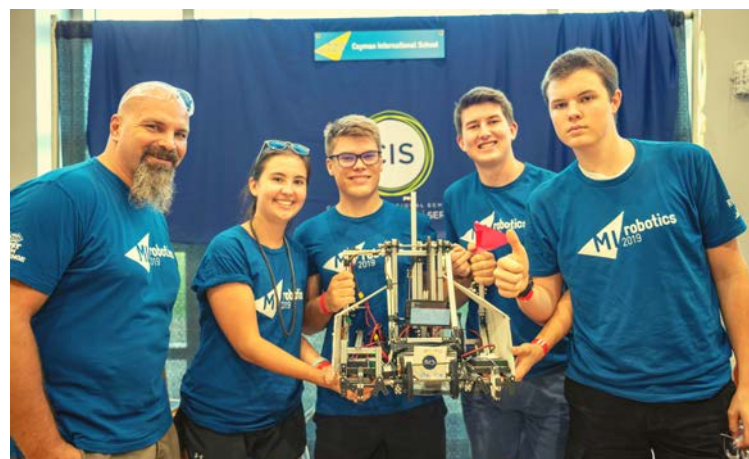
Our Elementary School students use technology for learning in all of their classes. With 1-to-1 iPads in Kindergarten to Grade 3 and Chromebooks in Grades 4 and 5, students have easy access to technology for research, creativity, and collaboration. Whether they are practicing the writing process, researching topics in science, or working out problems in mathematics, CIS students comfortably and competently use technology to enhance their learning.

The photo above is just one example of our technology integration model in action. In the photo, Kindergarten students are showing what they know about insects by playing a game with Beebots.

They take turns rolling the dice and adding the numbers together. Then they read to locate the corresponding insect on the numbered list. Finally, they identify the insect on the grid and program the Beebot to travel to it. 3C's in action!

### Secondary

The Robotics program in the Secondary at CIS experienced a huge year. A team of students attended an international robotics competition (entitled "FIRST") in Jamaica, as well as two local tournaments, the Sea Perch challenge and the Rover Ruckus event hosted by the Dart Minds Inspired program. Students won the Rover Ruckus competition, but more importantly they grew new understandings of important concepts, developed new competencies and grew in their character.



# Athletics

## Sports programs are flourishing at CIS



Our athletics department continues to develop in a number of measurable ways. This year saw a sustained focus in adding new programming to ensure that all of our students have access to world class sporting opportunities. This focus led to unprecedented growth in our elementary football programming with six distinct teams representing CIS during the Primary Football League season. Additionally, at the elementary level, we launched high quality basketball and volleyball programming with the support of ACX Basketball Cayman and the Cayman Islands Volleyball Federation.

Our secondary students benefited from similar growth in programming. This year saw more middle and high school teams wearing the blue iguana than at any point in our school's past. Our secondary teams competed with skill and character locally and internationally. CIS is gaining a reputation for being a school that encourages participation at all levels.

No other school in the Cayman Islands registers as many teams in local competitions. Furthermore, our teams traveled to the Bahamas, South Florida, the Dominican Republic, and Ecuador to participate in tournaments with peer schools from around the region.

Growth also means a focus on excellence as new teams become more experienced. The 2018-2019 school year witnessed great success on the pitch and on the court with record-breaking performances from our elementary football teams, middle school basketball teams, and various high school teams. Our high school boys basketball team completed an undefeated local season, as did our high school co-ed volleyball team. Our high school boys football team made their first appearance in the final of a CAISSA tournament while our high school girls footballers made their third consecutive finals appearance. Overall, success for CIS Athletics is starting to look more and more like winning seasons taking home silverware from competitive tournaments.



# Personalized Learning

This year continued to see the development of our Personalized Learning program at CIS. PLE runs as a full-time semester-long elective class in high school, and students choose what they will do to earn credit. This year our projects have included film-making, clearing up trash from the canals, underwater photography, fishing knots, drone videography, learning Japanese, cooking skills, wake boarding, video game design, learning volleyball, oil painting, and many many more. At the end of the semester the students host a showcase for the entire high school and any community members who wish to attend, and they present their concept, competency and character learning to those in attendance in order to earn their credit for the course.

