

CAYMAN INTERNATIONAL SCHOOL

2018

ANNUAL REPORT



TABLE OF CONTENTS

TITLE	PAGE NO.
MESSAGE FROM THE DIRECTOR	3
GROWTH AND EXPANSION	
ENROLLMENT INFORMATION & PROJECTIONS	5
STRATEGIC PLANNING & REACCREDITATION	6
ACADEMIC PROGRESS	
MAP TESTING RESULTS	8
IB EXAM RESULTS	9
CLASS OF 2018 UNIVERSITY ACCEPTANCES	11
DEMOGRAPHICS & FINANCE	
NATIONALITIES	13
FACULTY MEMBER QUALIFICATIONS	14
FINANCIAL DATA	15
TEACHING & LEARNING	
LEARNING ECOSYSTEM	19
CURRICULUM REVIEW	20
IB OVERVIEW	21
DIVISIONS & HIGHLIGHTS	
EARLY CHILDHOOD	23
ELEMENTARY SCHOOL	24
MIDDLE SCHOOL	26
HIGH SCHOOL	28
NATIONAL HONOR SOCIETY	30
PERFORMING ARTS	31
ATHLETICS	32
TECHNOLOGY	34
COMMUNITY CONNECTIONS	
SERVICE LEARNING	36
COMMUNITY DONATIONS	37
INVITATION TO FAMILIES TO PARTNER IN EDUCATION	38
REFLECTIONS	39

02

MESSAGE FROM THE DIRECTOR

JEREMY A. MOORE, PHD

Dear CIS Community,

Every school is unique, having various strengths and levels of development. An obvious, palpable strength of Cayman International School is the positive culture and vivacious energy that emanates from its halls. CIS is a caring, safe and wonderful environment for children, and their smiles and actions reflect this every day. We never take for granted the bright, positive nature of our school, and we strive to nurture this culture in all that we do.

In 2017-18, three major evolutions were taking place behind the scenes. The school expansion project moved from an idea to a reality, CIS engaged in a school-wide self-study process as it seeks reaccreditation, and staff, parents and students participated with the Leadership Team to develop the new strategic plan that galvanizes the CIS identity and guides us into the future. While these items may not have been overt in the everyday school happenings, many people, including several of you, contributed tremendous efforts to develop these foundations for the school's future. The stage is set for CIS to fulfill its mission, impact student learning with clear identity and focus, and advance to new levels of excellence.



CIS IS A CARING, SAFE AND WONDERFUL ENVIRONMENT FOR CHILDREN AND THEIR SMILES AND ACTIONS REFLECT THIS EVERY DAY. WE NEVER TAKE FOR GRANTED THE BRIGHT, POSITIVE NATURE OF OUR SCHOOL, AND WE STRIVE TO NURTURE THIS CULTURE IN ALL THAT WE DO.

CAYMAN INTERNATIONAL SCHOOL

GROWTH & EXPANSION

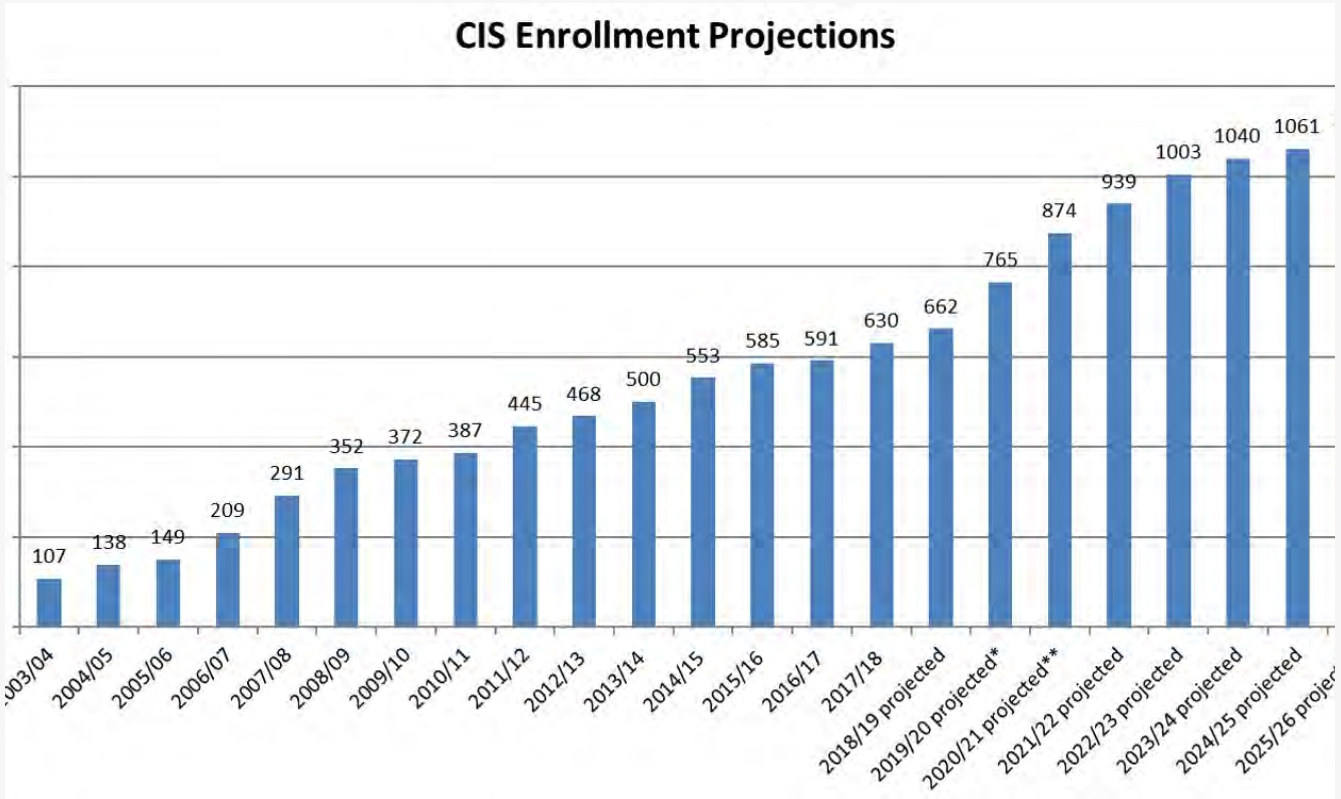


ENROLLMENT INFORMATION & PROJECTIONS
STRATEGIC PLANNING & REACCREDITATION



ENROLLMENT INFORMATION & PROJECTIONS

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.



The enrollment at Cayman International School reached approximately 630 students in 2017-18 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 at maximum 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 1100 students.



STRATEGIC PLANNING & REACCREDITATION

The Cayman International School Strategic Planning team, including parents, students, staff, community members and Board members met on multiple occasions throughout the 2017-18 school year to revisit the school's mission statement, vision, principles, and objectives. The team was supported by an external facilitator, Kevin Bartlett from the Common Ground Collaborative (CGC), and used some CGC philosophies to frame the newly developed plan. Our plan includes three layers: 1) An overview of the CIS Mission, Vision, Principles, and description of the CIS Learning Ecosystem that frames our plan; 2) A strategic plan separated into two parts ('Learning' and 'Operations') that illustrates how and when we will achieve impact; 3) An action plan that focuses on the impacts of the strategic plan and the ways in which they will be measured. Ultimately, the new CIS strategic plan reinforces the learning culture that CIS is developing and it provides a guide for action and future school development.

