



# THE INTERNATIONAL SCHOOL OF PORT OF SPAIN



**2017-2018 ANNUAL REPORT**



# One Mission, A Shared Vision

## ***ISPS Mission- Our core purpose***

*ISPS is a vibrant learning community dedicated to developing passionate learners who strive for excellence and pursue their unique potential.*

*We encourage resilience, innovation and collaboration, preparing students to act with confidence and integrity as caring global citizens.*

## ***ISPS Vision- Our aim for the future***

*Inspiring thinkers and doers to shape a better world.*

## ***ISPS Motto***

*Difference Makers, Future Shapers.*



# Table of Contents

5	Message from the Director	22	Educational Excellence
6	Message from ISPS Board		Measuring Success
8	ISPS Board of Directors		Academic Progress
14	Who We Are		Advanced Placement
21	IB World School: PYP and MYP		Performance at SAT
			College Matriculation
		36	Well Rounded Global Citizens
		39	After School Activities
		47	Community of Learners
		59	Leadership & Governance
		60	PTO





*"Our goal is to meet every educational organization where they are and empower them to successfully navigate a continuous improvement journey that is guided by a community inspired vision – to create a world of opportunities for every learner."*

*- AdvancED*



# A Message from Barney Latham, ISPS Director

Within this Annual Report there will be a variety of data on the range of ISPS' academic performances and activities.

Our pilot Pre-K 3 programme has been very successful this year with 12 students enrolled. Parent feedback has been positive. The programme has been a success and will continue in the next year.

Equally as impressive are the results achieved by our ISPS Caimans this year. These results are also included in this Annual Report.

A major development in the sports arena this year was the introduction of a competitive sports program for students in grades 2-8. This initiative was prompted by parents feedback, analysis and comments. The project has been well-received and will continue in the academic year 2018-2019.

There were several initiatives implemented that affected the timetable and offerings to students. The first was the introduction of the Late Start Wednesdays. The Late Start Wednesdays enabled ISPS to have a dedicated time, every week to look at all aspects of the school's curriculum. The time has been effective in refining, documenting and in the delivery of the curriculum.

The second was the introduction of the Home-room (HR), Guidance and Library classes in the Middle School (MS) and High School (HS). The introduction of the HR time was placed in the timetable to ensure there was fun, spirit-building activities as this relates to a key goal in the School Improvement Plan (SIP). The Guidance and Library timetable has helped us dedicate instruction to these two important aspects of our program.

In Grade 9, we introduced two new courses: Integrated Math and Integrated Science. These courses are aligned with the objectives of the MYP (Grades 6-8).

The Math and Science curricula have now included the Next Generation Science Standards, which improves our standards that align with the National Council in Science and Math

Education. We will continue to work on the incorporation of these standards into our units of study into the 2018-2019 school year.

In the areas of Accreditation, there have been two main focus areas: the School Improvement Plan (SIP) and the preparation for the Accreditation Team visit in October 2018.

Work on the SIP has focused on tracking key goals. We are making good progress and the following committees continue to monitor these goals: Steering Committee, with Sub-committees in the four major areas of the SIP: Educational Excellence, Community of Learners, Well Rounded Global Citizens, and Leadership and Governance.

The AdvancED Engagement Review Team will evaluate our school in October using the AdvancED Performance Standards.

Use of these new standards will help us convert from an event-driven accreditation process, where we were held accountable to the same evaluation expectations as all other schools. Furthermore, this continuous improvement system allows each school to personalize, and customize their experiences based on its unique vision, long-term strategic goals and objectives.

In addition, the school has to provide evidence that determine that the standards have been met as well as adhere to the AdvancED Accreditation Policies, Procedure and Assurances. On completion of the AdvancED visit, the team will report commendations (what they think we are doing well) and recommendations (areas in need of improvement) of our school.

A final report will be submitted to ISPS by the Southern Association of Colleges and Schools, in the US, who will then authorise our ongoing Accreditation, enabling us to continue offering a US High School Diploma from ISPS. This cycle continues every five years.

We are all very excited about the upcoming school year which begins on August 20th.

**Barney Latham,  
Director**

# A Message from the ISPS Board

I wanted to take the opportunity to talk about the structure of the Board and what we have been focusing on over the last year.

1 director and 1 alternate director for each of the 4 shareholders – the US Embassy, Shell, EOG and BP. We also have 3 parent directors and 3 alternate parent directors elected by the PTO. I would like to thank the two outgoing directors, Bronwyn and Adrienne, for their work on the Board and sub-committees.

The purpose of the Board is to set the strategic goals for the school and to provide oversight and support to the Director in achieving these.

The Board meets every month with the exception of July and December.

We currently have 3 sub-committees made up of board members, Barney and non-faculty staff.

- HR & Policy
- Academics, Communications & Enrollment
- Finance

These committees meet monthly and report to the board.

## Key activities for the year

**We brought in Inflection in 2016 to help develop the School Improvement Plan** and to help the school become more systematic in the development and implementation of processes. The Board monitored the progress that was made against the goals in the School Improvement Plan and we are pleased to report that good progress has been made in every area. Inflection finished their work with the school at the end of last year, but we will continue to monitor progress against the SIP.

**Financial health of the school** – Barney and the team have made significant progress in reducing operating costs during this school year which has allowed us to keep tuition fees flat for the next academic year. Our capital fund also remains healthy and we are taking a longer-term view of capital improvement projects at the school.

Enrollment remained steady, even through

tough economic conditions. Enrollment for the 2018-19 school year is predicted to be similar to enrollment figures of this year (about 370).

**School Policy manual** – the Board is in the process of reviewing the policy manual and updating it where required.

**Effectiveness of the Board itself** – we held a full day retreat in March to clarify purpose and roles and responsibilities of the Board. We also spent some time identifying our strengths and areas where we need to improve.

Communications is one area where we need to improve – we have started communicating regularly through the weekly newsletter and will continue to do this. We realize we need to get better at communicating with the school and getting feedback from the PTO.

I would encourage the PTO to work with the Parent Directors to give and receive feedback to the Board in a more structured way. The Parent Directors represent the PTO on the Board and it is important that the Board builds stronger links to all its stakeholders.

We also identified the need to **review the structure of the Board committees** to ensure we are set up to be as effective as possible and we have the right people in the right roles.

We also identified the need to develop a **strategic plan for 5+ years** with risk management which drives operational plans and finances. This would capture the strategic objectives for the school and how we plan to deliver these.

On behalf of the Board, I would like to **thank the PTO** for their support of ISPS this year. The PTO does a huge amount of work behind the scenes and I would like to thank Rosie and whole PTO for volunteering to support the school.

I would also like to thank all the teachers for their hard work and commitment throughout the school year.

**Richard Eaton**  
BPTT, Chair





*"The purpose of the Board is to set the strategic goals for the school and to provide oversight and support to the Director in achieving these."*

7

*- Richard Eaton, BPTT, Chair*



Our 2017-2018 ISPS Board:

**From left to Right, Back Row:**

Paul Brown, US Embassy, Robert Hadad, Parent Director,  
Carol McIntyre, Parent Director, Ana Ferrero, Shell, Richard Eaton, BPTT, Chair,  
Lou-Anna Patterson, Parent Director, Lisa Gosine-Alleyne, EOG Resources,  
Barney Latham, Director, ISPS.

**Front Row:**

Jennifer Loughridge, Parent Director, Karen Blake, Shell,  
Adrienne D'Arcy, Parent Director.

**Missing from photo:**

Dexter Payne, US Embassy, Regan Sankar, BPTT, Derek Reiber, EOG Resources,  
Bronwyn Cox, Parent Director.



# ISPS Board of Directors

ISPS is governed by a Board of Directors, with four shareholder members and three parent Board members nominated by parents at the PTO Annual General Meeting. There is an alternate Board member for each full member. The members of the Board for the 2017-2018 school year were:

Board Members	Representation	Alternate Members
Richard Eaton	BPTT	Regan Sankar
Dexter Payne	US Embassy	Paul Brown
Lisa Gosine-Alleyne	EOG Resources	Derek Reiber
Ana Ferrero	Shell	Karen Blake
Robert Hadad	Parent Director	Jennifer Loughridge
Bronwyn Cox	Parent Director	Adrienne D'Arcy
Carol McIntyre	Parent Director	Lou-Anna Patterson

In addition to serving on the Board, Directors may also serve on advisory committees such as task forces for specific purposes or to provide continuing consultation. The Director of ISPS sits on all committees. The advisory groups report monthly to the Board.

For the academic year 2017-2018 there are currently three sub-committees:

1. Finance and Facilities
2. Human Resource, Governance and Policy
3. ACE – Academic, Communication and Enrollment





**The Finance and Facilities Committee** meets monthly. The committee works in conjunction with the Director of the School to develop the annual operating and capital budgets and a long-term financial plan for the school. The committee advises the Board of Directors for the setting of employee compensation packages and annual school fees. The committee reviews the school's financial procedures to ensure such are sufficient to secure and maintain the school's resources and equipment. The committee is to oversee the facilities (buildings and grounds) of the school in respect to maintenance, safety and improvement.

**The Human Resource, Governance and Policy Committee** meets monthly. This committee reviews and makes recommendations on existing and new policies, covering staff compensation and benefit packages. It also recommends manpower/ recruitment plans and the filing of vacancies. This committee monitors the succession and development plans for school leadership. It also approves the annual school calendar for presentation to the Board of Directors for final approval, and will annually review facility safety features and report their findings to the Board with recommendations for improvement.

**ACE – Academics, Communication and Education Committee** meets monthly. This committee concentrates on issues at the broadest level of education such as recommending educational policy, reviewing overall school performance against the strategic plan, school accreditation, admissions and enrollment and recommending communication strategies to keep our stakeholders informed.