This has opened up a huge range of learning possibilities at CIS and has been embraced by our high school students who can truly pursue their passions in a way that a traditional curriculum would not facilitate. This has helped our students to become more driven, more autonomous, more solutions orientated, and better at managing their time, especially when their projects rely on factors outside their control. We are excited to see this course continue to grow, and to see what other passion projects our students choose to pursue.





# Student Leadership

**We encourage students to demonstrate commitment and develop their leadership skills**



## Elementary School

This year Elementary Student Leadership continued to work with Children and Family Services with our CIS Giving Tree during the Holiday Season. Additionally, we led the assembly in December for the IB Learner Profile on Caring. We also hosted two bake sales, led an open library on Saturday, wrote Valentine cards to the elderly and will be celebrating the end of the year with a showing of Aladdin. Each year we continue to sponsor Bob our Blue Iguana who is cared for by the Recovery Program through the National Trust. The Elementary Student Leadership is very grateful for all the support we receive from the students, administration, and parents who assist us each year.

## Middle School

Middle school student leadership had many highlights this year, including the hosting of many events for middle school students.

The annual dodge ball night was so successful that a second night dubbed, "Middle School Dodgeball Strikes Back" was added to the calendar a few weeks later.

MSSL also put together different fundraisers including Halloween candy grams and Valentine's Day Sunkist soda admirers.

Middle School Student Leadership representatives also helped give guided tours and presentations to MSA

representatives during the accreditation visit, as well as assisted with the 5th-grade move up day breakfast, answering student questions to give 5th graders a preview of middle school life.



# Student Leadership

**HS Leadership promoted school spirit and presented to the MSA reaccreditation team**



## High School

One of the most important moments this year for the High School Leadership Team was when they greeted and presented to the Middle States Evaluation team. Our students shared with the team what they thought was best about all aspects of student life and academics at CIS. They were articulate, thoughtful, and reflective, and, according to the MSA team, were quite impressive.

The Leadership Team was also responsible for Spirit Week in November, which this year was a "whole school" event. The goal was to celebrate all things CIS. The best part of the week was seeing the adorable elementary involvement in the various dress-up days, not to mention the celebratory pep rally.

Finally, for the first time at CIS, the leadership team students promoted Heart Month. They organized an prepared and presented--through homerooms--an emphasis for each week: Red Cross Week, Health City/Have A Heart Week, Taking care of Lonely Hearts Week, and Heart Health Awareness Week. In addition, the Leadership team sponsored a fundraiser for children who are heart patients at Health City.





# Mindfulness at CIS

**Becoming more aware of how they are feeling in the moment without judgment, enables students to find calm despite what is going on in the external environment**



In line with our Community Principles at CIS, first-grade students have been following the Mindful Schools Curriculum and engaging in mindfulness and heartfulness practices. Mindfulness practices such as mindful breathing, listening, and body scans, support our students in growing their awareness of self, others and their surroundings resulting in improved focus and attention. Becoming more aware of how they are feeling in the moment without judgment, enables students to find calm despite what is going on in the external environment. This, in turn, develops emotional regulation and nurtures their empathy and compassion toward others. Some of the activities Grade 1 students have particularly enjoyed are belly breathing, sending kind thoughts and nature walks, where we use our senses to notice the world around us. At CIS we believe these skills and competencies will help our children find balance and objectivity, building resilience that will serve them throughout their lives and enhancing the contributions they may make to the community in the future.



# Serve

**We strive to foster a sense of service from an early age and work to consistently integrate and encourage the importance of what it means to serve the local and global community**

To 'serve' means many things to many people. To serve denotes more than just taking action; it is an expression of who we are as individuals and a reflection of our CIS Community Principles of Kindness, Good Intent, Partnership, and Sustainability. To us, 'to serve' involves the humility of knowing that each of us is one small part of the many in our community. It involves the creativity of discovering and addressing a specific need for a person or group of people. It demands responsibility and leadership in developing a way to address a specific need and build capacity around a potential solution. And it involves the importance of reflection in learning from and improving upon our service in order to continually impact the school, local and global community. At CIS, our varied opportunities to serve our community are as diverse as the learners within it. From individual peer tutoring to group membership in our many co-curricular clubs and global organizations, we strive to foster a sense of service from an early age and work to consistently integrate and encourage the importance of what it means to serve the local and global community.