In conjunction with Strategic Planning, in 2017-18 CIS engaged in a school-wide self-study as part of the process of reaccreditation by the Middle States Association (MSA). Surveys were sent to parents, students and staff to obtain valuable data, and members of all stakeholders groups, including every staff member, worked together to analyze the current status of CIS and engage in dialogue regarding school improvement. The current reaccreditation cycle will finalize next school year when the visiting team from MSA comes to Cayman International School and confirms the self-study.



ACADEMIC PROGRESS



2018 MAP TESTING RESULTS
IB EXAM RESULTS
CLASS OF 2018 UNIVERSITY ACCEPTANCES



2018 MAP TESTING RESULTS

The charts below are comparisons of CIS in reading and math to the United States, all International Schools, AASSA and Tri-Association for grades 3-8. Once again at each grade level, our mean is well above all four comparisons.

Measure of Academic Progress (MAP)
MAP Reading- Spring Comparisons (Most Recent Data)

Grade Level	CIS Mean RIT and Percentile Rank Spring 2018		United States Percentile Rank Spring 2018		All International School Mean RIT and Percentile Rank Spring 2018		AASSA (Association of American Schools in South America) Mean RIT and Percentile Rank Spring 2018		Tri- Association (The Association of American Schools of Central America, Colombia, Caribbean and Mexico) Mean RIT and Percentile Rank Spring 2018	
	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking
3	205	66	199	50	191	30	199	50	197	45
4	217	77	206	50	199	31	207	52	205	47
5	222	75	212	50	205	32	214	55	212	50
6	226	75	216	50	210	34	219	58	217	53
7	225	67	218	50	215	41	223	62	221	57
8	234	81	220	50	220	50	228	69	225	62

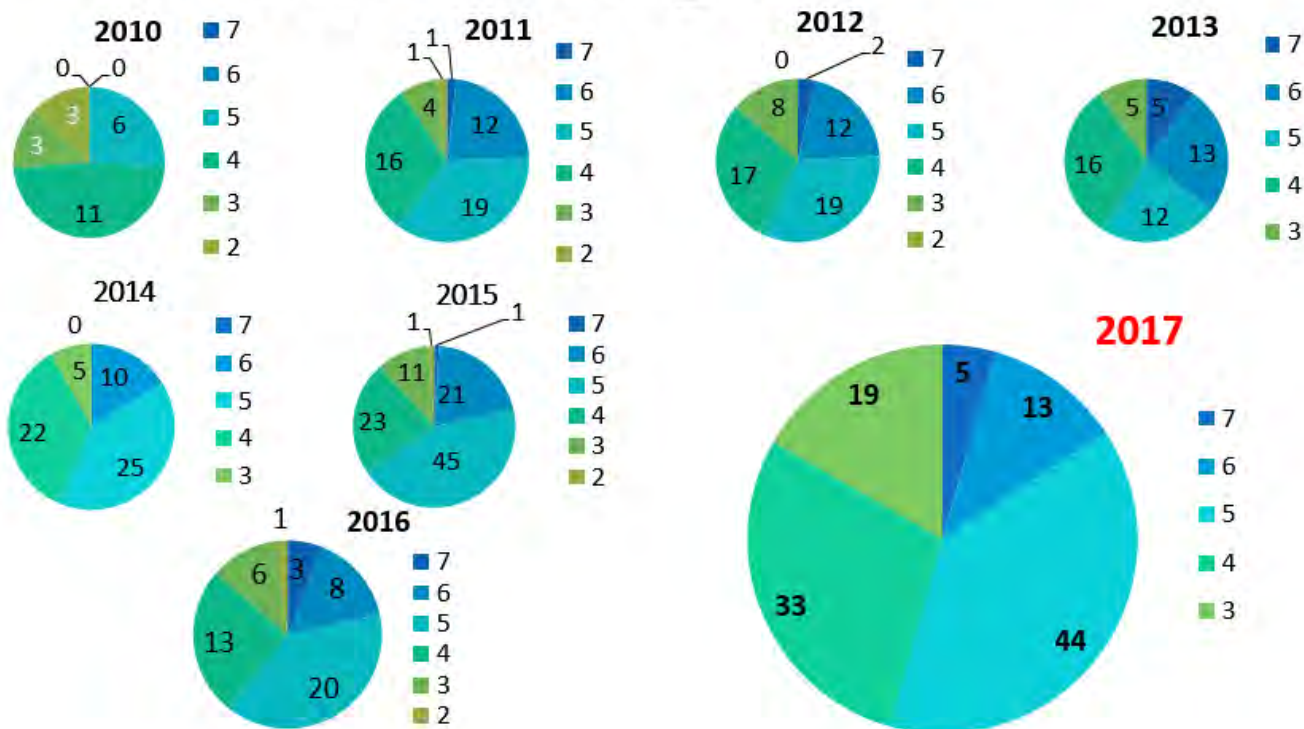
Measure of Academic Progress (MAP)
MAP Math- Spring Comparisons (Most Recent Data)

Grade Level	CIS Mean RIT and Percentile Rank Spring 2018		United States Percentile Rank Spring 2018		All International School Mean RIT and Percentile Rank Spring 2018		AASSA (Association of American Schools in South America) Mean RIT and Percentile Rank Spring 2018		Tri- Association (The Association of American Schools of Central America, Colombia, Caribbean and Mexico) Mean RIT and Percentile Rank Spring 2018	
	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking	RIT Score	Percentile Ranking
3	210	68	203	50	198	34	203	50	203	50
4	226	79	213	50	208	35	214	51	213	50
5	232	74	221	50	216	36	223	53	220	46
6	233	67	225	50	221	39	227	53	225	50
7	240	74	229	50	228	48	233	59	231	55
8	250	84	231	50	236	60	240	68	238	64

IB EXAM RESULTS



CIS Results Progress



The 2017 International Baccalaureate results demonstrate an increase in the number of 7s achieved and the overall number of tests taken.



IB EXAM RESULTS



IB Programme at CIS

	2010	2011	2012	2013	2014	2015	2016	2017
Total IB candidates	5	12	13	12	12	22	12	25
IBDP candidates	1	7	6	5	7	8	4	10
Total tests taken	23	53	58	51	62	120	50	114
% 4 or higher	74%	91%	87%	90%	92%	90%	88%	83%
% Diplomas awarded	50%	100%	100%	100%	100%	100%	100%	90%

A slightly higher proportion of students engaged in the full IB Diploma program and CIS attainment levels remain above the overall global average.





CLASS OF 2018 UNIVERSITY ACCEPTANCES

**OUR STUDENTS WERE ACCEPTED TO A
WIDE RANGE OF UNIVERSITIES ALL
OVER THE WORLD.**

Baylor University
Belmont University
Cazenovia College
City University of London
Dalhousie University
Florida Atlantic University
Florida International
University
Florida State University
George Washington
University
IE University
Johnson & Wales
University
London School of
Economics
Max the Mutt College of
Animation, Art and
Design
McMaster University
North Carolina State
University
Notre Dame University
Occidental College
Purdue University
Queen's University
Quinnipiac University
Rollins College
Rose Hulman Institute of
Technology
Samford

Rose Hulman Institute of
Technology
Samford
Saskatchewan University
Savannah College of Art
and Design
Sheridan College
Skidmore College
St. Francis Xavier
Stetson University
Trent University
Trinity College
University of Kansas
University of Exeter
University of Hawaii
University of Leicester
University of Liverpool
University of Miami
University of Navarra
University of North
Carolina
University of South
Florida
University of Tampa
University of Tennessee
University of Waterloo
University of Windsor
University of Miami
Virginia Tech
Western University
Whittier College

