



ANNUAL REPORT 2018-2019



THE INTERNATIONAL SCHOOL OF PORT OF SP.
DIFFERENCE MAKERS, FUTURE SHAPERS



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One Mission, A Shared Vision

ISPS Mission- Our core purpose	ISPS Vision- Our aim for the future
ISPS is a vibrant learning community dedicated to developing passionate learners who strive for excellence and pursue their unique potential.	Inspiring thinkers and doers to shape a better world.
We encourage resilience, innovation and collaboration, preparing students to act with confidence and integrity as caring global citizens.	ISPS Motto
	Difference Makers, Future Shapers.

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"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

The 2018-19 school year was a very productive year for ISPS. Within this Annual Report you will find a variety of data on the range of ISPS' academic performance and activities which will highlight how ISPS lives its Mission

In October 2018, ISPS hosted four members of the AdvancEd Accreditation team who spent three days at ISPS reviewing our progress against AdvancEd standards. I am pleased to report that the team recommended that ISPS maintain its status of accreditation for the next five years. The report highlighted how well resourced the school is and how we are successful at meeting the needs of our student body. There were recommendations from the team which were the cornerstone of the development of our Continuous Improvement Plan (CIP), which will be implemented in August of 2019.

This CIP was developed in conjunction with the development of the Board's Strategic Plan, another great achievement during the 2018-19 school year. The Board began the development of the Strategic Plan in October of 2018. This involved seeking feedback from stakeholders via information sessions where input was solicited, and the formation of the Strategic Planning Committee which included Board members, staff members and parents. The school's CIP, with recommendations from AdvancEd, were aligned with the Strategic Plan, and an Action Plan was developed which will guide ISPS' focus for the next several years.

Another major accomplishment during the 2018-19 school year was the recruitment and appointment of the new Director, Helen Brocklesby. The Board began the search process in August and conducted an extensive, world wide search. Short listed candidates were invited to ISPS for on-site interviews in November 2018.

The interview process was inclusive of representatives of all stakeholders, and we are very excited to welcome Helen to the ISPS community.

Our graduating class of 2019 was a very impressive group of students. In this year's cohort, 95% were admitted to their first choice or high priority school, 20% were accepted to the top 51 universities in the world, 21 students were offered scholarships to the value of \$20,600 per annum for 4 years and 36 earned Advanced Scholar Awards for exceptional achievement.

An analysis of our external testing results showed that ISPS is excelling in many academic areas. An analysis of our MAP (Measures Of Academic Progress) scores conducted by Micah Caldwell of Cameo Analytics, clearly showed that ISPS mean RIT scores are higher - in some cases, one to three grade levels - Further details can be found later in this Annual Report.

During the 2018-19 school year, a comprehensive risk management exercise was completed and, as a result, an extensive facilities improvement plan has begun. A new security system, has been implemented. A new floor has been installed in the gymnasium and all classroom floors have been replaced with more environmentally friendly and cost saving materials.

ISPS continues to improve in all areas of the educational services offered to our students. I hope this annual report helps highlight our achievements.

J. Barney Latham,
Director, 2018-19

A Message from the ISPS Board

Dear ISPS Community,

It is with pleasure that I present the ISPS 2018-2019 Annual report. This year was the 25th year for the International School of Port of Spain, and as this report will highlight, we are extremely pleased with the achievements of the school this year.

This year the ISPS Board of Directors focused on two key objectives:

- Appoint a replacement for our Director, Barney Latham, who retires at the end of this academic year
- Develop a Strategic Plan 2019-2022 for the school

After an extensive search and recruitment process, we were delighted to appoint Helen Brocklesby as the new Director, effective August 2019. Helen joins us from Nigeria where she has been teaching at the Greensprings School in Lagos. She has 15 years experience teaching in international schools in Africa and Asia. I am very confident she will be a great fit for ISPS. Ms. Brocklesby will be able to assist the school on its continuous improvement journey and guide us through our new Strategic Plan.

The ISPS Board also spearheaded the envisioning of the strategic plan by forming a strategic planning committee in October. The committee engaged all stakeholders including students, parents, faculty and staff, and Board members, to get their input on the direction they would like to see ISPS follow. We now have a high level plan and the school is working through the more detailed objectives and actions to support its delivery, to ensure this is well-aligned with the School's Continuous Improvement Plan.

I would like to take this opportunity to thank Barney for his leadership, hard work and commitment to the school over the last 3 years. Three years ago, when the school was in need of a trusted pair of hands, Barney took the call, and now the school is in a significantly better position than it was when he first arrived.

As this Annual Report will highlight, our MAP and ERB results are consistently above US, regional and international norms. Our college acceptances were outstanding. Our students' strong performance this year are a great testament, not only to the students and their families, but also to the teachers, the support staff and the leadership team as a whole.

AdvancEd conducted its five-year external review in November and ISPS earned the distinction of accreditation for another term. The AdvancEd Report provided us with valuable insights and targeted improvements. The Board is particularly encouraged by AdvanceEd's descriptive words for stakeholders: "committed, collaborative, progressive, supportive, community, integrity and team-oriented".

Our school enrollment has stabilized around 370 students after the recent downturn in the global oil economy. In addition, our school is in a financially robust position and we are well positioned to continue to deliver our mission of maximizing each student's individual potential.

Serving on a school board is a privileged opportunity to contribute and create successes for students, faculty and staff, parents and the community. I would like to thank all our ISPS Board members for their dedication and effort.

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."

- Richard Eaton, BPTT, Chair

Our 2018-2019 ISPS Board:

From left to Right, Back Row:
Joseph Mahoney, US Embassy, Carol McIntyre, Parent Director,
Richard Eaton, BPTT, Chair, Barney Latham, Director, ISPS, Derek Reiber,
EOG Resources, Joseph Fitzgerald, US Embassy.

Front Row:
Janine Knaggs, Parent Director, Jennifer Loughridge, Parent Director.