## > CORPORATE SHAREHOLDERS



 **Richard Eaton** was born and grew up in Bath in the UK and has worked for BP for 17 years in various commercial and finance roles in its gas marketing and upstream businesses based in London, Seoul, Jakarta, Houston and Port of Spain.

He has been Head of Planning and Commercial Operations for Trinidad and Latin America since June 2015 and prior to that he was Finance Director for BP's Global Projects Organization.

Prior to BP, Richard founded and managed a successful social enterprise focused on helping homeless people.

He is married to Patricia and has three sons at ISPS.




 **Dexter Payne** is the U.S. Embassy representative to the ISPS Board of Directors. He is a career Foreign Service Officer, and has served in Trinidad and Tobago since August 2015.

He and his wife Ellen have three children at ISPS, and they are sadly anticipating the end of their wonderful time in Trinidad and Tobago, and their return to Washington, this coming summer.



 **Ana Ferrero** is currently the Head of Finance for Shell in Trinidad and Tobago. She joined Shell in 1998 after graduating from Universidad Torcuato Di Tella, Argentina with a Major in Business & Economics.

Ana has worked in a variety of Shell Finance roles both in the Upstream and Downstream businesses in various countries including Argentina, United Kingdom, The Netherlands, New Zealand and Russia. She is married to Felix and have three children two of which currently attend ISPS.

 **Lisa Gosine-Alleyne** holds the position of Senior Division Counsel of EOG Resources Trinidad Limited, an independent Oil and Gas Company with operations in the United States, Canada, United Kingdom, China and Trinidad.

Lisa, who was born in the UK attended University College London where she gained her LL.B certification with honours.

In 1994 she moved to Trinidad and was called to the Trinidad and Tobago Bar, where she has been practicing as an Attorney-at-Law for more than two decades.

Lisa is respected as a credible voice in decision making, finding strategic partners and establishing governance boundaries within the organisation in which she works.


Lisa serves as the Assistant Secretary on various Boards of EOG Resources Inc. and its affiliates and she has also served as a director on several boards in the past.

Lisa is married to Chester and they have one son.







 **Karen Blake**, currently Country HR Manager for Trinidad & Tobago, joined Shell in 2007.


Prior to this, Karen enjoyed an HR career across energy sector and software development.

She graduated from Baylor University with a B.B.A in Human Resource Management and Quantitative Business Analysis.

As an HR professional, Karen has worked globally in Upstream, Downstream, and Central Talent, in both staff and operating environments (unionized and non-unionized), which offered a breadth of experiences from working with senior leaders to industrial relations and talent strategy.

***“Education is the foundation upon which we build our future.”***


*– Christine Gregoire*

 **Paul Brown** was raised in Florida and he has a Bachelor's degree in Finance from the University of Florida.

In the past Paul served in the U.S. Army, worked in retail sales, and as a Deputy Sheriff. He is currently working for the U.S. Department of State at the U.S. Embassy focusing on security and conducting investigations.


Paul has three children attending ISPS and his wife is Secretary of the PTO. Paul enjoys outdoor activities such as fishing, camping, and hiking.



 **Derek Reiber** is the Exploration Manager for EOG Resources. He has a BS and MA in Geophysics from Cal State Northridge and the University of Texas, an MS in Petroleum Engineering from the University of Houston and an MBA-Finance from IE Madrid.

He grew up in an international community in Karachi Pakistan and prior to coming to Trinidad spent nine years in Cairo Egypt. He enjoys doing as many outdoor activities as possible in sunny, beautiful Trinidad with his wife Kelly, ISPS 7th grader Isaac and 5th grader Gideon.



 **Regan Sankar** is currently the Drilling Engineering Manager at BPTT.

He joined BP in 2001, and has held international positions in both Aberdeen and Azerbaijan, in addition to his positions in Trinidad & Tobago.

Regan previously worked at Halliburton Trinidad Limited. He has a Master of Science Degree in Petroleum Engineering and a Bachelor of Science degree in Physics from the University of the West Indies.

Regan and his wife have two children, both of whom attend ISPS. He was born and raised in Trinidad.



## > PARENT DIRECTORS

 **Robert Hadad** is one of the Co CEOs of the Hadco Ltd. group of companies, an Import and Distribution, Manufacturing and Recycling conglomerate in Trinidad and Tobago.


He founded this business with his brothers in 1992. He holds a BSc. Degree in Accounting from UWI, Barbados.

He has served on the board of the Brian Lara Cancer Treatment Foundation in the past, and is currently a Board Member of the JES Foundation for Pancreatic Cancer.

He is a dedicated, passionate and success driven individual.

Robert is married to Kathryn and they have two children attending ISPS.



 **Bronwyn Cox** is the parent of two children at ISPS who attended the school for 4-1/2 years after moving to Trinidad from Texas.

She has worked for BP since 2001 and has held the roles of Wells Operations Manager, Drilling Engineering Manager, and other leadership and engineering roles in Houston.

Prior to joining BP she worked on Schlumberger's International team in various countries around the world.

She grew up in the UK and attended the University of Cambridge, reading Engineering for both a Bachelors and a Masters degree, followed with a Post-graduate in Design, Manufacture and Management.

Bronwyn and her husband Charles have two children, both of whom attend ISPS.

 **Carol McIntyre** was raised in Trinidad and Tobago and holds a Bachelor degree in Political Studies from Queen's University, Canada.

After graduating, Carol spent twenty years in Toronto, Canada where her three children were born.

All three have been ISPS students. Carol has worked in senior positions, in Financial Services, in the areas of Development Finance, Investments and Strategic Marketing.

Her ten-year career at Sun Life (Canada) was particularly rewarding for instilling in her a love of teamwork and service to others. Carol enjoys diversity in culture as a foundation for learning. Her interests include dance and boxing training.

Carol has two children, one in Grade 8 and one in 12 at ISPS.




***"An investment in knowledge pays the best interest."***

*– Benjamin Franklin*






 **Jennifer Loughridge** has a Masters in Politics from the University of Edinburgh.

Jennifer has senior executive finance experience in the oil and gas sector with expertise in Finance Transformation, Commercial Decision-Making, Corporate Governance and Valuation.

She is originally from Aberdeen, Scotland and has lived and worked in a number of locations internationally before moving to Trinidad in 2017.

She is married to a Dutch national who has a son attending ISPS.



 **Adrienne D'Arcy** is a Partner in EY's Assurance Service Line in the Trinidad and Tobago office.

She has more than twenty years of audit and accounting experience, serving large domestic, regional and international clients in the financial services industry. This includes working with companies in the insurance, banking, asset management and pension funds sectors.


Her past experiences include being a part of the leadership team that successfully launched the last new life insurance company in Trinidad.

She has a deep understanding of the domestic and global issues and challenges in the financial services industry and frequently presents on these matters.

A proud mother of three and wife she believes in work/life balance. She is also a former national athlete and gives her time to worthy causes including serving on the board of one of Trinidad's leading private primary schools.

Adrienne is a firm believer that when parents and families get involved in their children's education, that our schools perform better and our children receive a better educational experience.



 **Lou-Anna Patterson**, is Trinidadian by birth. She is currently Managing Director at Aon Trinidad having started the local operation for Aon Plc in 2005.

Lou-Anna became an Associate of the Chartered Insurance Institute (ACII) in 1986 after attending the CII College of Insurance, Sevenoaks, Kent, U.K.

Upon her return to Trinidad she successfully completed an Executive MBA program at the Arthur Lok Jack School (formerly Institute of Business), University of the West Indies.

Lou-Anna is married to Michael and has 2 sons. One is a recent graduate of ISPS and has just completed his first year university in Canada and the other is in high school. This is our 11th year at ISPS.

***A good education is a foundation for a better future.***

*– Elizabeth Warren*

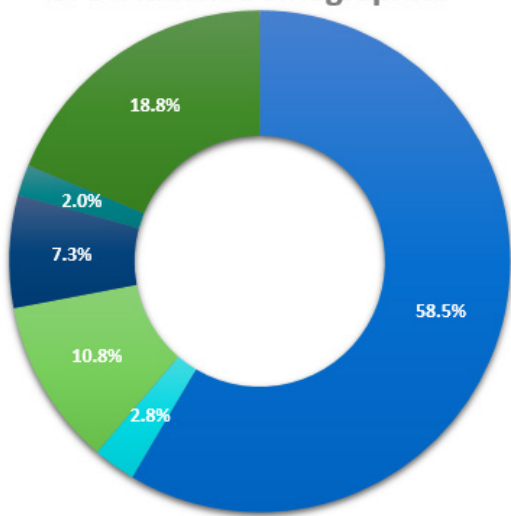
# Who We Are



Founded in 1994, the International School of Port of Spain (ISPS) is a private, co-educational day school based on a US curriculum model, using the innovative Primary Years Programme (PYP), Middle Years Programme (MYP) and our College Level Advanced Placement (AP) courses. Each school has its own unique programs that fit together into a cohesive vision that supports the school's educational philosophy.