DEMOGRAPHICS & FINANCE

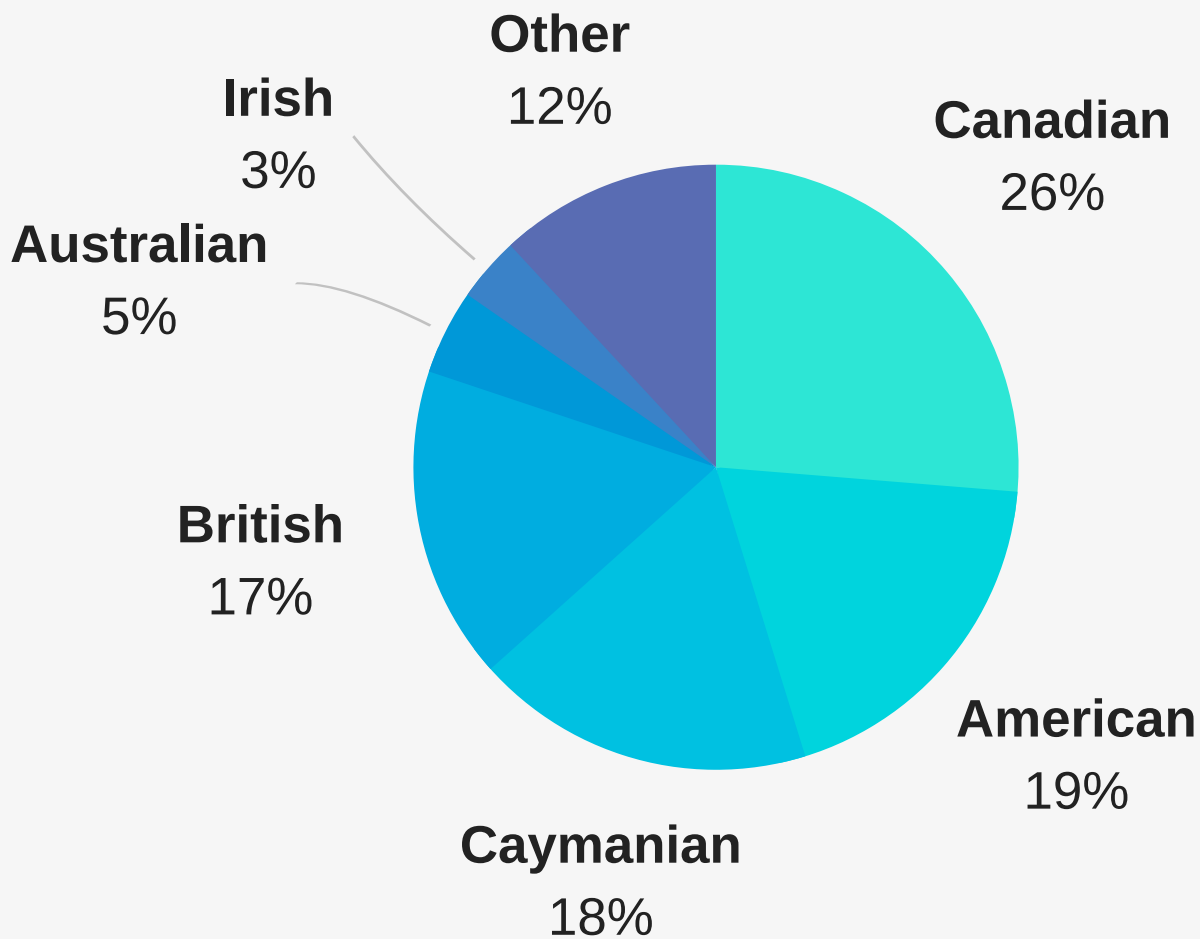


NATIONALITIES
FACULTY MEMBER QUALIFICATIONS
FINANCIAL DATA



DIVERSITY AT CIS

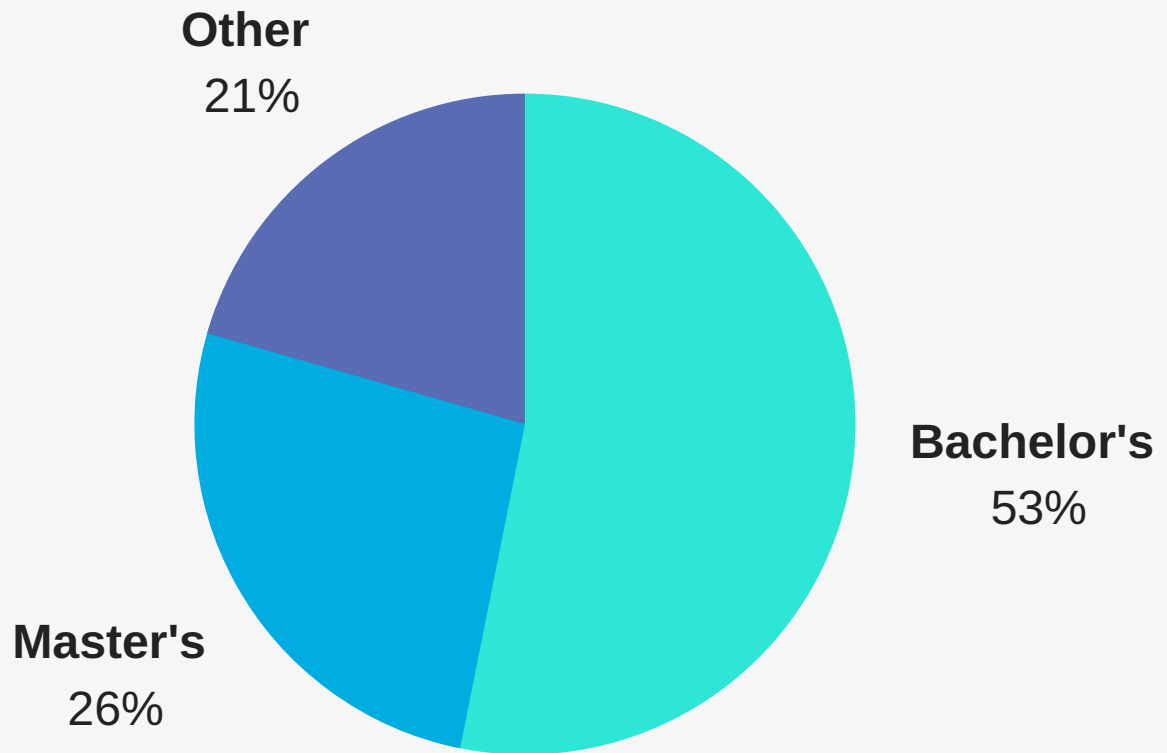
THERE ARE OVER 30 DIFFERENT NATIONALITIES REPRESENTED AMONG THE STUDENT BODY AT CIS.