Missing from photo:
Regan Sankar, BPTT, Lisa Gosine-Alleyne, EOG Resources, Ana Ferrero, Shell,
Karen Blake, Shell, Robert Hadad, Parent Director, Rachel Laquis, 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 2018-2019 school year were:

Board Members	Representation	Alternate Members
Richard Eaton	BPTT	Regan Sankar
Joseph Mahoney	US Embassy	Joseph Fitzgerald
Lisa Gosine-Alleyne	EOG Resources	Derek Reiber
Ana Ferrero	Shell	Karen Blake
Carol McIntyre	Parent Director	Lou-Anna Patterson
Robert Hadad	Parent Director	Jennifer Loughridge
Janine Knaggs	Parent Director	Rachel Laquis

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.

There are currently four sub-committees:

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

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 filling 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 Enrollment 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.

Strategic Planning – A Strategic Planning Committee was formed for the 2018-2019 school year. The committee initiated a process that would engage all stakeholder, students, parents, faculty and Staff, and Board member, to seek their input on the direction of the school that they envisage. This was a focus of the Board retreat in November and the Strategic Planning Committee met twice monthly to finalize the plan. The Committee is being advised by members of faculty and administration. The new ISPS Strategic Plan is expected to be announced at the beginning of the new academic year 2019-2020.



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.



Joseph Joe Mahoney has worked with the US Government for 22 years including 9 years as an officer in the U.S. Marine Corps and 13 years with the U.S. Department of State. Joe's assignments in the Foreign Service included tours in the U.S., Asia, Africa and the Western Hemisphere.

He was most recently the Resident Agent in Charge of the Hot Springs Resident Office prior to his assignment at the U.S. Embassy, Port of Spain. His experiences include international relations, security program management, policy development, counter-terrorism, and federal criminal investigations.

Joe is married to Beth Mahoney and has two children (grades 11 and 8).



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 is 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.

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 covering the 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 breadth of experience, from working with senior leaders to industrial relations and talent strategy.



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



Joseph (JJ) Fitzgerald is a 17 year veteran in the Foreign Service Office with the U.S. Department of State. He currently serves as the Political and Economic Chief at the U.S. Embassy in Port of Spain. His previous assignments include Deputy Political Chief at Embassy, Bucharest; Political-Military Officer in Sofia, Bulgaria; Multilateral Affairs officer working Africa issues at the UN Security Council, and two full tours as Vice Council in Embassy Lima and Embassy Kingston.

JJ has a Masters of Arts in Strategic Security Studies from the College of Naval Command and Staff in Newport, RI. He also holds a Bachelor of Arts in Political Science from the University of Northern Colorado. Prior to entering the U.S. Foreign Service, JJ worked for the U.S. Congress, Oregon House of Representatives, and for several political campaigns.

JJ and his wife have been married for 12 years. They have three children.



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.

A good education is a foundation for a better future.

– Elizabeth Warren

"Education is the foundation upon which we build our future."

– Christine Gregoire

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 they have three children two of whom currently attend ISPS.



 **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.



 **Janine Knaggs** is a director at Knaggs Developers Ltd, a Project and Construction Management firm and publisher of The Trinidad and Tobago Energy Guide.

Janine is an Attorney- at -Law, she read Law at Brasenose College Oxford University and is the holder of a Masters (LLM) in International Tax Law from the University of Miami Law School. Prior work experience includes litigation as well as taxation advisory services.

She currently serves on the Board of COSTATT (College of Science, Technology and Applied Arts of Trinidad and Tobago) and was a founding director of the British Academy of Port of Spain.

She is the mother of 3 children, 2 of whom are currently at 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 and worked in senior positions, in Financial Services, specifically in 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.

Carol has three children, two sons graduated from ISPS and her daughter is currently in grade 9.



 **Rachel Laquis Rampaul**, L.L.B., M.B.A. Is the Regional Director, Legal and Corporate Secretary of Scotiabank.

She is a graduate of the University of the West Indies where she attained a Bachelor of Laws degree in 1993, and the University of Hull in England where she attained a Master's degree in Business Administration in 2002.

Rachel is an Attorney-at-Law with over 20 years post-call experience, internationally qualified to practise in Trinidad and Tobago, Barbados, the British Virgin Islands, and England and Wales with experience in Banking and Commercial/Corporate law.




 **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.



 **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.

"An investment in knowledge pays the best interest."

– Benjamin Franklin

"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.