# National Honor Society

This is a student-led community service based organization that maintains a high level of academic rigor. It is founded on the principles of leadership, scholarship, character and service. Members must demonstrate all 4 principles prior to their induction. In the past, the NHS division at CIS has done many fundraisers and partnered with The Cayman Cancer Society.

In the 2018-19 year, we attained more members than ever, with 24 students. Our CIS chapter focused on three pillars: Education, Health and Environment. For the Education Pillar, students volunteered at Georgetown Primary as math tutors. For the Health Pillar, students continued to partner with Impact 345 and Have A Heart, creating gift bags for toddlers having heart surgery. Within the Environmental Pillar, students partnered with Plastic Free Cayman and Soul Buffalo, educating the local community, our governor and visiting tourists about the dangers of plastic pollution. Additionally, they created an environmental campaign called, "Protect Our Future," which aims to promote island-wide sustainability. In total, our NHS students completed over 1200 community service hours this year.



# Service Learning

**Service learning at CIS has many parts, but just one goal: to build a caring community at our school**



## Overview

This year also saw the launch of two-year service project initiatives for all students in 11th and 12th Grade. The Grade 11 students created an action group called The Grove Zone which aims to educate locals and tourists on the importance of mangrove ecosystems to our island and looks at ways to help protect and restore local mangroves. The students worked with the National Trust and also collaborated with the Grade 2 students who were learning about mangroves in class. They have already begun charting ecosystem loss in Cayman and have launched a website to help spread awareness; in the second year of their project, they endeavor to replant some the local mangroves and evaluate the different methods they have been researching.

The Grade 12 students worked with Cayman's ARK to support their MER initiative by educating people about it and through fundraising. Next year's Grade 11 students will pick this up as one of their two-year service projects, and we hope to expand this initiative to support a third local cause next year as well.

## Bottle Cap Drive

In an island-wide initiative, students from over fifteen different schools collecting plastic bottle caps for part of the 2018-2019 school year. The result was over 500,000 bottle caps and growing awareness about our plastic usage as a community here on Grand Cayman. The bottle caps were cleaned and sorted by color in March on Bottle Cap Day and are currently awaiting their use in multiple on-island art projects. Many families who participate in the Bottle Cap Drive now say they wish there was a responsible way to dispose of their plastics and hope that the island's waste management is headed in that direction.





# Community Donations

**CIS students raised money throughout the school year for both local and international charities**

National Trust of the Cayman Islands	\$1,053.36
Cayman Cancer Society	\$938.14
Meals on Wheels	\$890.13
Cayman ARK	\$770.58
Blue Iguana Recovery Program	\$975.96
Cayman Heart Fund	\$1,054.54
Children of Haiti Project	\$942.41
National Trust and Earth Day	\$912.51
Feed Our Future	\$835.83
Cayman Islands Humane Society	\$136.11
Operation Smile	\$417.56
Cayman Islands Veterans Association	\$361.56
Shark Conservation Cayman	\$3,855.45
Have a Heart Cayman	\$257.84
Water for South Sudan	\$1,795.24
Character Day Fundraiser	\$1,131.20
Triathlon Fundraiser	\$1,324.60
Cayman Acts of Random Kindness	\$951.00

**TOTAL  
RAISED:  
\$18,604**

Throughout the school year, CIS students raised money through Civvies Days and other various events. This year's fundraisers included poppy sales on Remembrance Day, a Walk for Water and even shark tagging with Shark Conservation Cayman. All of these efforts raised over \$18,000 KYD!

# Reflections



I want to thank all of our parents for sharing your children with us. Each student has their own story and their own journey, and I am thrilled at the growth I have witnessed over the year. To the families who are leaving us, best wishes in your new adventures; to the families who are returning, thank you for continuing to choose CIS and supporting our community. I wish you all a safe and restful summer.