## Student Nationalities

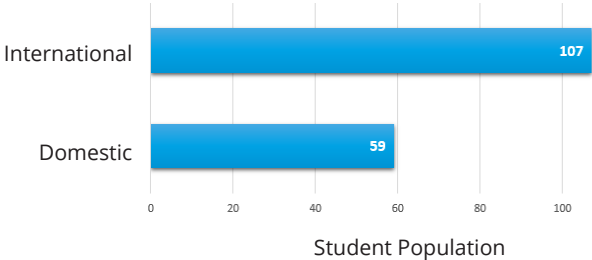
ISPS Student Demographics



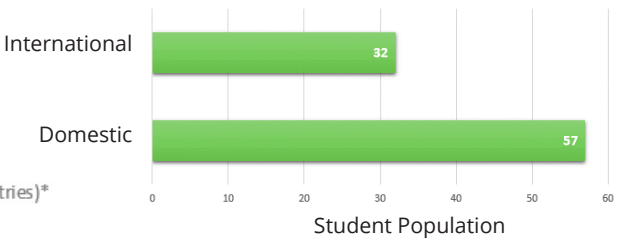
■ Trinidadian ■ Venezuelan ■ American ■ British ■ Canadian ■ Other (28 countries)\*

British	25
Canadian	10
US	44
Trinidadian	222
Venezuelan	6
Other	86
	393

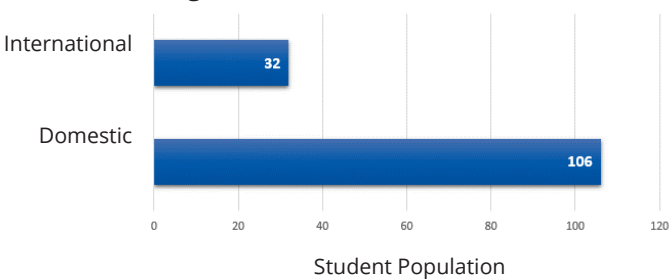
Elementary School



Middle School

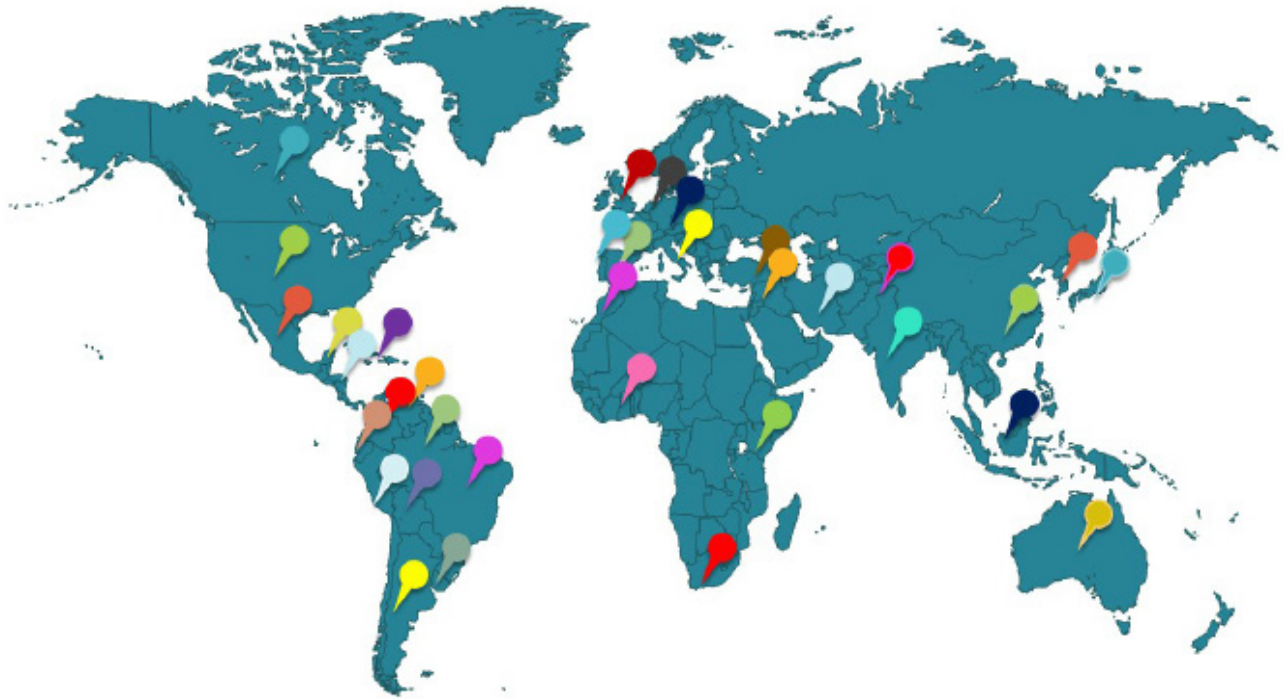


High School



# 30+ Nationalities

*The International School of Port of Spain (ISPS) offers an international education based upon a US curriculum model while utilizing the rich and diverse environment of Trinidad and Tobago and draws on the special qualities of the ISPS community to prepare young people for the challenges they will face as citizens of the twenty-first century.*



The International School of Port of Spain (ISPS) provides a college preparatory, holistic education for children in grades Pre-Kindergarten through Grade 12, providing them with the skills, knowledge and values necessary to be productive individuals in an interdependent world.

Focusing on Programs of study and requirements of universities in North America and abroad, ISPS strives to meet the needs of both International families and long-term residents of Trinidad and Tobago.





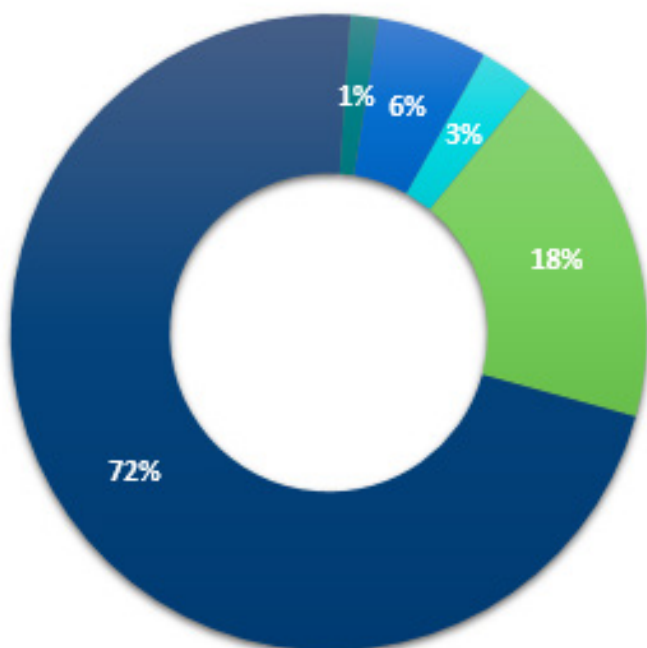
# GLOBAL CITIZENS





# Faculty Demographics

Faculty Demographics



■ British ■ Canadian ■ US ■ Trinidadian ■ Other

British	4
Canadian	2
US	13
Trinidadian	51
Other	1
	71

*ISPS Employs 71 dedicated Full Time Educators*

*25 hold Bachelors Degrees*

*43 hold Masters Degrees*







### **As IB learners we strive to be:**

Inquirers  
Open-minded  
Thinkers  
Communicators  
Principled

Knowledgeable  
Caring  
Risk-takers  
Balanced  
Reflective

# IB World School: PYP and MYP

## Progress of Primary Years Programme and Middle Years Programme

The academic year 2017 – 2018 has seen growth with the Primary Years Programme (PYP) and the Middle Years Programme (MYP). ISPS was authorized to implement the MYP in June 2016, and the PYP was reauthorized in April 2017.

### Primary Years Programme

The main focus this year has been on meeting the IB recommendation that the units of inquiry be more transdisciplinary so that all science and social studies are integrated. The IB coordinator has been working with teachers on how to integrate the Next Generation Science Standards (NGSS) into the units. The process has involved unpacking the NGSS performance expectations to get a better understanding of the different dimensions involved. Teachers have worked diligently in creating/recreating units that are more rigorous and engaging to meet the needs of the students. The journey has been demanding, but also reflective of what works best for our students. As a result, teachers have been able to design activities that are science driven. In the coming year, teachers will be guided on improving science-driven units so that they integrate the concepts and practices in the three dimensions: science and engineering, disciplinary core ideas, and crosscutting concepts. Integration with other subject areas is ongoing.

Moreover, Spanish is another area that has been restructured into phases so that different levels of Spanish are differentiated in the classroom. The purpose of this is to allow the transition into Middle School to be more fluid. We will continue to follow the PYP action plan and slowly implement the recommended changes over time.

### Middle Years Programme

The Middle Years Programme is well underway. Another year of delivering the programme has allowed teachers to become more familiar with the various elements. Under the guidance of the MYP coordinator, teachers continue to refine planning of their units of inquiry. Understanding the assessment process has also become easier with more familiarity in the use of the assessment criterion. Reflection is a major part of the planning process, and although units may remain basically the same, teachers continue to look for other ways to create learning experiences that are real world and engaging for students, particularly in our forever evolving digital world. The challenge is to design activities that not only hold their interest, but are relevant so they can make connections and apply them in other areas of their life.

Professional development is ongoing, and collaboration is a big part of the programme. This year, teachers have been encouraged to teach other teachers based on workshops they have attended or knowledge and skills they have acquired and refined over the years. New teachers are mentored and supported by other teachers and administrators. Moreover, parents are educated about various aspects of the programme through parent sessions.

The Middle Years programme culminates with the mandatory Personal Project for students in grade 10. This year has been the second time that students in grade 10 have conducted an independent research project of their own choosing. The topic can be anything they are interested in, however, they are required to follow a process that involves investigating, planning, taking action, and reflection. The Personal Project Exhibition this year was quite impressive, and topics ranged from creating websites to reducing obesity in children. Although students found it challenging in terms of time management and organization, it has been quite an eye opener for them as they have learnt a lot from the process, particularly what they are capable of.

The year ends with teachers updating changes to units in Atlas, and a better understanding of the Middle Years Programme. The goal is to continue providing teachers with resources and IB training that will help them enhance their understanding of the program to improve student learning, and grow as a learner.



# Educational Excellence...

*"Education is the most powerful weapon which you can use to change the world."*

*- Nelson Mandela*



## *Difference Makers, Future Shapers*

ISPS uses both external and internal assessments to track students' performances. Internal assessments are conducted on all subject areas.

Formative assessments are conducted during the units or course work and summative assessments are administered at end of the unit or course.

### **Internal Assessments:**

- Subject specific exams
- Experiments
- Observations
- Projects/Presentations/Performances

External assessments such as Measures of Academic Progress (MAP), ERB Writing, Advanced Placement (AP) subject specific, SAT, PSAT and ACT.