Who We Are

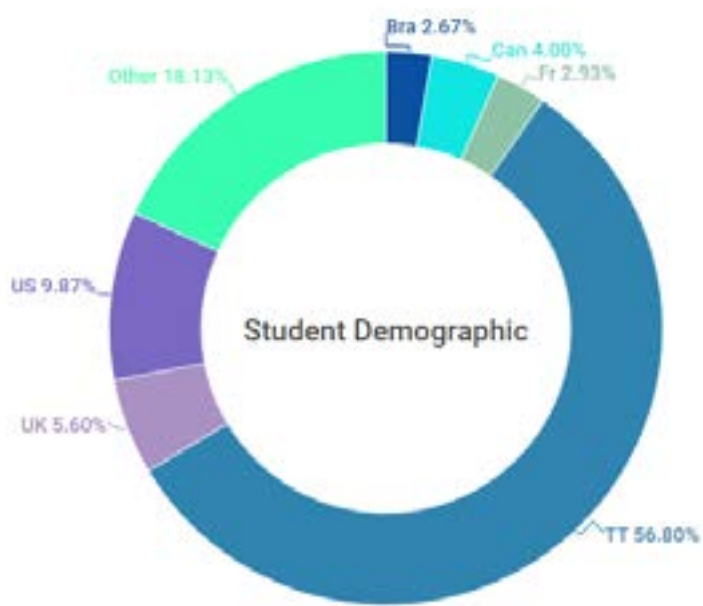


30+ Nationalities

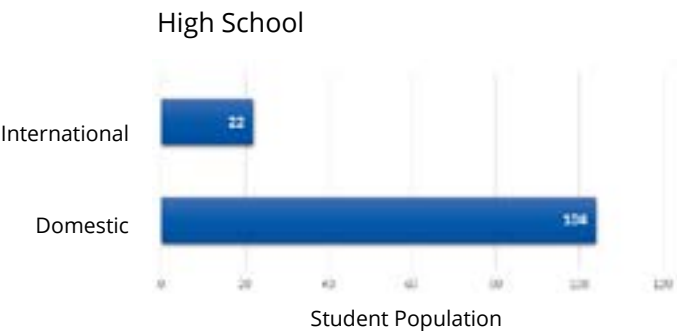
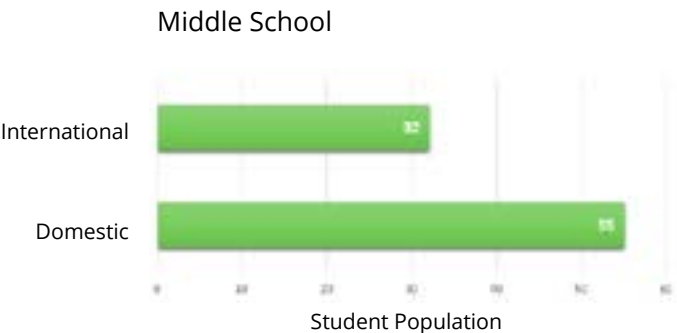
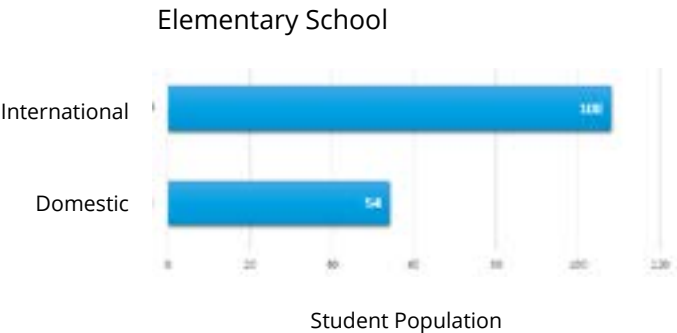
Founded in 1994, the International School of Port of Spain (ISPS) is a private, co-educational day school based on a US curriculum model, using the innovative Primary Years Programme (PYP), Middle Years Programme (MYP) and our College Level Advanced Placement (AP) courses. Each school offers its own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

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.

Student Nationalities



<div></div>	Brazil	10
<div></div>	Canada	15
<div></div>	France	11
<div></div>	Trinidad & Tobago	213
<div></div>	United Kingdom	21
<div></div>	United States	37
<div></div>	Other	68
	Total	375

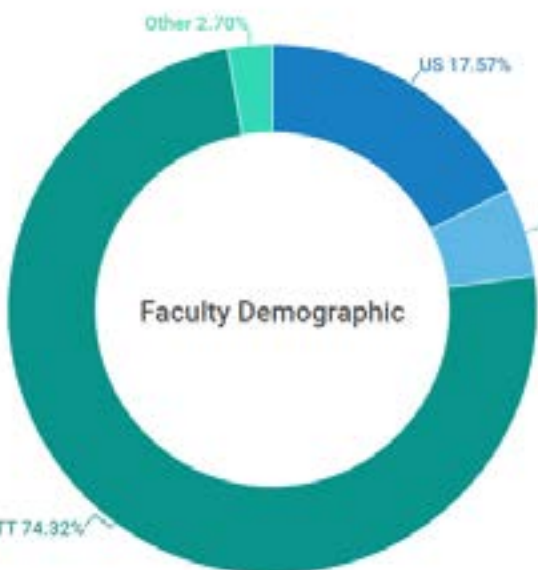


The International School of Port of Spain (ISPS) provides a college preparatory, holistic education for children in grades Pre-Kindergarten 3 through Grade 12, equipping them with the skills, knowledge and values necessary to be productive individuals in an interdependent world.

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.



Faculty & Staff Demographics



ISPS Employs 64 dedicated Full Time Educators ...