STUDENT NATIONALITIES

FACULTY MEMBER QUALIFICATIONS

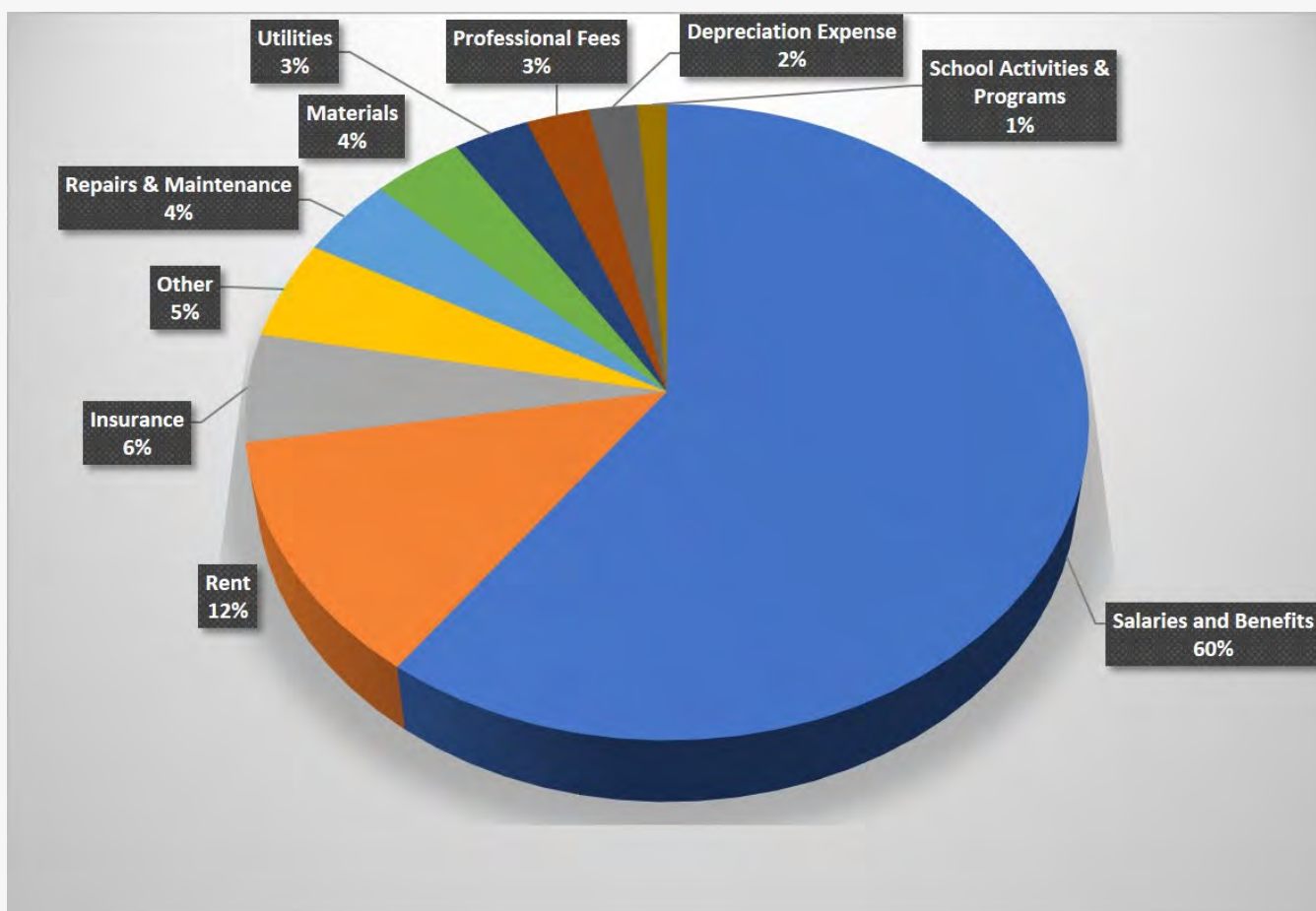
CIS TEACHERS ARE HIGHLY COMPETENT PROFESSIONALS AND QUALIFICATION LEVELS CONTINUE TO RISE EVERY YEAR.



DEGREES HELD BY
FACULTY MEMBERS

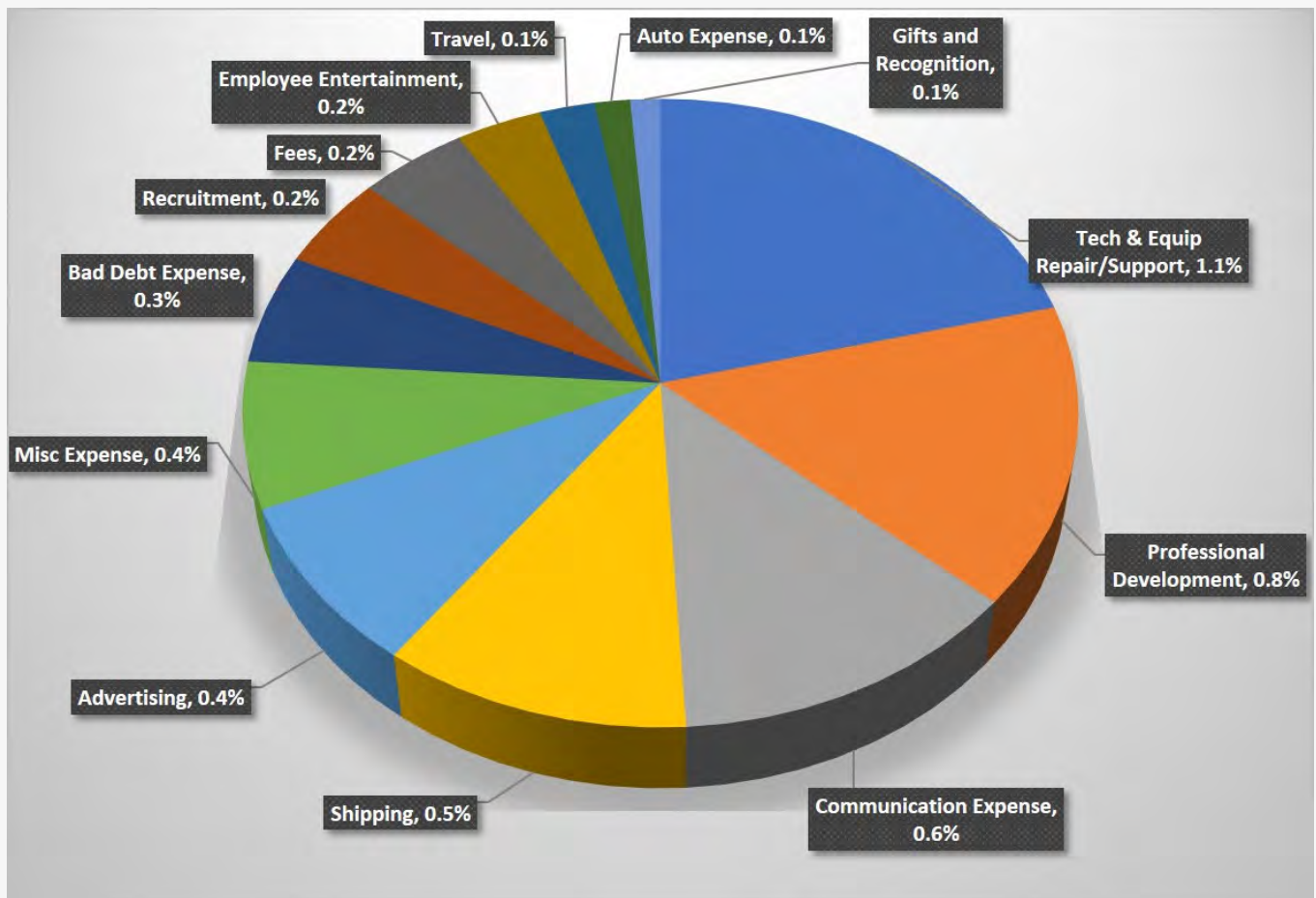
2016-2017 EXPENSES

CIS EXPERIENCES AN ANNUAL EXTERNAL FINANCIAL AUDIT.