### **External Assessments:**

- MAP measures students' knowledge in mathematics, reading, and language at the Kindergarten to the Eighth Grade level. Generally, students achieve a higher score than US Schools and International Schools. (See page 27) All students made progress on their MAP baseline scores in October 2017 when compared to May 2018 scores. Student RIT scores are used to identify the students' strengths and weaknesses. While students in K-8 Grades

## ...Measuring Success at ISPS



showed growth in reading and language RIT scores, specific areas in mathematics were not achieved.

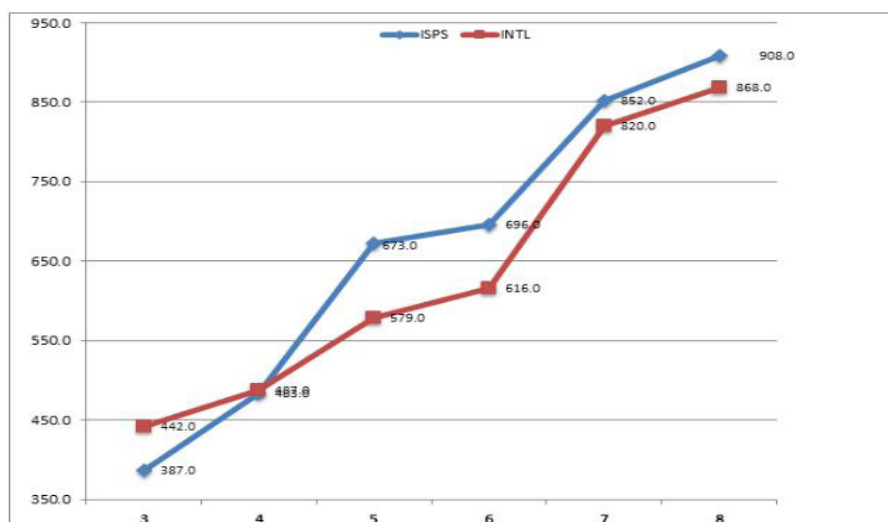
- ERB Writing is administered to students from Grades 3-8. Students are assessed on the six elements of writing (overall development, organization, support sentence structure, word choice and mechanics). Scores are based on a 1 to 6 point scale to report performance on six elements. Students in Grades 4-8 students (136) 100% achieved the target score of 4 and above in all six elements of writing. Grade 3, 27 students achieved the target score of 4 and above in only three of the elements. The grade three students usually have a modest score since they are tested against the Grade 4 narrative writing sample. (See graph on next page)

*"The function of education is to teach one to think intensively and to think critically. Intelligence plus character -- that is the goal of true education".*  
- Martin Luther King Jr.



# ERB Writing Assessment Program (WrAP)

School scores are compared to suburban, independent and, more recently, international norms. Teachers and administrators use raw scores by students, class, or school to determine if results are reflective of their general experience with the students' writing and to establish priority for writing emphasis. The rubric is used to guide lesson plans and goals.



The data shows a comparison between ISPS 2017 and International Schools scale scores.

The chart is consistent with ERB expectations that raw scores ordinarily rise within each level from one year to the next. In 2017, ISPS outperformed International counterparts in all grades except grades 3 & 4.

## 2017-2018 Key PYP Goals for Varied Disciplines

Target scores for program achievement were as follows:

- Term 1:** 153 PYP students: 56% of the students in language arts achieved a target score of 3 and above; 153 PYP students: 82% of the students in math achieved a target score of 3 and above; 151 PYP students: 81% of the students in social studies achieved a target score of 3 and above; Grades Pk, and 1-5 PYP students (124): 73% of the students achieved 3 and above in science. (Please note that 26 Kindergarten students were not graded on science this term.)  
**Term 2:** 153 PYP students: 62% of the students in language arts achieved a target score of 3 and above; 154 PYP students: 76% of the students in math achieved a target score of 3 and above; 153 PYP students: 88 % of the students in social studies achieved the target score of 3 and above. Grades Pk-4 PYP students (128): 76% of the students achieved 3 and above in science. Please note that grade 5 students were not graded on science this term. All students (Pk-5) who did not achieve the expected target of 3 are being monitored, and teachers are charting their progress.  
**Term 3:** 159 PYP students: 81% of the students in language arts achieved a target score of 3 and above; 159 PYP students: 87% of the students in math achieved a target score of 3 and above; 156 PYP students: 95 % of the students in social studies achieved the target score of 3 and above. Grades Pk-5 PYP students (157): 95% of the students achieved 3 and above in science. (Please note students' numbers vary depending on whether students withdraw or attend student services.)
- 75% of Middle Years Program (6-10 Grades) students will achieve a minimum target score of 4 based on the rubric used for middle school final report card by June, 2019. Q3 2018 reports: indicate that the target has been met in all subjects. Arts: 89%; Design: 90%; English: 100%; Individuals & Societies: 100%; Language Acquisition: 93%; Math: 86%; PHE: 97%; Science: 99%
- 90% of Grade 12 students are accepted in 1st and 2nd/ high priority college/university choice by June 2019. Also 83% of the students who have made firm decisions have been admitted to their first choice/high priority schools, even though they may not attend for varying reasons. This represents a significant increase to that of last year (50%).







# Measures of Academic Progress

MAP is a computerized external assessment that measures student knowledge in Mathematics, Reading, and Language. It is adaptive - as a student responds to questions, the test responds to the student, adjusting up or down in difficulty until it levels out at a point where the student is answering questions correctly 50% of the time. This score indicates students' learning level at which they should be currently working in class. Teachers then use their MAP performance data to inform instruction.

The chart below shows ISPS Grades K-8 beginning and end scores for the 2017-2018 school year compared to the latest normative and comparative data from US and International schools.

## The results indicate that:

- ISPS mean RIT scores are higher than both USA norms and the International comparisons by 1-16 RIT points in all 3 subjects for both Fall and Spring.
- Additionally, in some tests, ISPS students performed at 1 grade level higher than USA and Int'l counterparts eg Grades 4, 5, & 6 in Math, Reading and Language Usage.

## Points to note about the RIT score

- **The RIT scale is consistent** - 1 RIT is always 1 RIT. A student's growth from 165 to 170 is the same amount of instructional growth as a student's growth from a 280 to 285.
- **RIT Scores are completely Independent of Grade level.** There are "typical" RIT scores for each grade level (USA column of chart below), but every student is different. The scale allows for students to be accurately measured regardless of their grade level. A 3rd grade student and an 8th grade student with 210 on the Reading MAP assessment are at the same instructional level.
- **In general, students starting with a lower RIT score tend to show greater amounts of growth than students starting with a higher RIT but all students can grow.**

TEST	MATHEMATICS					
	BEGINNING (Feb 2017)			END (Spring 2018)		
Grade	ISPS	USA	INT	ISPS	USA	INT
K	151	140	144	168	159	161
1	176	162	163	194	181	183
2	187	177	182	199	192	195
3	196	190	193	205	203	203
4	209	202	205	224	214	214
5	222	211	215	226	221	223
6	226	218	220	233	225	227
7	234	223	228	240	229	233
8	238	226	234	241	231	240

ISPS MAP Administration FALL 2017 (BEGINNING) & (END) COMPARED TO Normative Data (USA - 2015) and International Comparisons (Fall 2017-2018; Spring 2016-2017)



TEST	READING					
	BEGINNING			END		
Grade	ISPS	USA	INT	ISPS	USA	INT
K	147	141	143	166	158	157
1	167	161	160	192	178	176
2	183	175	177	195	189	188
3	196	188	190	205	199	199
4	205	198	200	216	206	207
5	213	206	208	220	212	214
6	220	211	214	229	216	219
7	225	214	219	229	218	223
8	231	217	223	234	220	228

TEST	LANGUAGE USAGE					
	BEGINNING			END		
Grade	ISPS	USA	INT	ISPS	USA	INT
K	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA
2	185	175	179	197	190	190
3	193	189	192	205	200	201
4	210	199	202	217	207	209
5	213	206	210	219	212	215
6	222	211	215	224	215	218
7	226	214	219	228	218	222
8	227	216	223	230	219	226