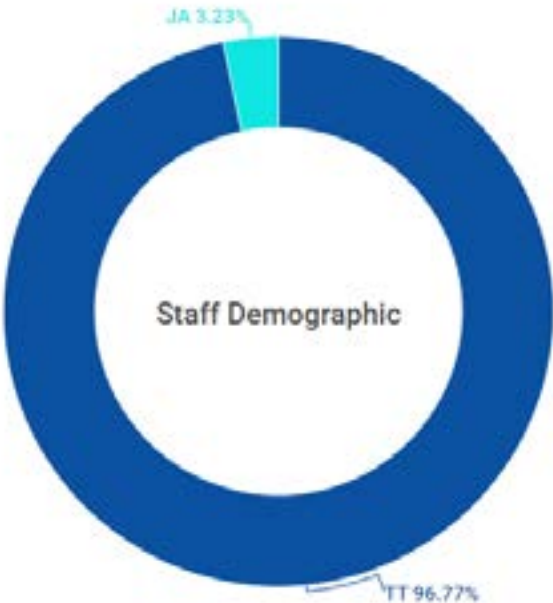
US	13
UK	4
TT	45
Other	2
	64

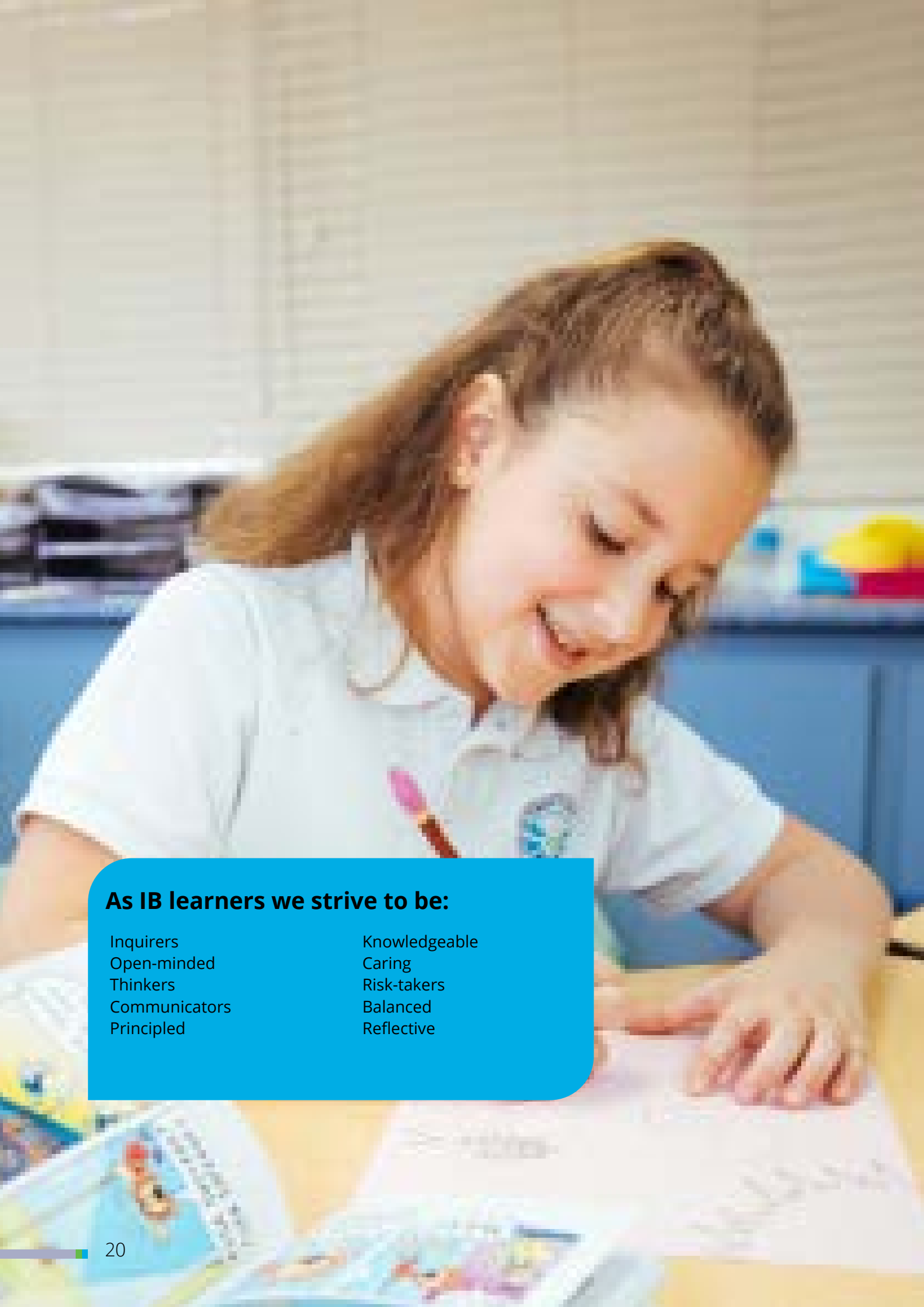
41 hold Bachelors Degrees

23 hold Masters Degrees

... and 31 Full Time Administration Staff

Trinidadian	30
Jamaican	1





IB World School: PYP and MYP

Progress of Primary Years Programme (PYP) and Middle Years Programme (MYP)

The academic year 2018 – 2019 has seen changes with the Primary Years Programme and continued growth with the Middle Years Programme. ISPS was authorized to implement the MYP in June 2016, and the PYP was reauthorized in April 2017. Both programmes will be evaluated together in 2021 as recommended by the regional IB consultant.

Primary Years Programme

The Primary Years Programme has evolved into what is now known as the Enhanced PYP framework which emphasizes the central principle of agency throughout the new organizing structure of the programme. Agency means that everyone connected to the school has a voice, choice, and ownership to impact teaching and learning. We are all agents in the educational journey of our students. The new structure also involves changes to the planning framework so that teachers can review, reflect and revise the written, taught, and assessed curriculum. All the relevant changes must be in effect by 2020. As a result, PYP teachers have begun to implement some of these changes and will continue to do so to refine the units of inquiry.

Another achievement for the PYP is the integration of the Next Generation Science Standards (NGSS) into the units of inquiry. Understanding how to unpack the standards required teachers to participate in professional development, through a series of webinars from October 2018 - May 2019. These webinars provided strategies and ideas on how to incorporate the disciplinary core ideas, the cross-cutting concepts and the science and engineering practices into science lessons. The concept of using real world phenomenon to “hook and engage” students in exploration resonated well with teachers. Moreover, another change to the PYP is that we no longer need to integrate science into all units if they do not fit naturally. This means that we can address the science standards outside of the programme of inquiry as a stand alone.

In addition, the introduction of the Lucy Calkins Programme has led to a growth in interest and in reading and better writing skills. Teachers will continue to hone their skills in integrating these strategies into the language arts programme.

Middle Years Programme

The MYP is growing from strength to strength. Each year has brought a clearer understanding of how to deliver the written, taught, and assessed curriculum. Teachers who are new to the school and the programme are trained and mentored during their first year at the school. An area that has seen some growth is assessment and inter-rater reliability. However, we will continue to focus on developing a better understanding of how to apply the assessment criteria.

In addition, as a pilot for the new academic year, the goal is to launch eAssessment in a couple of subject areas with a group of selected students. The idea is to get a sense of how well our students are doing against other schools, as well as to pave the way for full implementation of eAssessment. This will involve much planning and coordination to ensure a smooth process.