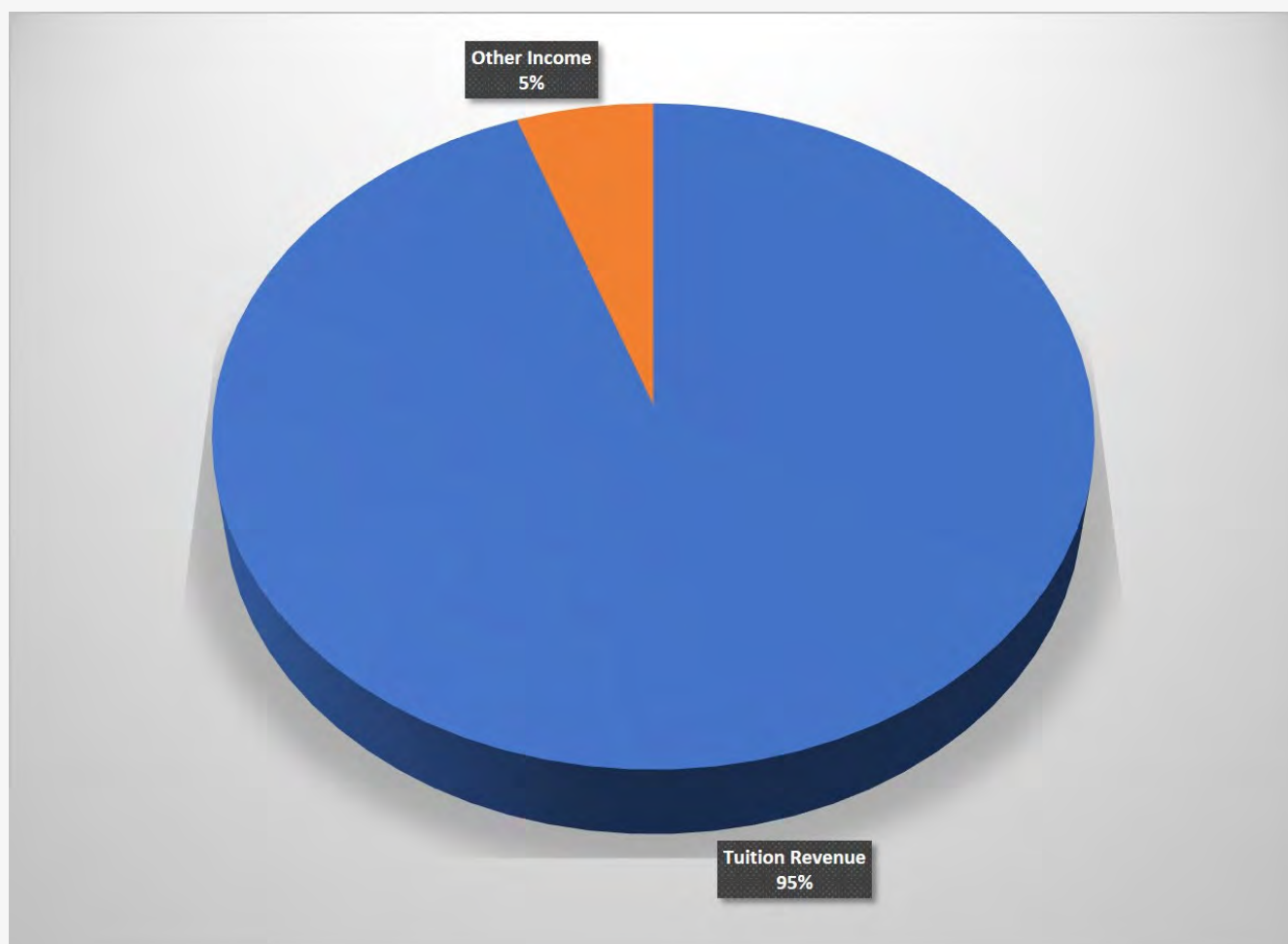
2016-2017 OTHER EXPENSES

THE GRAPH BELOW ILLUSTRATES VARIOUS CATEGORIES AND PERCENTAGES OF CIS EXPENSES.

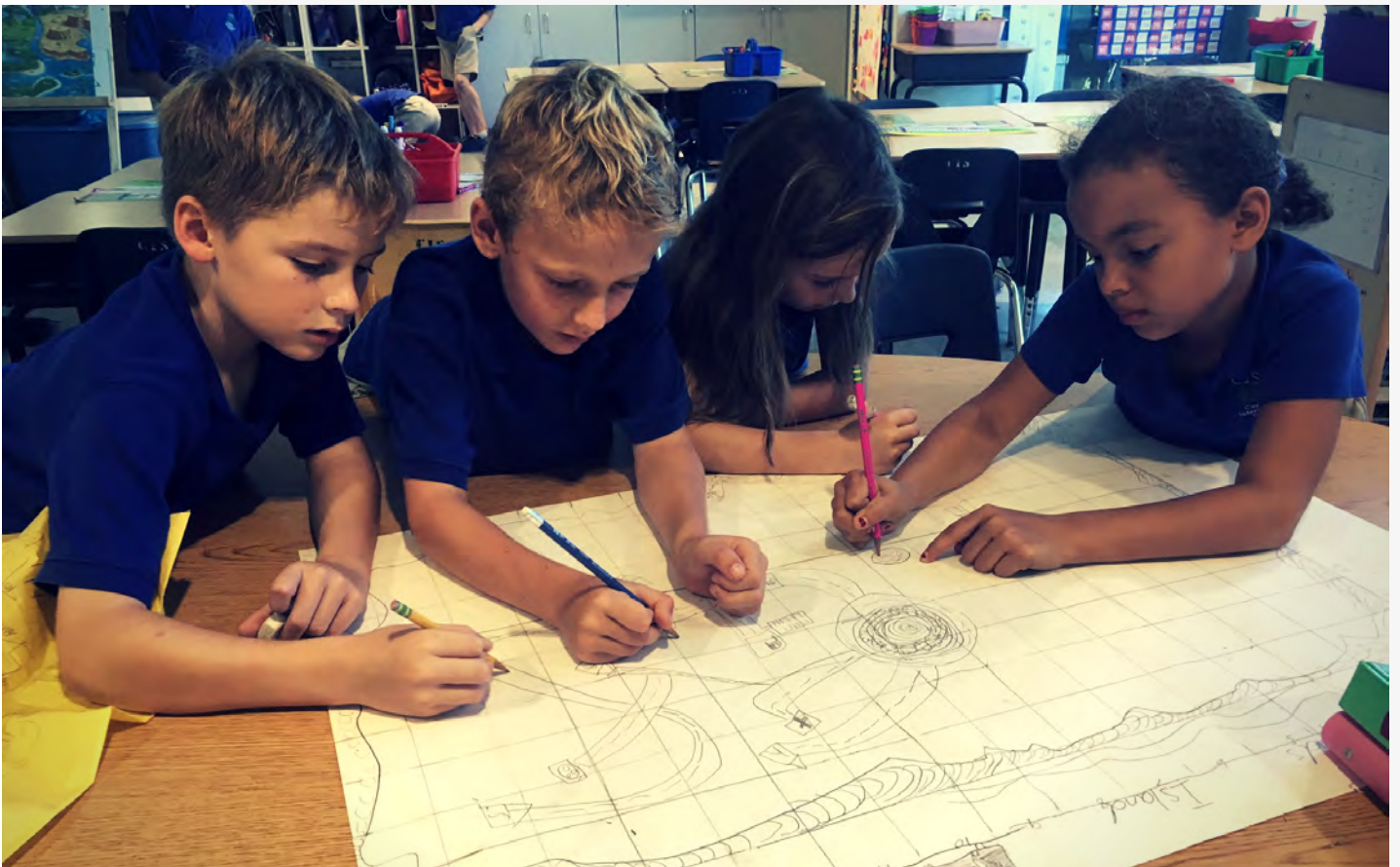


2016-2017 INCOME

CIS RECEIVES A GRANT FROM THE CAYMAN ISLANDS GOVERNMENT
AND ACCEPTS OTHER MINOR MISCELLANEOUS INCOME.