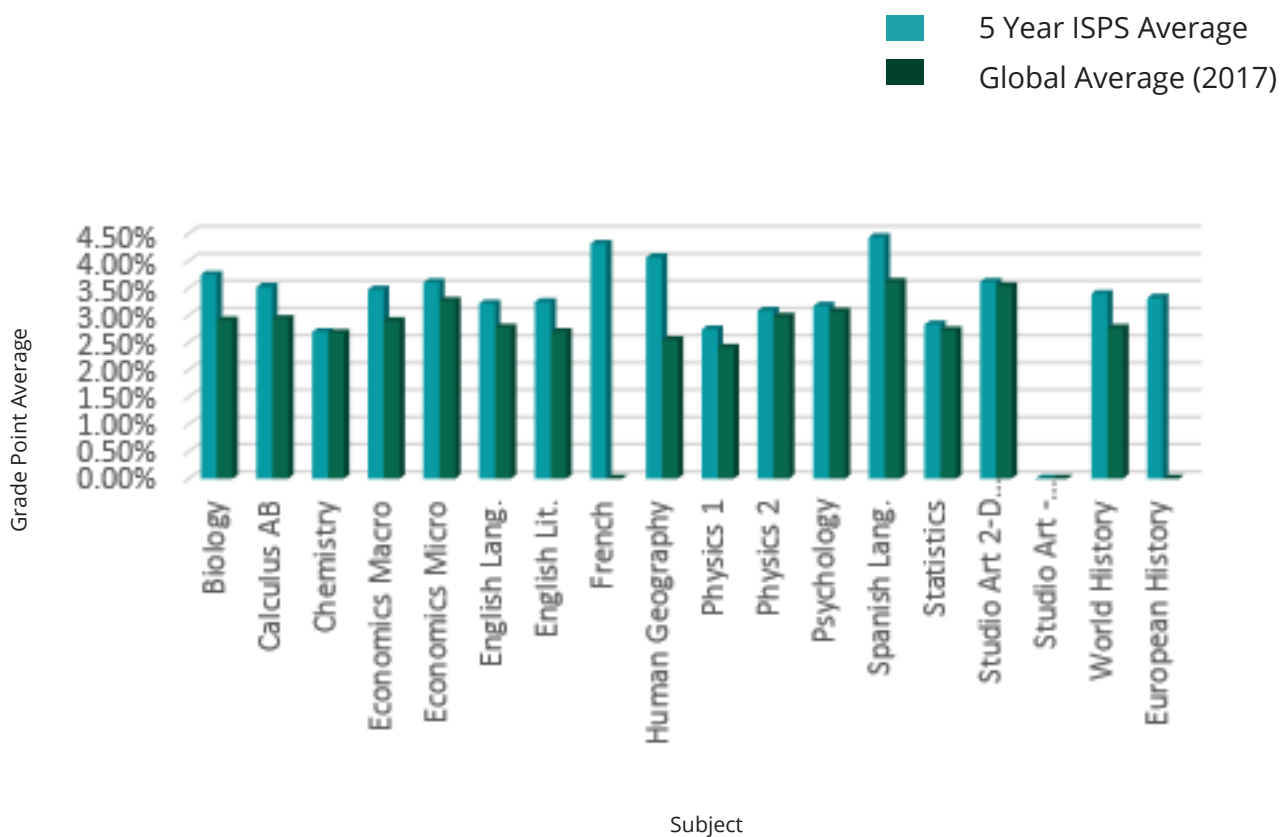
**Observations:**

- For the school year 2017-2018, ISPS mean RIT scores are higher than both USA norms and the International comparisons by 1-16 RIT points. This pattern is consistent for both Fall and Spring testing in all three subjects – Math, Reading and Language Usage.

(Source: [http://www.fortheteachers.org/rit\\_scores-2/](http://www.fortheteachers.org/rit_scores-2/))

# Advanced Placement Examination Results Five-Year Average

AP courses are college level courses administered by the College Board in the United States. Students who score a 3 or higher on the external AP examination can receive college credit for the course at many universities. AP exams are taken in May of each year. The following table compares 2017-2018 results against the 2017 global averages.



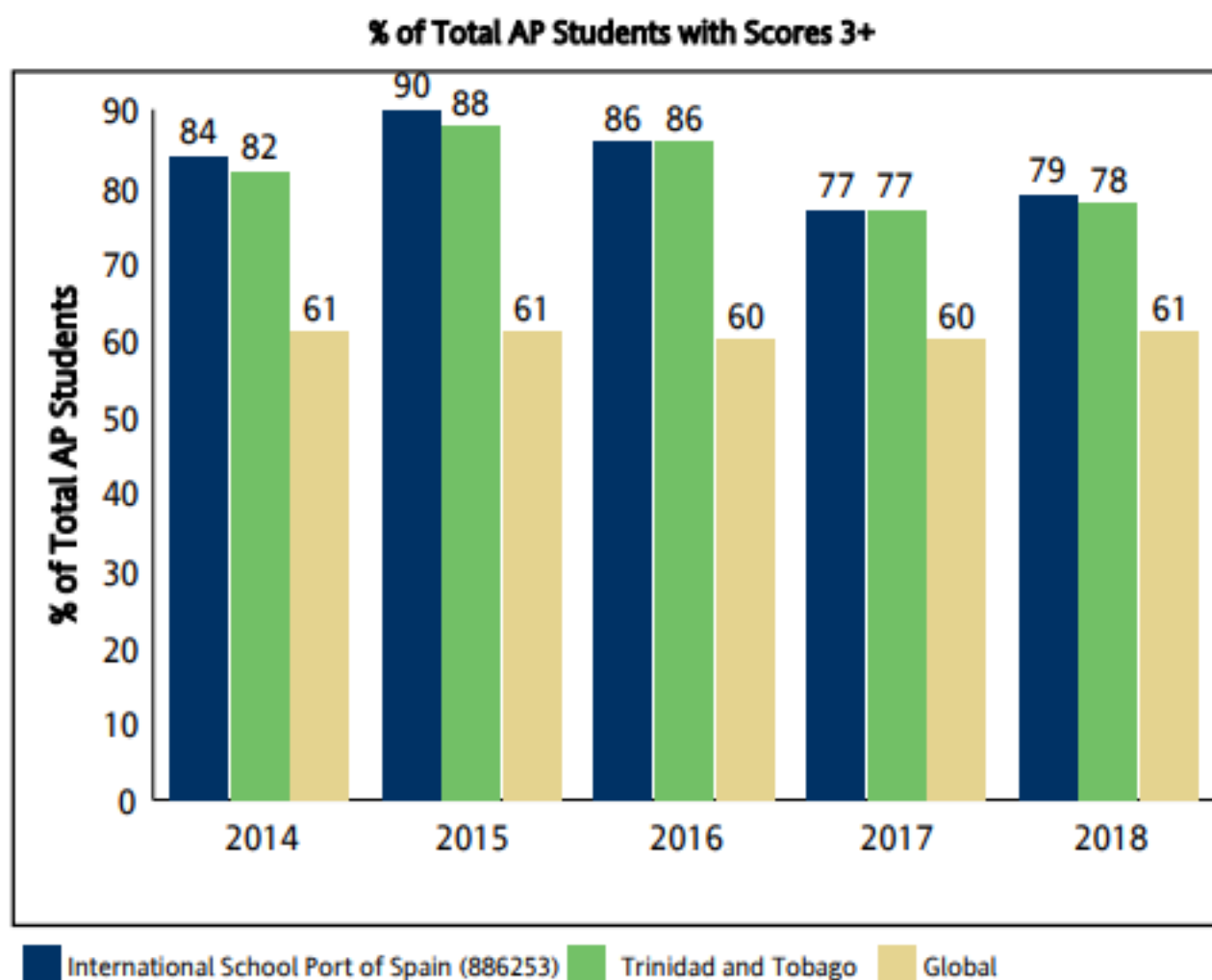
	Number of Students	Number of Students Taking at least one AP	Percentage Taking at least one AP	Average Number of AP's per Student
Class of 2018	47	47	100%	5
Class of 2016	39	38	95%	5.2
Class of 2015	51	51	100%	4.6
Class of 2014	43	43	100%	4

# Advanced Placement Five-Year School Summary

This report shows five years of data at the school, country and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

Data Updated Jul 12, 2018, Report Run Aug 14, 2018

International School Port of Spain (886253)





	2014	2015	2016	2017	2018
<b>International School Port of Spain (886253)</b>					
Total AP Students	79	105	85	90	81
Number of Exams	166	218	187	218	200
AP Students with Scores 3+	66	95	73	69	64
■ % of Total AP Students with Scores 3+	83.5	90.5	85.9	76.7	79.0
<b>Trinidad and Tobago</b>					
Total AP Students	85	111	88	92	88
Number of Exams	173	225	191	220	215
AP Students with Scores 3+	70	98	76	71	69
■ % of Total AP Students with Scores 3+	82.4	88.3	86.4	77.2	78.4
<b>Global</b>					
Total AP Students	2,352,026	2,497,164	2,625,319	2,762,293	2,827,557
Number of Exams	4,199,454	4,516,044	4,741,566	5,006,273	5,133,230
AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,666,078	1,734,583
■ % of Total AP Students with Scores 3+	61.3	60.7	60.3	60.3	61.3

“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as The AP Cohort Data Report, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

© 2018 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.



***“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”***

*– Malcolm X*

# Performance on the SAT

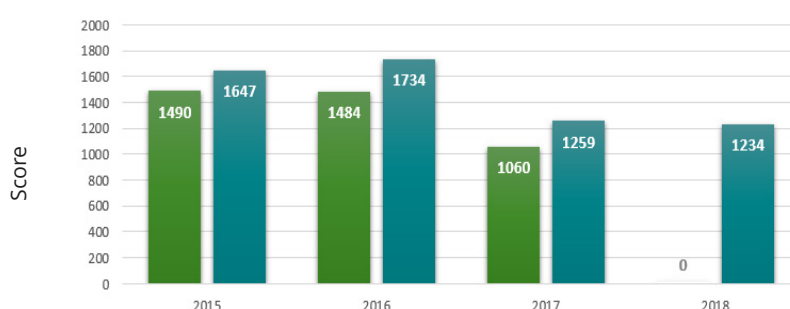
ISPS is a test center for the administration of a variety of external examinations which are required for entry into universities world-wide. In addition to Advanced Placement examinations, ISPS offers the following assessments: PSAT, SAT and ACT. ISPS student achievement on the SAT is noted in the table and graph below.

## SAT Scores for the Past Four Years

AT ISPS	Critical Reading	Math	Writing	Total
<b>Class of 2015</b>				
ISPS	555	565	527	1647
SAT Mean	495	511	484	1490
<b>Class of 2016</b>				
ISPS	584	589	561	1734
SAT Mean	494	508	482	1484
<b>Class of 2017</b>				
ISPS	630	631	N/A	1259
SAT Mean	533	527	N/A	1060
<b>Class of 2018</b>				
ISPS	614	620	N/A	1234
SAT Mean	SAT Means Not Yet Available			

## ISPS Mean Score versus College Board Mean Score on the SAT

■ ISPS  
■ College Board



Year	Percentage of class taking the SAT	Percentage of class taking the ACT	Average SAT score (and percentile)	Average ACT score (and percentile)
2015	58%	35%	1647 (70 %ile)	25 (79 %ile)
2016	74%	27%	1734 (75 %ile)	26 (83 %ile)
2017	69%	13%	1259 (83 %ile)	26 (83 %ile)
2018	72%	N/A	1234 (81 %ile)	N/A



## PSAT Scores

October 2015				
Grades	9-11	11	10	9
Total Score	974	1054	941	932
%ile Total	56	66	53	49
Math	487	529	464	470
%ile Math	55	66	49	50
English	487	524	477	462
%ile English	55	63	55	48
October 2016				
Grades	9-11	11	10	9
Total Score	1000	1052	990	921
%ile Total	60	67	60	48
Math	492	512	485	463
%ile Math	55	59	55	49
English	508	540	505	458
%ile English	62	71	62	48
October 2017				
Grades	9-11	11	10	9
Total Score	1006	1073	994	887
%ile Total	59	67	61	41
Math	499	529	492	447
%ile Math	57	63	59	44
English	507	544	502	440
%ile English	60	69	62	40

\*Updated October 2018





# College Matriculation 2017-2018

The table below indicates the higher education choices of the class of 2017 (graduating seniors) as of June 2017. This may be subject to change.