Another year has gone by with students in Grade 10 completing the Personal Project. Some students have been inspired to work independently on a project that allows them the flexibility to select a topic and explore through different concepts; for some others, it has been more of a struggle. As a culminating activity, the Personal Project requires students to apply all the skills and respective knowledge they have acquired over the years, even if they are new to the MYP, and reflect on their performance. It is the ability to use what they know that will determine students' ability to accomplish their goal. At the Exhibition this year, students once again made us proud of the way they were able to demonstrate their knowledge and skills on their project.

The school year ends with revised vertical planners in place that reflect changes made along the way. Teachers will continue to be trained in both programmes to strengthen their understanding and delivery of the IB.

As IB learners we strive to be:

Inquirers	Knowledgeable
Open-minded	Caring
Thinkers	Risk-takers
Communicators	Balanced
Principled	Reflective

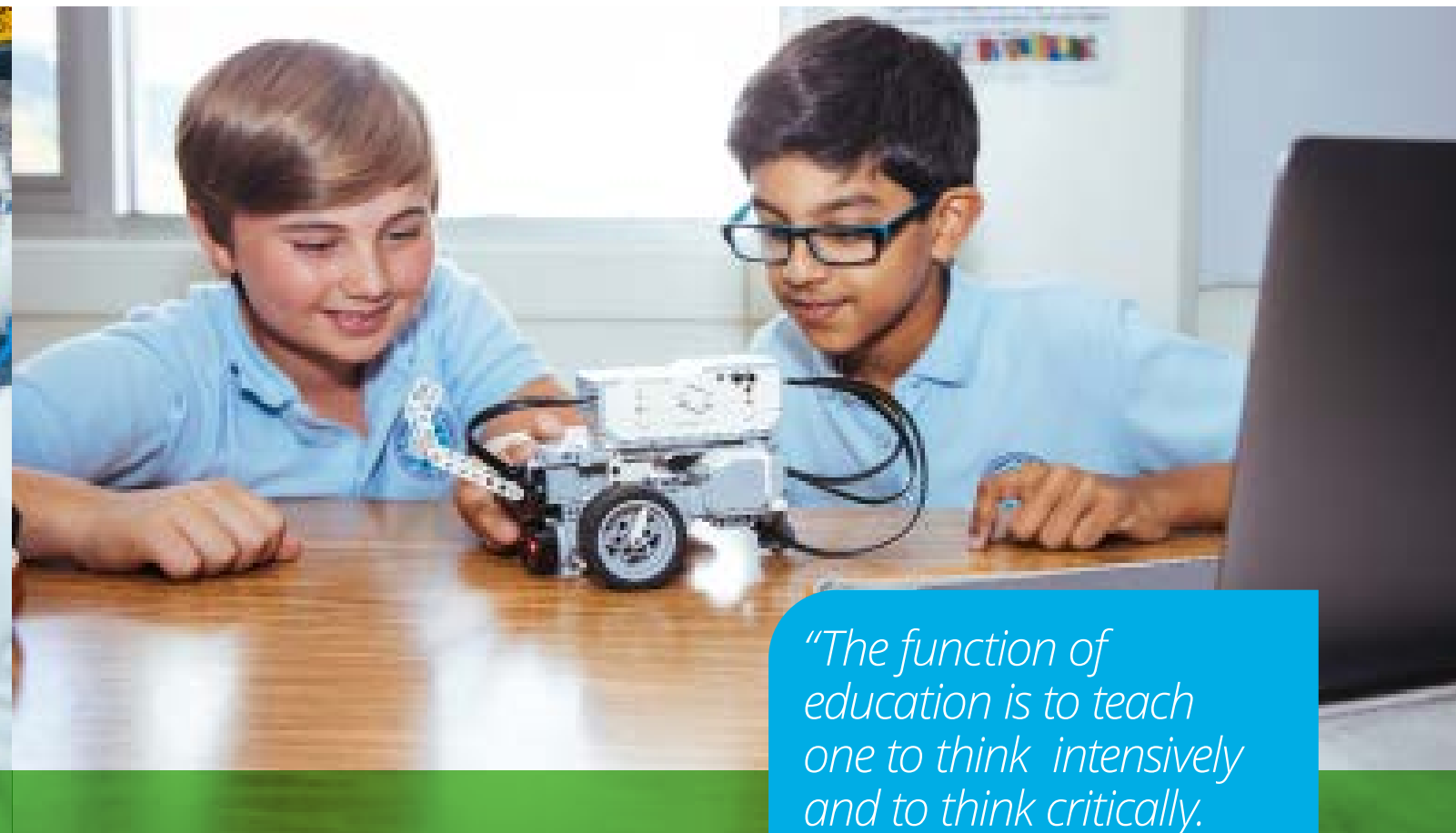
Academic Excellence...

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

- Nelson Mandela



...Measuring Success at ISPS



"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.

Difference Makers, Future Shapers

Summary of Academic Excellence SIP 2015-2019 Goals

Goal Statement: 1.1.1:

Improve Academic performance as measured by: 75% of PYP students will achieve a minimum target score of 3 based on the rubric used for Elementary final report cards by June 2019.

Accomplishments:

Language Arts training for Elementary teachers in Lucy Calkins Literacy Program was completed in November 2018. Next Generation Science Standards (NGSS) webinars began in November 2018 and was completed in May 2019. An analysis of the impact of the NGSS and Lucy Calkins will be conducted in the new academic year 2019-2020.

Performance data:

Term 1 - Students scoring 3 and above: Science: 82%; Math: 57%; Language Arts: 60%; Social Studies: 82%. In Term 1 the following was noted: Math 57% overall included Grade 1: 73%, Grade 3, 61% and Grade 5, 62 %.

In Term 2, students scoring 3 and above are as follows: Science: 85%; Math: 78%; Language Arts: 67%; Social Studies: 80%.