TEACHING & LEARNING



**THE CIS LEARNING ECOSYSTEM
CURRICULUM REVIEW
IB OVERVIEW**



THE CIS LEARNING ECOSYSTEM

HOW DO WE DEFINE LEARNING?

The CIS Learning Ecosystem is one complete, coherent system that organizes all aspects of learning and teaching into four connected stages.



What is learning, how does it happen, and what does it look like? No set of questions is more complex and relevant in driving the work of our school. And while simple answers don't exist, simple frameworks that can guide our inquiry do. To this end, CIS is embracing a concise framework developed by the Common Ground Collaborative to guide our ongoing inquiry into student learning and how we can best foster and grow it.

The framework begins and ends with a clear definition of learning: Learning is a process of growing, deepening, and sharing conceptual understanding, competencies, and character in lasting, impactful ways. If we are serious about making learning the core of our school, it is essential that we work from a shared definition. Conceptual understanding has to do with "big picture" takeaways that stick with students. Competencies are both content specific, as well as timeless, transdisciplinary skills. Character refers to both values and dispositions towards learning. These are not causes of learning. Nor are they checklists that indicate learning. Rather, these three strands are conceptualized as intrinsic, interwoven, and interdependent features of learning.

CURRICULUM REVIEW

FOR THE 2017-2018 SCHOOL YEAR, THE FINE ARTS PROGRAM WAS UNDER CURRICULUM REVIEW.



It was determined that the Fine Arts programs have grown tremendously over that past 5 years at CIS. The music department will continue to grow with the continuation of our various secondary bands, jazz band, steel pan, and chorus. This year the department determined it was best to showcase their learning at the Harquail and future performances will be held there for the 2018-2019 school year. Additionally, in the art program, there has been an increase in the number of students participating in studio art, IB art and various other art opportunities. The art showcase at the end of the year for IB is an incredible presentation of their artistic abilities. Each year as CIS grows the fine arts department continues to expand. The goal moving forward is to provide additional opportunities for our students in all grade levels.

THIS YEAR THE DEPARTMENT DETERMINED IT WAS BEST TO SHOWCASE THEIR LEARNING AT THE HARQUAIL THEATER AND FUTURE PERFORMANCES WILL BE HELD THERE FOR THE 2018-2019 SCHOOL YEAR.

IB OVERVIEW

SUMMARY OF THE 2017-2018 IB PROGRAMME

This year the IB team at CIS focused on developing our out of class support for students to aid in the consolidation of our current program. In the final May exam session, every one of our graduating class of 22 students took at least one IB subject certificate, and 8 took the full IB Diploma. A total of 223 examinations were sat in 10 different subjects, and 12 students presented their final pieces at our IB Visual Arts exhibition in March. Online courses continue to prove popular, with many of the new incoming cohort opting to take IB French and IB Business Management online, and several of next year's senior class will take IB Business and IB Psychology online.

Outside of examinations, the IB programme at CIS has been working on our team-building within the student cohort, while also preparing for our five-year evaluation which will take place next year. We have introduced a house system in the IB grades to build a sense of teamwork, collaboration and school spirit; this is also helping the students to deal with some of the pressures of IB by creating a support network across the two grade levels, and helping to develop the IB learner profile characteristics. We intend to build on this next year and continue deepening the level of peer support available to our students. Next year will also see the introduction of IB Physics as an on-site course offering, with 4 of our incoming cohort signed up to take on the new IB course. With an incoming cohort of 25 students, 2018-19 will be the largest IB cohort to date at CIS, totaling 44 students.



DIVISIONS & HIGHLIGHTS



**EARLY CHILDHOOD
ELEMENTARY SCHOOL
MIDDLE SCHOOL
HIGH SCHOOL
NATIONAL HONOR SOCIETY
PERFORMING ARTS HIGHLIGHTS
ATHLETICS
TECHNOLOGY**



EARLY CHILDHOOD

EARLY CHILDHOOD IS LOOKING FORWARD TO THE OPENING OF THE NEW EC CENTER IN 2019 AND CONTINUE TO BE INSPIRED BY THE HIGHSCOPE MODEL.



With a massive school expansion on the horizon and the anticipated opening of the new early childhood center in 2019-2020, members of the pre-school faculty collaborated with architects and consultants this year to ensure the new design will align with our philosophies on education. The HighScope model, an inquiry and play-based approach to learning, continues to inform and inspire our decisions. Active participatory learning and children's interests and choices are the cornerstones of HighScope and we aspire to scaffold children's thinking, reasoning and overall development through these early childhood years.

Information on topics including the curricular content, conflict resolution, assessment and the homeschool partnership was shared with parents through evening presentations and less formal morning coffees. These sessions were facilitated by members of the early childhood faculty and were well attended evidencing the support of our parent population.

ELEMENTARY SCHOOL

THE 2017-2018 SCHOOL YEAR SAW THE IMPLEMENTATION OF STANDARDS-BASED REPORTING.



The elementary school implemented standards based reporting this year utilizing a web-based grade book called JumpRope. Teachers worked collaboratively within teams to refine and enhance assessments aligned to high quality academic priority standards from Common Core and AERO (American Education Reaches Out). The report card included clearly defined end of year learning targets aligned to relevant assessments. The standards-based report card provided meaningful feedback so that children and parents could clearly understand students' progress toward mastery of key academic concepts and competencies, reflect upon strengths and areas for improvement, and identify multiple pathways to deeper learning. Feedback from students, teachers, and parents informed decisions regarding this reporting practice.



ELEMENTARY SCHOOL CONT.

THE THREE C'S AND HOW THEY DEFINE LEARNING AT CIS.

At CIS, we spend a lot of time thinking about how we can improve the work we do for our children, our families, and our community. Because learning is a complex business, we need clear, simple frameworks and effective tools to do our jobs well. We have been working alongside the Common Ground Collaborative, an organization whose simple mission is to build connected, coherent learning cultures in schools. We kicked off the 2017-18 school year by participating in a workshop with one of CGC's founders, Kevin Bartlett, to do some thoughtful forward planning. Part of this work involved thinking carefully about the question, What is worth learning and how do the pieces fit? Kevin led us first in developing a common "definition" of learning for CIS, commonly known as the three Cs:

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

The next question was: How do we develop cultures of learning? Our elementary school teachers knew that the first step would be to work out a child-friendly way of communicating this definition of learning to our youngest learners. We now speak of learning with our head, heart and hands. This helps children think about how the things they know and understand, the things they learn to do, and the dispositions built while learning are very much intertwined, with each strand affecting the others. We have developed a revised Unit Planner for use across the school that will help us plan, teach and assess more intentionally for these three types of learning. We continually refine reporting methods to ensure we consider and communicate effectively about the whole child. We are very excited to see how the three Cs work together to build a rich culture of learning at CIS.

MIDDLE SCHOOL

During the 2017-2018 school year, the middle school continued to develop and provide age-appropriate curricular and co-curricular offerings. In grade 6, students were provided the opportunity to enroll in Math 6 or Math 6H. The plan for Math 6H is to provide enrichment to better prepare some students for higher levels of math in high school. Throughout the year, grade 6 students were concurrently enrolled in two Spanish courses. During two class periods, students were exposed to more traditional language learning following a textbook; and the other two class meetings, students were taught in a full-immersion environment. In the immersion class, students were grouped according to Spanish reading level, and the teachers used Guided Reading strategies to develop reading, writing, speaking, and listening. The learning in this environment was individualized and students demonstrated significant language growth in all four modalities. This year, CIS continued developing the organizational/development course to help with the transition from elementary to middle school, and the health course to address specific middle school social, emotional, and developmental issues.