School	Country
Acadia University	Canada
Baruch College of the CUNY	United States
Boston University	United States
Brock University	Canada
Elon University	United States
Fanshawe College	Canada
Florida Institute of Technology	United States
Fordham University	United States
High Point University	United States
King's College London	United Kingdom
La Salle University	United States
Loyola Marymount University	United States
Lynn University	United States
McMaster University	Canada
New York University	United States
Northeastern University	United States
Queen's University	Canada
Royal College of Surgeons in Ireland	Ireland
Stephen F. Austin State University	United States
The University of Tampa	United States
Tufts University	United States
Universidad De Lima	Peru
University of British Columbia	Canada
University of Colorado at Boulder	United States
University of Guelph	Canada
University of Kent	United Kingdom
University of Miami	United States
University of Reading	United Kingdom
Western University	Canada

Thirty-nine (83%) of the class of 2017 have made firm decisions regarding university placements.

- 24 (59%) to the USA
- 10 (24%) to Canada
- 4 (10%) to the UK
- 2 (5%) to Ireland
- 1 (2%) to Peru

These figures are relatively consistent to those of last year.

Also 83% of the students who have made firm decisions have been admitted to their first choice/ high priority schools, even though they may not attend for varying reasons. This represents a significant increase to that of last year (50%).

# Well Rounded Global Citizens

**Goal Statement 3.1:** ISPS will develop active citizenship through Grade K-12 as demonstrated by increased community service with a minimum of 2 actions per year per student commencing June 2017-2018 time. A minimum of 5 hours.

## Community Service

Student interest in being of service to the community is a natural product of our instructional approach. As our students learn to apply their knowledge to different contexts, they look for solutions to local and global problems. Our goal is to continue to harness our student's interest in making a difference and to help them identify opportunities for community service so as to achieve our goal of two actions per student per school year.

High School contributes through teacher advisory and student membership in clubs such as the High School Student Council, the National Honor Society and Reach Out. The High School and Middle School Student Councils have hosted school spirit events and contribute the funds raised to community organizations. The National Honor Society works with groups like Habitat for Humanity and various groups that support the needy. They host an annual Friends and Family Bingo to raise funds for various charities. Reach Out volunteers time and talent to assist the academic pursuits of primary school students in the community. They staged a fabulous outdoor rock concert, to support their much needed work. The Global Issues Network seeks to support students as they develop projects to address issues of global concern. ISPS high school and middle school students have presented their projects at the annual Global Issues Conference in our region. Elementary School has for the past 10 plus years, lead the Annual Walk-a Thon to raise funds for the Cyril Ross Home for HIV positive kids and The Christ Child Home in Diego Martin.

Students are also encouraged to volunteer on their own or with their families, to alleviate the plight of the less fortunate around us. Noteworthy was Shivaa Persad-Coosal, who single handedly raised \$15,000 for children with cancer. We will continue to promote opportunities for community service at ISPS, and to identify it as a core value.

**Goal Statement 3.2:** ISPS will encourage well roundedness in all students as demonstrated by a 15% increase in participation in co-curricular, intra curricular and after school activities by June 2019.







# After School Activities & Clubs

This is a broad-based activity program that strives to provide a wide variety of enjoyable, valuable learning experiences that cater for the physical, intellectual, and social needs of the students of ISPS. Activities are conducted by instructors and coaches who are all specialists in their areas. The students are charged a minimal fee to offset the cost incurred in running the program. The after school program is organized into three sessions held throughout the school year.

## Activities Offered

Chess, Community Service Club, Drama, Soccer, Gymnastics, Karate, Modern Dance, Steel Pan, Spanish Club, Strings (Ukulele, Violin, Viola, Cello), Environmental Club, Yearbook Production, Tap Dance, Dance Group, Elementary Basketball, Archery, Track and Field, Table Tennis, Badminton, Elementary Volleyball, Hockey and Arts and Craft.

The Athletic Director coordinates a schedule of sports and activities over the academic year based upon student interest.

The academic year is organized into three sessions: **Session 1:** September 4 - November 24; **Session 2:** January 8 -March 16; **Session 3:** April 9 - June 22. This is a totally self-sustaining (not dependent on funding from ISPS) program offering 30 activities.

This year the number of participants were smaller because of our low enrollment but there was more involvement by MS and HS students. This is as a result of the Sports Teams Development Program.

140 students participated. From the data, 74% of the participating students are from Elementary School, 26% are from Middle School and High School.

**Staffing:** 10 instructors or assistants are ISPS full or part-time staff and students, and 20 instructors from the community (out-sourced).

## Student participation by Grades

Grade	PK- K	1	2	3	4	5	6	7	8	9	10	11	12
# of students	29	12	18	17	11	17	10	11	6	4	6	0	0





Cammi

Miguel



## Sports Team Development Program

This program was introduced this year to provide more training in Soccer, Basketball, Volleyball and Rugby.

Parents and students have responded well to the initiative. 29 students from grades 2 to 12 have signed up for Soccer, 21 for basketball, 9 for Volleyball and zero for Rugby. This does not include the students who are in training for the CAISSA teams. Two more coaches have been added: one for Soccer and one for Basketball. Students have participated in four friendly soccer games (U10, U12 and U14) and the results have shown that the skill level of our young players are improving.

This new program was started mid-year and is very popular. Our current focus is to teach basic skills, build consistency, develop fitness and strength, introduce and develop strategy in the game, and develop team and school spirit.

The aim is to increase the size of our pool of players for all teams and to participate/compete at different age-level events. This will allow more students to benefit from physical activity. Students will participate in friendly games/tournaments at the end of this term.

Our clubs were also used to select students for the CAISSA Middle School Sports Festival held in The Cayman Islands from May 17th to 20th. The young Caimans participated in Soccer (7 V 7), basketball and Volleyball for the first time.







### **CAISSA** (Caribbean Area International Schools' Sports Association)

The key team sports for HS students are Volleyball, Soccer, Basketball and Rugby. The Current members of CAISSA are the Carol Morgan School of The Dominican Republic, Escuela Campo Alegre of Venezuela, Academia Cotopaxi of Ecuador, and the International School of Port of Spain. There are three tournaments a year and our teams travel twice. ISPS hosts one of the tournaments every year and participation in CAISSA offers our athletes the opportunity to form lasting friendships with students outside of Trinidad.

#### **CAISSA Season 1:**

Volleyball CAISSA (season 1) was hosted by Carol Morgan School (CMS), Dominican Republic, from the 25th to the 29th of October. Our teams continue to perform very well and made it to both finals. Our girls won the silver medal. This was the first time in six years that they had not claimed the gold. The highlight, however, was the ISPS boys' team. They won every set on their way to winning the Championship. This is the second consecutive CAISSA volleyball Championship. Congratulations to the teams and the coaches.

#### **CAISSA Season 2:**

ISPS hosted CAISSA season 2 from the 24th to the 28th of January. ISPS was represented by a Varsity and a Junior Varsity Girls' teams in the Soccer tournament. In the Basketball tournament, the Caimans also registered two teams, a Varsity and a JV team.

The two ISPS teams played for the third place position. ISPS showed their sportsmanship and camaraderie by sharing the same bench.

The Basketball tournament was a totally different affair. The Caimans were vying to make it four straight CAISSA Championships. The Caimans won the game by three points (86-89). They had won their fourth consecutive championship, a new CAISSA record. Remy Brewer was named MVP for the fourth consecutive year. This would be this senior's last CAISSA Basketball appearance

#### **CAISSA Season 3:**

Academia Cotopaxi, Ecuador, hosted Boys' Soccer and Girls' Basketball from 11th to 15 April. Our boys' Soccer team placed 3rd. They really did work for this. They defeated CIS in the first round 1-0, lost to AC 5-0, and drew with CMS 1-1.

Our Girls also won the Bronze medal. This team was made up of Volleyball players, soccer players and some students who had never played a sport before. Daniyelle Bennett won a place on the All-Tournament Team.

## Fine Arts

Students today are bombarded with images, sounds, and text as they navigate our increasingly digital society. This daily immersion in multiple art forms demands that students think and learn in new ways as they create, interpret, explore, negotiate, and make meaning from diverse sources of information and communication.

The Fine Arts is a medium that capitalizes on the 21st Century knowledge and skills through which students may find careers in traditional and creative industries. The Arts provide opportunities for students to explore artistic processes while making connections to all subject areas.

**The ISPS Arts programme** thus provides rigorous standards for all students; providing for the development of skills in each discipline with an underlying appreciation for the significance of the arts across societies and cultures. The programme encourages students to make connections to all subject areas, and to do reflection and critical thinking as they evaluate their work, growth and achievement as well as that of their peers. Field trips, workshops, guests speakers, films, slides, concerts, exhibits and performances are just a sample of the important components found in the curriculum.

Fine Arts is offered to all students grades pK-12; Music and Visual Art is mandatory from Kindergarten with Physical Theatre being added to the curriculum in Grade 10 onwards. After obtaining the necessary Art credit for graduation, the Fine Arts then becomes an elective in the junior and senior years.