In Term 2, the following was noted: Grade 1 showed an improvement of 87% of students scoring 3 and above in Math. Grade 3 indicated that 72% of the students scored 3 or above in Math. This improved from the previous 61% of students scoring 3 or above in Math. Grade 5 improved their scores by 8% in Math.

In Term 3, Grades 1-5 students achieved a score of 3 and above in the following subject areas: Language Arts, 85 % of students; Math, 84%

of students; Science, 91 % of students ; Social Studies, 91% of students.

Elementary students achieved their goal in Language Arts, Mathematics, Science and Social Studies.

ERB Writing 3-8 Students Met or Exceeded Grade Level (see page 26)

42 to 95% of students in Grades 3 -8 met or exceeded expectations. Only 42% of Grade 4 students met or exceeded expectations. Students who are to be promoted to Grade 5 will be provided with further instruction to enhance specific areas of learning.

Goal Statement 1.1.2:

Improved academic performance as measured by: 75% of MYP students will achieve a minimum target score of 4 based on the rubric used for Middle School final report cards by June 2019.

Accomplishments:

Analysis of Quarter 1 grades for MYP students for 2018-2019

88-99% of students scored 4 and above in the following subjects: Language & Literature; Language Acquisition; Math; Science; Individuals & Society; Arts; Design; Physical Health Education. 95% of students achieved 4 and above and 85% of students achieved 5 and above in the following subject areas: Language & Literature; Language Acquisition; Math; Science; Individuals & Society; Arts; Design;



Physical Health Education.

Analysis of Quarter 2 grades for MYP students (grades 6-10)

95% of students achieved 4 and above and 85% achieved 5 and above in subject areas.

Analysis of Quarter 3 grades for MYP students (Grades 6-10)

95% of students scored 4 and above, and 84% of students scored 5 and above in the following subject areas: Language & Literature; Language Acquisition; Math; Science; Individuals & Society; Arts; Design; Physical Health Education.

Based on the trend of the grades over the past three quarters, it is reasonable to conclude that students are surpassing the 75% expectation.

Goal Statement 1.1.3:

Improved academic performance as measured by: A class average score of a minimum of 3.5 in all AP subject areas by June 2019. Results will be shared in the Fall 2019.

Goal Statement 1.1.4:

Improved academic performance as measured by: 90% of Grade 12 students are accepted to their 1st and 2nd/ high priority college/university choice by June 2019.

College acceptance data for this year shows that 95% of our seniors (39 students) were accepted to their college of choice; 54% of those received scholarships (the average offer was US\$26,000 per year) and 20% of our seniors were accepted to the top 51 universities in the world.

Goal Statement 1.2 :

All Teachers(Grades 2-8) will be able to demonstrate the use of MAP, other standardized assessments and teacher data to differentiate instruction and guide curriculum development.

Performance data:

Based on data analysis, the results for the Language assessment were similar to past years.

The Percentile rank for Fall 2018-2019 assessment indicates that 84.2% of test takers scored above the 50th percentile in Language. Moreover, the Reading assessment showed growth in the number of students scoring above the 50th percentile (83.5% in Spring 2018-2019 compared with 77.5% in Fall 2018-2019).

The Math assessment reflected a slight dip in performance from the previous two assessments (Fall 2018-2019 and Spring 2017-2018) with only 74.1% of students scoring above the 50th percentile.

The current Grades 3 and 4 had the highest percentage of students who met their growth targets for all subjects. The current Grades 5 and 7 students demonstrated strong growth and a high median score percentile in Language. The current Grade 9 students had a high median score percentile for Math (80). However, the current students in Grades 2, 5 and 8 had the highest percentage of students who did not meet their growth targets in the Spring 2018-2019 Math assessment.

Goal Statement 1.3:

ISPS' assessment philosophy, policy and procedure is understood as measured by an annual parent, student and staff Survey (90% of Faculty Staff, 75% of Parent and Student respondents agree to understanding and using the assessment philosophy) by June 2019.

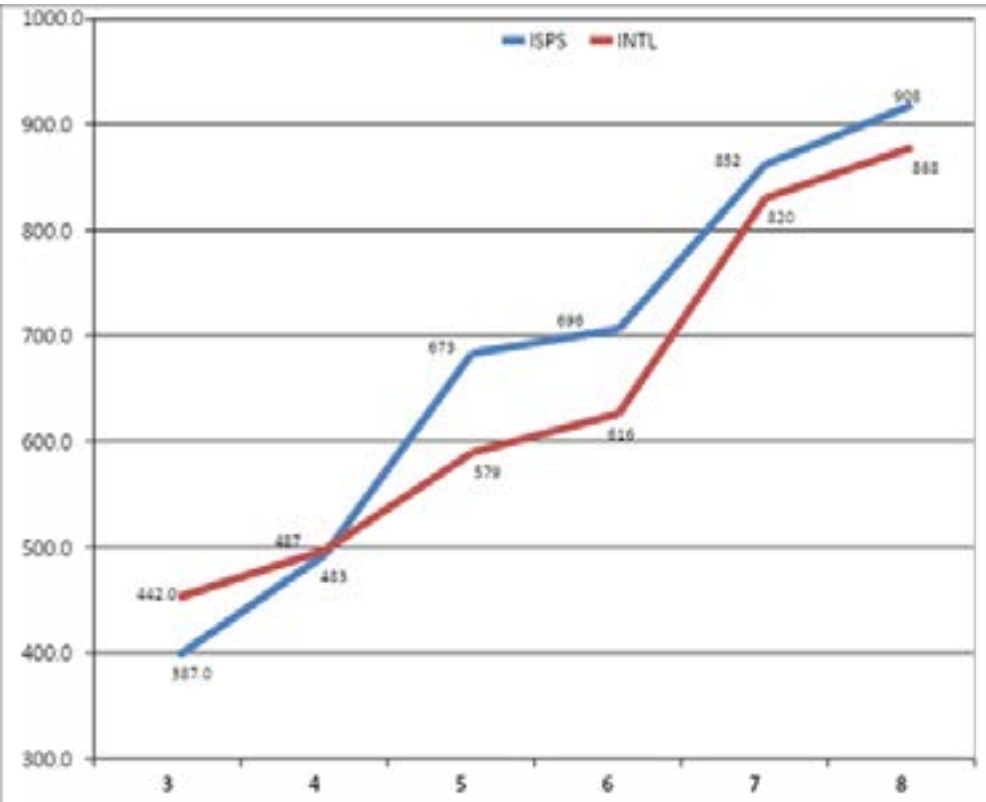
Accomplishments:

The assessment philosophy and practices have been shared with parents through parent meetings across the school. This is an ongoing process. An assessment workshop for MYP teachers was conducted on March 7, 2019. Standardization of assessment for mentors of the Personal Project was completed on March 13, 2019. Teacher responses indicate the need for further standardization of grading practices and task clarification on rubrics.