The middle school athletics program and the arts program continue to evolve at CIS. This year, CIS competed in both island-wide middle school basketball leagues for boys and girls, both island-wide middle school football (soccer) leagues for boys and girls, and teams played a few middle school volleyball games with other schools. Also, this year, middle school boys and girls' teams traveled to the Bahamas to compete in a large international football tournament, and CIS hosted the inaugural Middle School Athletics Festival for CAISSA (Caribbean Area International Schools Sports Association). Two years ago, CIS did not have middle school choir and at the end of the year music concert, there were 45 middle school students singing on stage at the Harquail Theater. Changes to the bell schedule/master schedule, have allowed students to spend time at the end of the day in homeroom/advisory. This gives teachers time to focus on specific middle school issues.



MIDDLE SCHOOL CONT.

THE TEACHERS IN THE MIDDLE SCHOOL ARE ENGAGING IN A DYNAMIC CURRICULUM THAT INCLUDES MANY OPPORTUNITIES FOR RICH, RELEVANT, REAL-LIFE LEARNING.



Middle school teacher teams meet regularly during collaboration time to discuss ways to make service learning viable and sustainable, and middle school teachers continue to develop and implement Project-Based Learning opportunities. Finally, the middle school teachers have built strong relations within the community. Students have gone into the community to observe real-life experiences, and they have learned from experts in the field. The teachers in the middle school are building a viable curriculum that includes many opportunities for rich, relevant, real-life learning.

THE TEACHERS IN THE MIDDLE SCHOOL ARE BUILDING A VIABLE CURRICULUM THAT INCLUDES MANY OPPORTUNITIES FOR RICH, RELEVANT, REAL-LIFE LEARNING.

HIGH SCHOOL

CURIOSITY IS AT THE HEART
OF LEARNING.

During the 2017-2018 school year, the high school continued to advance with added curricular and co-curricular opportunities. The science options for grades 9 and 10 continued to evolve, and this year, CIS offered second-semester grade 10 advanced courses in Biology, Chemistry, and Physics. CIS also offered a Marine Biology course for grade 11 and 12 students not taking IB Biology or IB Chemistry. The elective offerings continued to develop as well. This year, CIS offered an advanced high school Robotics course and Digital Photography as well as a Personalized Learning Elective (PLE). In semester one, CIS offered two PLE courses and in semester two student interest increased, and CIS offered three PLE courses.

In PLE, students select a personal interest or passion to explore in more depth and create a customized learning experience. Curiosity is at the heart of learning, and this course allows for freedom of choice while providing the structure, support, and reflection required to pursue personal interests and create a personalized learning experience. Students receive teacher guidance in the selection of a topic, determination of learning objectives, and assessment proposal. With the guidance and approval of the instructor, students determine how to demonstrate their learning experience in a culminating activity.



HIGH SCHOOL CONT.



CIS continues expanding the performing arts department. The choir continues to grow in numbers, and the band offered advanced band, steel pan band, jazz band, pep band, and provided individualized practice in smaller ensembles. All bands and the choir performed at the Harquail Theater during the spring concert. For the fall musical, students performed *Once On This Island*, and the band and choir participated in the PSA Music Festival, graduation, and other school and community performances throughout the year.

Another significant change was the school's acceptance as a full member into the Caribbean Area International Schools Sports Association (CAISSA). This year the school sent teams to the Dominican Republic, Trinidad, and Ecuador to compete in football (soccer), volleyball, and basketball. CIS also sent students to the MUN conference in Chicago, and 64 students attended the service/adventure trip to Costa Rica. CIS hosted the Private Schools Association (PSA) volleyball tournament, football (soccer) tournament, and the Music Festival. CIS also hosted an interscholastic Model United Nations conference (CAY-MUN), and the Conyers Interscholastic Debate Competition.

NATIONAL HONOR SOCIETY

HEALTH, EDUCATION & ENVIRONMENT

The CIS National Honor Society accomplished a great deal during the 2017-2018 school year. Their focus is on the 3 pillars of Health, Education and the Environment, developing student-led initiatives for each. Here are some highlights from the 2017-2018 school year:

- Our students organized and participated in beach clean ups island-wide, from Safe haven and West bay to Gun Bay and Sparky Drive. Our community removed over 3 tons of trash this year and helped recycle over a ton of plastics and aluminum.
- Partnered with Life.org and collected, cleaned stamped, and organized close to 3,000 books that are now shelved at local libraries.
- Students fundraised and prepared care packages for patients with the Cayman Cancer Society.
- Reinstated our Georgetown Primary tutoring partnership, helping elementary students with their studies.
- Students recognized the work of all of their school administrators by decorating their doors with accolades.
- Students continued their partnership with Impact 345 and Have A Heart, providing clothes, toys and time to children who have endured open heart surgery.
- Met with Mise en Place and school administrators to develop more sustainable initiatives regarding school waste, in an effort to reduce on-campus plastics, while promoting a culture of recycling and composting.





PERFORMING ARTS

HIGHLIGHTS

The music department continues to grow with the continuation of our various secondary bands, jazz band, steel pan, and chorus. This year the department determined it was best to showcase their learning at the Harquail Theater and future performances will be held there for the 2018-2019 school year.

- Halloween Choral Performance
- Remembrance Day Performance/Assembly: 5th Grade
- Steel Pan Festival
- Botanical Gardens Performance: Middle School Chorus
- Camana Bay Christmas Tree Lighting: 5th Grade and High School Chorus
- Once on this Island Performances at the Harquail
- Middle and High School Holiday Concert
- Elementary Holiday Concert
- National Gallery Performance (Winter Bazaar): High School Chorus
- Theatre 101 Performance (Semester One): "Round the World and Back Again"
- International Day Performance: Steel Pan Band
- Valentine's Day Performance: High School Chorus
- Private School Association Music Festival Dates: Middle/High School Chorus/Band
- CIS On Stage Performance:
- NCFA Festival: Middle/High School Chorus/Band
- Fourth Grade Recorder Recital
- Elementary School Musical Performance: "Off Their Rockers"
- Theatre 101 Performance (Semester 2): "Trial of Goldilocks"
- 5th Grade Show Performance: "Yo Leonardo"
- Middle and High School Spring Concert
- Elementary Spring Concert
- Graduation Music: High School Chorus/Band

ATHLETICS

2017-2018 SAW UNPRECEDENTED PARTICIPATION IN TEAM AND INDIVIDUAL SPORTS FROM OUR STUDENTS AT ALL LEVELS.



Cayman International School continues to expand in the world of extracurricular athletic activities. School year 2017-2018 saw unprecedented participation in team and individual sports from our students at all levels.

All told, more than 200 students participated in extracurricular team sports at CIS, encompassing 15 distinct teams. Additionally, another 160 students participated in one day swim galas and track and field events. We added five new teams this year, including middle school and high school girls basketball, middle school boys and girls football, and high school boys volleyball. As a marker for a successful athletics program, CIS achieves at a high level in terms of participation in extracurricular athletic activities and team sports.

More and more CIS athletes are travelling the world as part of our athletic programming. This year we sent 68 athletes as part of seven teams to represent the Blue Iguanas in four different international competitions. We sent teams to all three CAISSA (Caribbean Area International School Sports Association) tournaments in our first year as full members of the this international sports association.

ATHLETICS CONT.