Credit courses available were:

- Art (Grades 9-12) 1 credit
- Art and Design (Grade 11) 1 credit
- AP Art (Grade 12) 2 credits
- Ceramics (Grade 11 & 12) 1 credit
- Music [Band] (Grades 9-12) 1 credit
- Physical Theatre (Grades 10-12) 1 credit

For this academic year, the ISPS Fine Arts Department had scheduled nine (9) events which took place between October 2017 and June 2018. These included live performances for the annual International Week Opening Ceremony, and full-scale productions for the Elementary and Middle/High Schools. In addition, there was an end-of-semester high school music recital and a pre-show performance for this year's June production. Finally the department hosted the annual Visual and Performing Arts Festival (which comprises four events).

Arts Events 2017-2018:

30 October - International Week Opening Ceremony (Music and Physical Theatre)

13-14 December - ES Production: "Holiday Around the World: The Search for Santa"

19 January - HS Recital (Music and Physical Theatre)

24 February - Carnival Jump Up! (Music and Physical Theatre)

4-7 June - ISPS ARTS FESTIVAL!

12-13 June - MS/HS Production: "Storied"





***“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.***

***-Kofi Anan***



# Community of Learners

As part of our continuous school improvement plan, the focus was on two main areas:

**2.1 Bringing Stakeholders together** and **2.2 Providing a quality advisory program in Middle School and High School.**

## **2.1 (Curriculum Night, Parent conferences, PTO events, Sports, community, service & House System)**

Curriculum night and parent conferences have remained successful events at Elementary School, with attendance ranging from at least 83-100% parent attendance. At Middle School and High School attendance is evident.

The PTO has continued to support ISPS' initiative of building school spirit and have completed events carded for the academic year 2017-2018. Standouts of these events are: the Welcome Back Barbeque, Soca Zumba, Staff appreciation, The International Food Festival and sponsorship for the Carnival Jump Up.

Community Service projects are present throughout all three schools, with middle and high school participating in the bulk of community service events through teacher advisory and clubs.

In the area of sports, ISPS offers thirty (30) activities, with a full time athletic director. Standouts for this program are the mid year sports program, CAISSA and the Middle School Caissa Program. Sports day saw a greater turnout than usual with elementary school contributing to an attendance of 74%.

Designing and building activities were organized for all schools with Elementary school having 100% participation, with Caroni House winning overall for elementary school.

The Fine Arts department hosted 9 events successfully from October 2017 to June 2018. This included :International week, ES production, HS recital, Carnival Jump Up, ISPS Arts Festival and Storied (MS & HS production).

A house system is evident in all three schools, with the Middle school and Highschool system being relaunched. Elementary School continues to use its house system and regularly schedules house meetings.

Science week and Science Fest in Highschool and Elementary School was successful. Many students participated and visited demonstrations.

## 2.2 (Guidance, Homeroom)

Homeroom has been implemented for grades 6-12. In Middle School homeroom focuses on a variety of activities. Additionally, there are guidance classes once per week for grades 6-12. In Elementary School, these classes have remained consistent and parent classes have been held at both the Middle and Elementary schools.

### Areas for Improvement

#### **Improve on the tracking and recording of data in the following areas:**

- MS and HS curriculum night, and parent conferencing
- HS homeroom, guidance and house system activities
- More specific feedback on the successes of the house system in MS and HS
- MS and HS design and build activities
- Tracking stakeholder attendance at PTO sponsored events

#### **Improve on whole school & stakeholder involvement & attendance in the following areas:**

- Increase community service activities in ES
- Increase the size of ISPS' pool of players for teams & grade levels in the sports development program
- Increase MS and HS attendance at Sports day and Walkathon
- CAISSA Spirit Day attendance improvement
- Increase MS and HS involvement in Design and Build Activities
- Organize and implement other whole school events other than Sports day to build whole school team spirit
- MS and HS attendance at whole school events such as Sports Day and the Grade 5 PYP Exhibition







*"MUN was an eye-opening experience that made me know more about international affairs. During the trip, I not only learned more about Mexican culture, but also learned more about the entire world."*

*- Yujie Song*





# Model United Nations Club

**Model United Nations**, also known as **Model UN** or **MUN**, is an educational simulation in which students can learn about diplomacy, international relations, and the United Nations. MUN exposes students to the opportunity to develop and refine a multitude of skills ranging from research, public speaking, debating, writing, critical thinking, teamwork, and leadership. Participants in Model UN conferences, known as delegates, are placed in committees and assigned countries, or occasionally other organizations or political figures, where they represent members of that body. They are presented with their assignments in advance, along with topics that their committee will discuss. Delegates conduct research before their conference and formulate positions that they will then debate with their fellow delegates in the committee, staying true to the actual position of the member they represent.

## Mexico International MUN Conference

This year 12 High School students will attend the Mexico International Model United Nations Conference (MIMUN) in Mexico City. The students are representing delegates from several different countries in committees such as the Security Council (SC), the European Community (EU), the Economic and Social Council (ECOSOC) and the Disarmament and International Security Committee (DISEC).

The 7-day trip was highlighted by ISPS students taking part in a four day simulation of different United Nations councils that covered topics such as The Syrian Refugee Crisis, The Education gap for women and establishment of nuclear-weapon free zones in the Middle East. MUN allows students to take on a certain position of a country and make decisions and proposals to solve issues based on how their country would handle these pressing issues in real life. The debates help teach diplomacy as well as eloquence and sharpens students in terms of their problem solving ability and competency when having to think on their feet. Students this year have been very pleased with the quality of the conference and the exposure to current global events.

Another highlight of the trip was the cultural experiences enjoyed in between the long days spent in conference. Multiple tours were planned during our trip exploring Mexico City and learning about its rich history as well as viewing the glorious architecture and tasting the delicious street food. The activity that left the biggest impact was our visit to the Aztec pyramids of the Sun and The Moon in Teotihuacan, which was once the biggest Pre Columbian city in the Americas. Overall the trip was a resounding success with students attaining a great deal of knowledge of current events as well as improvement in their ability to think quickly as well as developing confidence when addressing large crowds. We must also acknowledge the individual success of Ana De gannes who gained an award for the best Position Paper in her group. I would like to thank our advisors Mr. Broughton and Mrs. Sharpe for making sure the trip was not only educationally and culturally enriching but extremely enjoyable and one we will never forget.

***“I think the MUN conference is a wonderful opportunity that encourages young people to become more aware about current global conflicts and get involved in the conversation. Students can share their opinions and compare their views with others, which is important because young people are the future.”***

*– Sol Franco*

# National Honor Society

## National Honor Society

The International School of Port of Spain's National Honor Society is a group of students who are committed to providing support and assistance to individuals and organizations in an effort to improve society. These students are carefully chosen based on the pillars of character, service, scholarship and leadership. NHS members consistently work together to organize different fundraising events and support to multiple charitable organizations.

## Outreach Activities

Our outreach activities this year included various fundraising and support initiatives that benefitted such organisations as the Down Syndrome Family Network, Project Care, SportAble, ISPS friends and family Bingo, Bake sales, Candygrams, Red Nose Day, General Hospital Neo-Natal Ward repainting, Grant-a Wish Foundation as well as in house ISPS functions such as Open House, Garage sale, Sports day and Graduation, to list a few.

## NHS Leadership Conference

This year students from the ISPS Chapter of the National Honor Society joined hundreds of other student leaders at a Leadership Experience and Development (LEAD) Conference in Yorktown, Chicago.

LEAD Conferences offer experiential leadership skills development to students and advisers, and are a program of the National Association of Secondary School Principals (NASSP) which administers the National Honor Society. NASSP is the leading organization of and voice for middle and high school principals, assistant principals and school leaders from across the world.

Our ISPS students, all twelfth graders were accompanied by their adviser, Ms. Amow. These deserving young leaders attended workshops on improving leadership skills, problem solving, project planning, fundraising, team building, idea sharing, and networking.

Participation enriches the conference experience for all attendees and provides a unique, multicultural networking opportunity for student leaders who discover their similar goals to improve their schools and communities through their leadership activities.

## Officers of the National Honor Society

<b>President:</b>	Vitallia Sooknarine
<b>Vice President:</b>	Tuana Pirinccioglu
<b>Secretary:</b>	Arvind Alphan Ali
<b>Treasurer:</b>	Josephine Laquis, Ashleigh Mahabir
<b>Historian:</b>	Thomas Lee Young

## Present Members

Christopher Hadeed, Nikita Thiessen, Graham Chatoor, Tia Hadeed, Sebastian Bhagwansingh, Adam Escalante, Erin Galt, Michael MacLean, Yujie Song, Jada Johnstone, Poppy Driver, Dominic Coutts, Jordan Richardson, Emma Ross, Shivana Kalliecharan, Sol Franco, Anna Darlow, Nicholas George, Sacha Avey

## New Inductees

Caitlin Yarna, Martina Pino, Gabriel Tausch, Nathan Jeremie, Ruth Jeremie, Luciana Decormis, Aaron Chan, Daniyelle Bennett, Ana deGannes



*"Education is not preparation for  
life; education is life itself."*

*- John Dewey*







*"The GIN conference has motivated me into wanting to do more good and helping people both in my community and around the world."*

*- Vaneshka Mauge*





# Global Issues Network

The Global Issues Network (GIN) Conference is a gathering of young change makers. It is a student-led conference which brings together global citizens who are addressing serious local-global issues with empathetic and sustainable solutions. Students in middle and high school from more than 100 nations on 5 continents have presented their GIN projects at both local and regional Global Issues Network Conferences hosted by schools around the world. The network is powered by schools and universities around the world. The network is mostly based on Jean-François Rischard's book, *High Noon: Twenty Global Problems, Twenty Years to Solve Them*.

South and Central America embraced the Global Issues Network regional GIN conference in 2011, establishing a yearly moving regional conference tradition. Middle and High School teams from ISPS have participated annually in the GIN conferences in South and Central America since 2015.