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 the school to determine if results reflect their general experience with the students’ writing and to establish priority for writing emphasis. The rubric is used to guide lesson plans and goals.

Grades 3-8
ISPS and International Schools
2018 Total Scaled Score Comparisons



The data shows a comparison of scale scores between ISPS 2019 and International Schools.

Chart is consistent with ERB expectations that raw scores ordinarily rise within each level from one year to the next. In 2019, ISPS outperformed International counterparts in all grades except grades 3 & 4.



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 according to each student's identified areas of relative strength and areas of possible concern.

The chart below shows ISPS Grades K-10 beginning and end scores for the 2018-2019 school year compared to the latest USA normative and comparative data from US and International schools.

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

The results indicate that:

- ISPS mean RIT scores are higher - in some cases, one to three grade levels - than both USA norms and the International comparisons in all 3 subjects for both Fall and Spring.

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.

- Growth Expectation - 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 2018)			ENDING (Spring 2019)		
	ISPS	USA	INT	ISPS	USA	INT
Grade						
1	162	157	170	181	157	189
2	177	177	189	192	177	200
3	190	187	197	203	187	212
4	202	199	205	214	199	217
5	211	209	220	221	209	228
6	218	215	225	225	215	229
7	223	223	232	229	223	236
8	226	230	239	231	230	240
9	230	235	241	233	235	247
10	230	241	244	232	241	252

Data shows that ISPS Spring 2019 scores are consistently higher than both USA norms and International comparisons in Math. In some cases, scores were 1 -3 grade levels higher.

TEST	READING					
	BEGINNING			END		
	ISPS	USA	INT	ISPS	USA	INT
Grade						
1	161	153	169	178	154	186
2	175	171	185	189	171	197
3	188	183	192	199	183	209
4	198	192	201	206	191	211
5	206	200	213	212	199	222
6	211	206	220	216	205	222
7	214	211	228	218	210	230
8	217	217	229	220	216	231
9				222	219	233

Data shows that ISPS Spring 2019 scores are consistently higher than both USA norms and International comparisons in Reading. In some cases, scores were 1 - 3 grade levels higher.

TEST	LANGUAGE USAGE					
	BEGINNING			END		
	ISPS	USA	INT	ISPS	USA	INT
Grade						
1	NA	-	NA	NA	-	NA
2	175	174	187	190	174	199
3	189	185	198	200	185	207
4	199	194	203	207	194	211
5	206	202	217	212	202	223
6	211	208	219	215	208	222
7	214	212	224	218	212	226
8	216	217	226	219	217	229
9			Did not test	220	218	231

Data shows that ISPS Spring 2019 scores are consistently higher than both USA norms and International comparisons in Language. In some cases, ISPS scores were 1-4 grade levels higher than USA s and International comparisons.

ISPS Independent Data Analysis



Students taking the NWEA MAP assessment at ISPS consistently score well on percentile rank, RIT and conditional growth, as compared to NWEA MAP norms. For the past three years, ISPS has had an average RIT higher than the average AASSA group for all grades and in all subjects. For example, using percentile rank for the Fall 2018-2019 assessment, 84.2% of test-takers scored above the 50th percentile in Language, 77.2% of test-takers scored above the 50th percentile in Mathematics and 77.5% of test-takers scored above the 50th percentile in Reading.

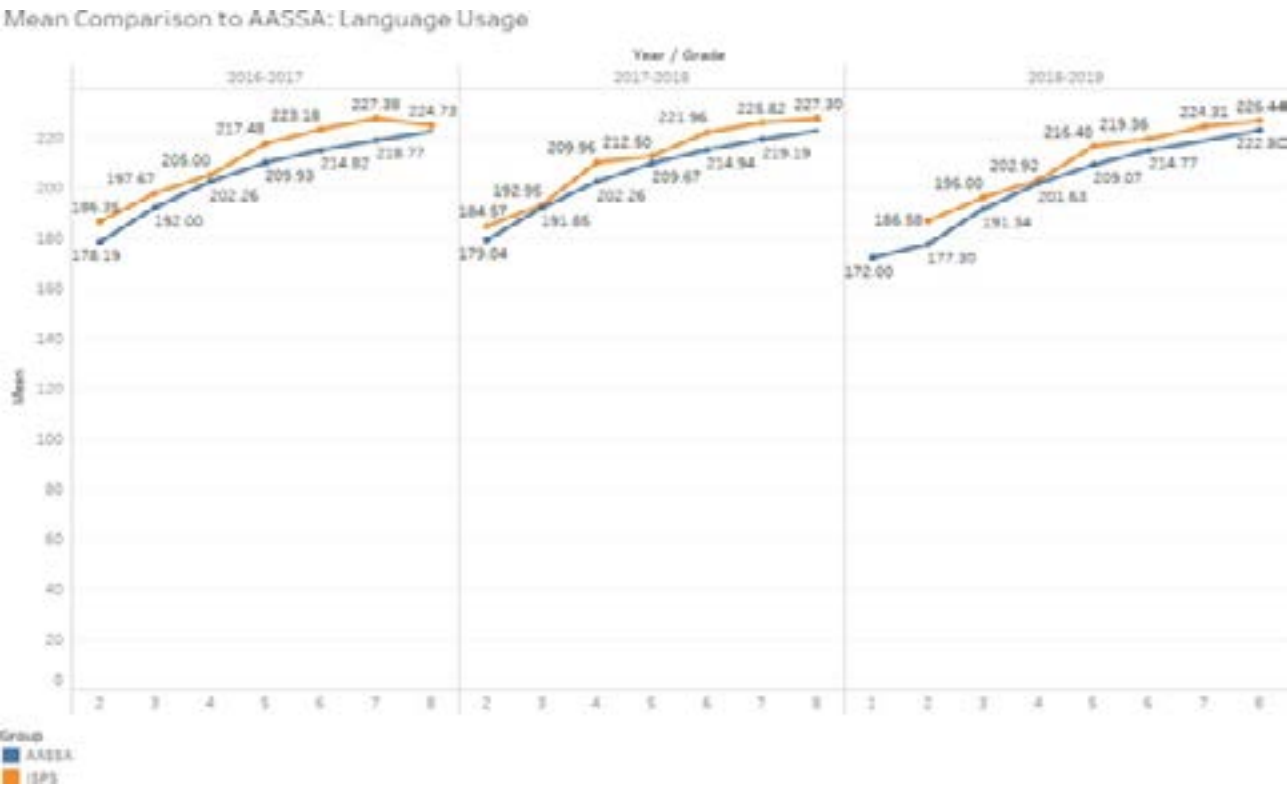
CELEBRATION GRADES – FALL 2018-2019 NWEA MAP ASSESSMENT (MOST RECENT)