While participation is, and will continue to be, a key indicator of success for the athletics program at CIS, our teams and individual athletes are competitive and seek to find success in more traditional ways as well. We witnessed a number of standout team and individual performances this school year. Our middle school girls football team posted first place finishes locally, in the DART U14 Girls Football League, and internationally at the KPMG Football Fest in Nassau, Bahamas. 10th grader Ava H. had a tremendous year on the track, winning the 800m and 1500m races in both the PSA (Private School Association) and Inter-Secondary Track and Field Meets on island. Her fine performances for CIS propelled her to represent the Cayman Islands in the regional CARIFTA competition. Our school had many, many more standout team and individual performances throughout the year.

Looking to the future, CIS plans to continue growing opportunities for our students to participate in team and individual sports at all levels. We hope to offer our three focus sports- basketball, football (soccer), and volleyball- at elementary, middle, and high school level within the next two school years. Furthermore, we hope to continue partnering with members of the Cayman community to offer world class sporting opportunities to our students beyond our traditional focus sports. At CIS we value creating sustainable, healthy living opportunities whereby students can develop holistically in and out of the classroom.



TECHNOLOGY

CIS DEVELOPED A MULTI-YEAR TECHNOLOGY PLAN ADDRESSING OPTIMIZATION, REPLACEMENT, CONTINGENCY AND CAPACITY AMIDST SCHOOL GROWTH.



This year the Technology Committee conducted a technology curriculum review and developed a multi-year Technology Plan addressing optimization, replacement, contingency and capacity amidst school growth.

In the area of curriculum, coursework was scoped and sequenced based on the new ISTE standards for students for 21st century learning and integrating information literacy across subjects and grades. Foundational concepts and competencies taught to all students in middle school provide the skills necessary for advanced level electives in specialized technologies in the high school.

CIS continues to upgrade classroom technologies on a rolling basis by installing smart TVs in a variety of high school classrooms. Each smart TV is equipped with syncing devices and wireless adapters giving teachers and students a more flexible learning environment for engaging in lessons and student-centered work.

CIS proudly added a state-of-the-art laser cutter to our Makerspace in the STEAM lab, rounding out equipment that includes LEGO robotics kits, one-to-one Adobe Suite software, green screen technology, 3D printers, DSLR cameras and iMac computer stations.

CAYMAN INTERNATIONAL SCHOOL

COMMUNITY CONNECTIONS



**CIS COMMUNITY DONATIONS
CIS SERVICE LEARNING
INVITATION TO FAMILIES TO PARTNER IN EDUCATION**



CIS SERVICE LEARNING

PREPARING OUR GRADUATES TO BE WELL-ROUNDED CITIZENS WHO CAN IMPACT THEIR WORLD FOR GOOD.



Service learning at CIS is an inclusive program that takes place across all grades and divisions at the school. Since just about every teacher at the school includes some aspect of service learning, it is difficult to collect in one article all the activities that teachers and students have undertaken. In the Secondary School program there is a community service elective. Two or three times a week students in Grade 9 to 12 offer their service to the CIS community. For some students this meant reading to students in younger grades to encourage their learning. Other students helped in the library, or by assisting younger students to choose and read books.

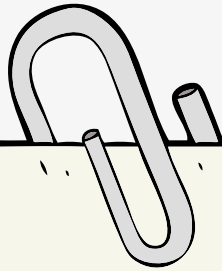
There were students who helped coach and guide the younger children in the gym, or on the sports field. Other students led the recycling campaign that we launched at CIS this year. These students helped to make the CIS community a better and more caring place.

Meanwhile, IB students were busy with their own community service initiatives, which largely take place outside of school. These included involvement with environmental issues, sports leadership, musicals, visits to children recovering from heart surgery and the provision of school and personal supplies, service trips to Central America and the like. Service learning also take the form of apprenticeship programs for our senior students as they prepare for their post-secondary education and their future careers. In all that we do at CIS, we keep our focus on preparing our graduates to be well-rounded citizens who can impact their world for good.

CIS COMMUNITY DONATIONS

CIS STUDENTS RAISED MONEY FOR VARIOUS CHARITIES THROUGHOUT THE SCHOOL YEAR.

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 an Insect Museum put on by our Kindergartners. All of these efforts raised over \$23,000 KYD!



Meals on Wheels	\$1,137.18
Family Resource Centre	\$510.73
CI Cancer Society	\$510.74
NCVO	\$862.38
Acts of Random Kindness	\$735.54
Blue Iguana Recovery Fund	\$795.87
Cayman Heart Fund	\$884.59
COHP Donation	\$4,598.50
National Trust	\$868.58
Feed Our Future	\$6,028.46
Total Civvies Day Donations:	\$16,932.57
World Wildlife Fund	\$289.46
Project Rhino Donation	\$290.28
Literacy Day - Sunbook Tablets	\$159.90
Remembrance Day - Poppy Sales	\$421.18
Small Projects Istanbul	\$205.93
Global Giving	\$455.10
CI Humane Society	\$547.74
Cayman Islands Crisis Centre	\$485.00
Operation Smile	\$1,363.71
Polaris Project	\$113.04
UNICEF	\$222.37
National Trust	\$62.30
Water for South Sudan	\$1,796.95
Total Other Donations:	\$6,412.96

INVITATION TO FAMILIES TO PARTNER IN EDUCATION

EVERY PARENT IS WARMLY INVITED AND ENCOURAGED TO PARTICIPATE IN THE CIS COMMUNITY. EVERYONE CAN CONTRIBUTE IN SOME WAY.



In 2017-18 there were more than 60 parents who volunteered their time at CIS through the Parent Volunteer Program, Athletics Boosters, Room Parents, School Advisory Committee and other areas of the school. We greatly appreciate all of the time, effort and energy that parents contributed in developing high-quality learning experiences for our kids. The new CIS Partnership Principle states, "We are strongest when we work together, when we share ideas and resources, and we partner with the greater Cayman Community. A spirit of collaboration not only makes our community stronger, it makes student learning richer by connecting stakeholders in exciting and innovative ways." We are excited to continue partnering with CIS parents and families as well as the Cayman community to enhance learning for our students. Every parent is invited, and every parent can contribute in some way.

**WE ARE EXCITED
TO CONTINUE
PARTNERING WITH
CIS PARENTS AND
FAMILIES AS WELL
AS THE CAYMAN
COMMUNITY TO
ENHANCE
LEARNING FOR
OUR STUDENTS.**

REFLECTIONS

AS THE YEAR COMES TO AN END, THERE ARE MANY MEMORIES AND MOMENTS TO REFLECT ON THAT WILL FOREVER REMIND US OF THE MEANINGFUL EDUCATIONAL EXPERIENCE THAT IS UNIQUE TO CIS.

We hope you take a moment to reflect on the many great highlights of the 2017-18 school year. When you start to think about all of the events, activities and celebrations, it is astounding how much happens at CIS! This school year has been successful thanks to our wonderful community of students, teachers, parents and friends; CIS is appreciative of all of the support from the community during the year. We are extremely proud of all of our students who have clearly demonstrated growth and advancement through their many experiences. The dedication of the CIS faculty and staff is obvious in all areas of the school, and their contributions to the children of Cayman are inspiring. As the year comes to an end, there are many memories and moments to reflect on that will forever remind us of the meaningful educational experience that is unique to CIS. Parents, we want to thank all of you for your involvement; your support is fundamental to the success of students and the school. We appreciate all of your efforts and contributions this year and we look forward to the great things that will be in store for next school year. The end of the year is also a time for farewells. For some it is goodbye for just a short time, and for others, we hope that you find success and happiness in your new adventures wherever life takes you. We wish all the students, staff and families of CIS a safe and happy summer!