**Mission Statement:** to empower young people to collaborate locally, regionally and globally in order to create sustainable solutions for global issues.

## Medellin, Colombia 2015

During the 2015-2016 academic year, the ISPS Environmental Club made it their mission to reduce the amount of plastic in our school community. At the conference held in Colombia, we took our project and presented it to students who attended. Others came with their own ideas from all over the world. We were able to interact with them, be inspired and get positive feedback. Some teachers and students even took notes on ideas that we came up with to take back home with them. The conference was over a period of 4 days, during which we attended other students' conferences and sat in on lectures by people who were promoting social or environmental issues. We also got to bond with strangers through activities and school tours.

## Panama City, Panama 2016

The High School Reach Out Community Service Club took our project to Panama in 2016. We were able to share with the network the important work that we have done and continue to do at the Petit Valley Community Centre, tutoring local Primary School kids from disadvantaged backgrounds. It was an amazing experience to visit the country, to learn about the projects of other students and to meet new people and make friends.

## San Jose, Costa Rica, 2018

Four teams from ISPS Middle and High Schools are preparing to participate in the Global Issues Network (GIN) conference in Costa Rica at the Pan American School, San Jose next week. They will be presenting their Community Service projects to other students in the American region and learning about a world of sustainable projects designed and carried out by their peers.

***“GIN has not only inspired me to continue my services and participation in looking towards a greener future, but it has also proven to me that I am not alone. That there are millions of people just like me, who have faith in the recovery of our planet. It has taught me that small change becomes a big change- that a seed will blossom into flower. ”***

*– Charlotte Potter*

# Reach Out

Reach Out is part of the ISPS community service program. Every Saturday morning, operating out of Valley Harp panyard, students and staff teach local, less privileged students. The focus of this program is to assist students in the crucial year of their SEA examinations, but we now teach from Standard 1 up, as well. A special part of the magic of participating in Reach Out is to develop, as you teach, substantial bonds with these local children.

Through the course of the year we organize numerous fundraising events (the most notable being the Rock Out with Reach Out festival) so that we are able to purchase school supplies and equipment and take the students on trips.

This initiative is a wonderful way for our students to make a positive difference in their community, as well as develop their emerging sense of civic responsibility.

Be the difference: Reach Out

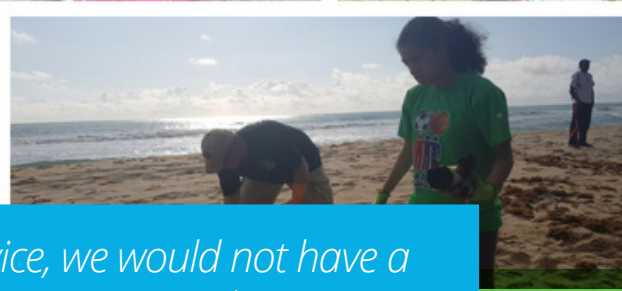
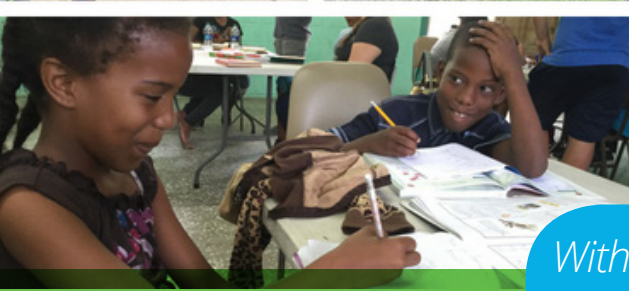
# Environmental Club

High School's Environmental Club focuses on encouraging our community to reduce waste and recycle. We've continued the weekly paper and plastic recycling bins located in all classrooms in high school as well as organized multiple clean-ups. Overall, we've collected over 250 bags of recyclable material. Our main goal is to raise awareness and shift the mindsets of the students towards a more eco-friendly way of life.

# Grant-a-Wish Foundation

The Grant-a-Wish Foundation is a local, non-profit organization with the goal of granting wishes to young children with terminal illnesses. In December of 2017, ISPS students teamed up with Grant-a-Wish to participate in their annual Santa Claus Parade. The Santa Claus Parade is not only an opportunity to grant some wishes, but it is also a fundraiser for the Grant-a-Wish Foundation so that they may continue to grant wishes for even more kids in the future.





*Without community service, we would not have a strong quality of life. It's important to the person who serves as well as the recipient. It's the way in which we ourselves grow and develop.*

*- Dorothy Height*









# Leadership and Governance

As part of our School Improvement Plan, one of the areas we have been looking at all year has been Leadership and Governance. A committee was formed early and met regularly through the year to look at the five main goals in this area.

**Goal Statement 4.1: Build stakeholder morale as measured by Stakeholder Happiness Index; with a target of a 5% improvement annually.**

The initial “stakeholder happiness index” was determined from the work completed by Inflection, the Consultants that were hired to work with the school. This year we used the AdvancED surveys and these will be used as a baseline going forward. We also looked at the UNESCO Happy Schools Framework. They identified three categories, People, Process and Place. Our analysis of the results of the surveys indicated that there was a high level of satisfaction from stakeholders, but also that there were particular areas that could be improved upon and these will be targeted in our ongoing school improvement efforts.

Much emphasis was placed this year on building relationships as can be seen from our community development activities such as an increase in time devoted to Homeroom activities, further expanding After School Activities such as the development of the team sports program etc. For staff, we accomplished quite a bit of work in the areas of “regularizing” Terms and Conditions of Employment, updating the Faculty Handbook, and making sure that what was written as guidelines, are followed. For our parents, the PTO focused on social events that would build community and develop school spirit.

**Goal Statement 4.2: All leaders (Senior Management, Faculty and Non Faculty Heads) demonstrate an improvement in effective leadership skills by attending a Leadership Forum.**

All leaders attended a six session Leadership Forum from October through January run by the inflection Consultants. During each session, leaders were given a new tool to practice and implement. Most of those tools continue to be used and have become part of the “fabric” of how we conduct meetings.

**Goal Statement 4.3: School Leadership demonstrates a commitment to delivering the mission and achieving the vision for all students by June 2018 as indicated by a minimum of five (5) actions done with parents, students and board e.g. Mission/Value Moment in weekly newsletter, stakeholder meetings.**

We have made a concerted effort to include these items in the weekly newsletter, the Board held a one day retreat to look at the Mission and Vision and its role in communications, the Director holds monthly Open Forum” meetings, and our large school events such as the International Food Fair, walkathon, etc... creates a school climate that ignites a passion and builds school spirit.

**Goal Statement 4.4: Create a system for periodic review of ISPS practices and procedures ensuring that they will be adhered to by June 2018.**

School handbooks have been reviewed, the PTO bylaws and the Board of Directors Policy manuals have been reviewed and we have agreed to regularly review these documents either through standing items on sub-committee agendas, or an agreed upon timeframe for the review of documents.

**Goal Statement 4.5: Review and recommend an ISPS organisation structure across MS and HS to support the effective delivery of ISPS programs.**

This was reviewed by all Heads of Department and the Senior Management Team and it was agreed that there would be one Principal for MS and HS supported by Deans in each section. The new MS/HS Principal was appointed in December, and the structure will be implemented at the beginning of the year.

# ISPS PTO

The purpose of the PTO is threefold: We aim to provide support at all school events, we aim to raise funds for the school and we strive to be a social network to bring together the school and community. We have a strong team, dedicated to “building school spirit”.

The “Building School Spirit” theme incorporated many of our PTO events. The first one of these was the Welcome Back BBQ, in conjunction with the ISPS PTO Dads.

This event was established with the aim of welcoming returning families and making our new families feel at home. Accolades go out to the many fathers who supported the event and demonstrated their culinary skills.

Each year The International Food Festival aims to bring the community together through a variety of culinary delights from our culturally diverse international community. This is the PTO’s main fundraising event and we are grateful to our parents for their contributions.

CAISSA Spirit Day epitomized team spirit as we wished our teams well in the CAISSA tournament. Thank you to Mr. Ali and the PE department for facilitating.

Our Soca Zumba was a hit again this year. We had parents and kids alike out on the Green Court showing off their skills while the community got into the spirit of Carnival.

The Phase II Pan Yard Jam was also a memorable event. Thanks again to the corporate sponsors HADCO and Mr. Hadad for letting us

piggy back on the event for an enjoyable night of pan and live music by Kes and Shal Marshall.

Our year-long Challenge Trophy competition is still in full swing as we tally up all the points for the various events we had spread out over the academic year.

This pilot program has been implemented to bring healthy competition and school spirit back into the school. It has enabled students, faculty, staff and parents to come together as one to build a stronger ISPS community.

Thanks to all the PTO members and parents for your contributions toward the Staff Appreciation Luncheon. We were able to set out a fabulous spread for the ISPS staff. They were extremely appreciative of the generous display of gratitude. Thank you to all who contributed their time as well to set up the Green Room and then taking on the huge task of cleaning up afterwards.

It has also been our pleasure to work with teachers in supporting their in school activities such as providing the refreshments for the opening Art Show, lunches when we hosted the CAISSA tournament and also our in school competitions, Carnival Jump Up by awarding “Pizza Parties” and assist anywhere needed.

Last but not least, thanks to all our moms, dads, faculty and staff who dedicated their time to assist in many ways over the past year; and to Barney and the ISPS School Board for their continued guidance.





*"We strive to be a social network to bring together the school and community."*

*- Rosie Ramsingh, PTO President*













## Stay in touch

The International School  
of Port of Spain

1 International Drive  
Westmoorings,  
Trinidad, W.I.

Phone: 1(868) 633-4777  
Fax: 1(868) 632-4595

[www.isps.edu.tt](http://www.isps.edu.tt)  
[admin@isps.edu.tt](mailto:admin@isps.edu.tt)

CONFIDENCE EXCELLENCE INTEGRITY