In Language, 4th graders have an average CGI (Conditional Growth Index) significantly above the mean (one standard deviation) (Chart 5) and 5th graders have an average CGI of half a standard deviation above the mean. Grade 2 and 6 also did well meeting their growth targets.

In Reading, 7th graders have an average CGI of 0.7 and the 6th and 4th graders have an average CGI of 0.5 (Chart 6). Grades 6 and 7 did well meeting their growth targets.

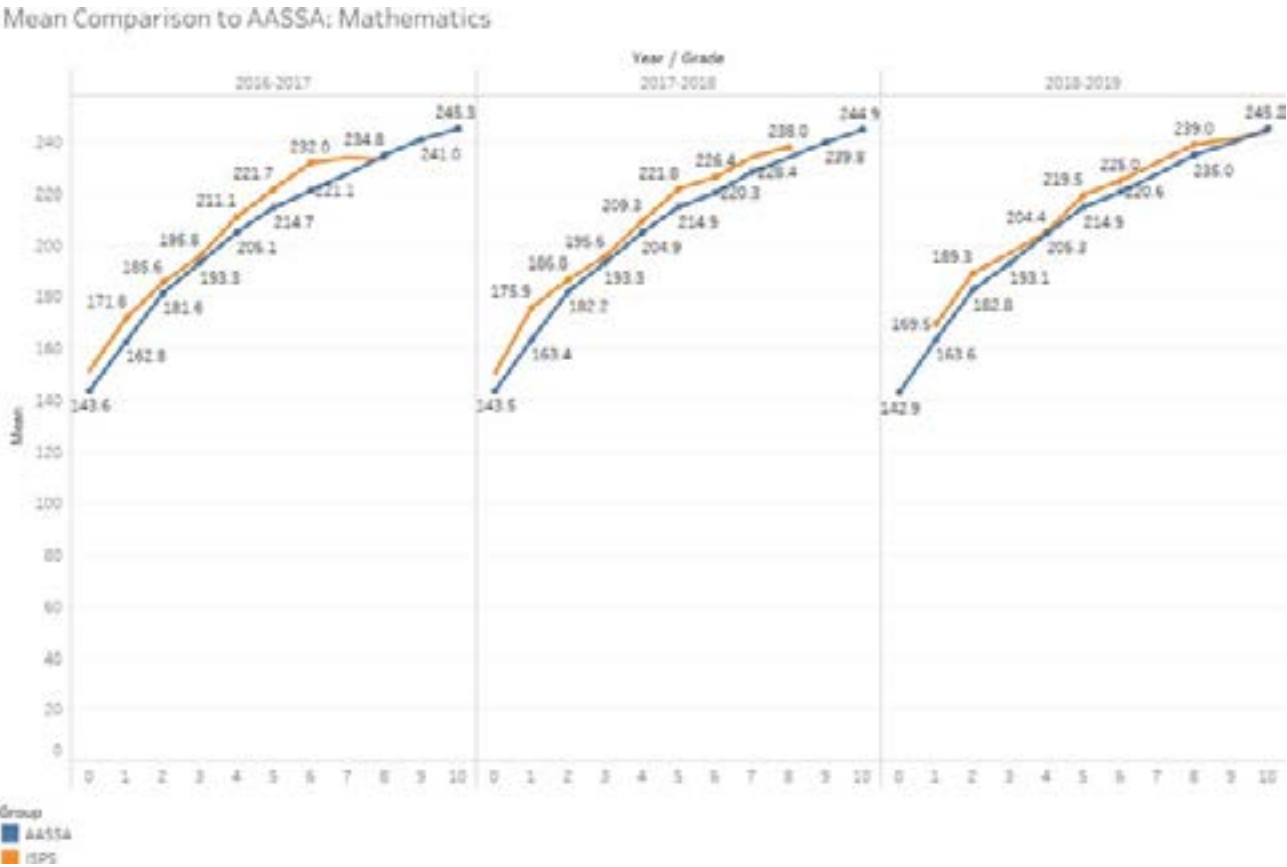
In Mathematics, 6th graders have an average CGI of 0.6 (over half a standard deviation above the norm) (Chart 7). Grades 2, 3 and 5 did well meeting their growth targets.

Chart 5



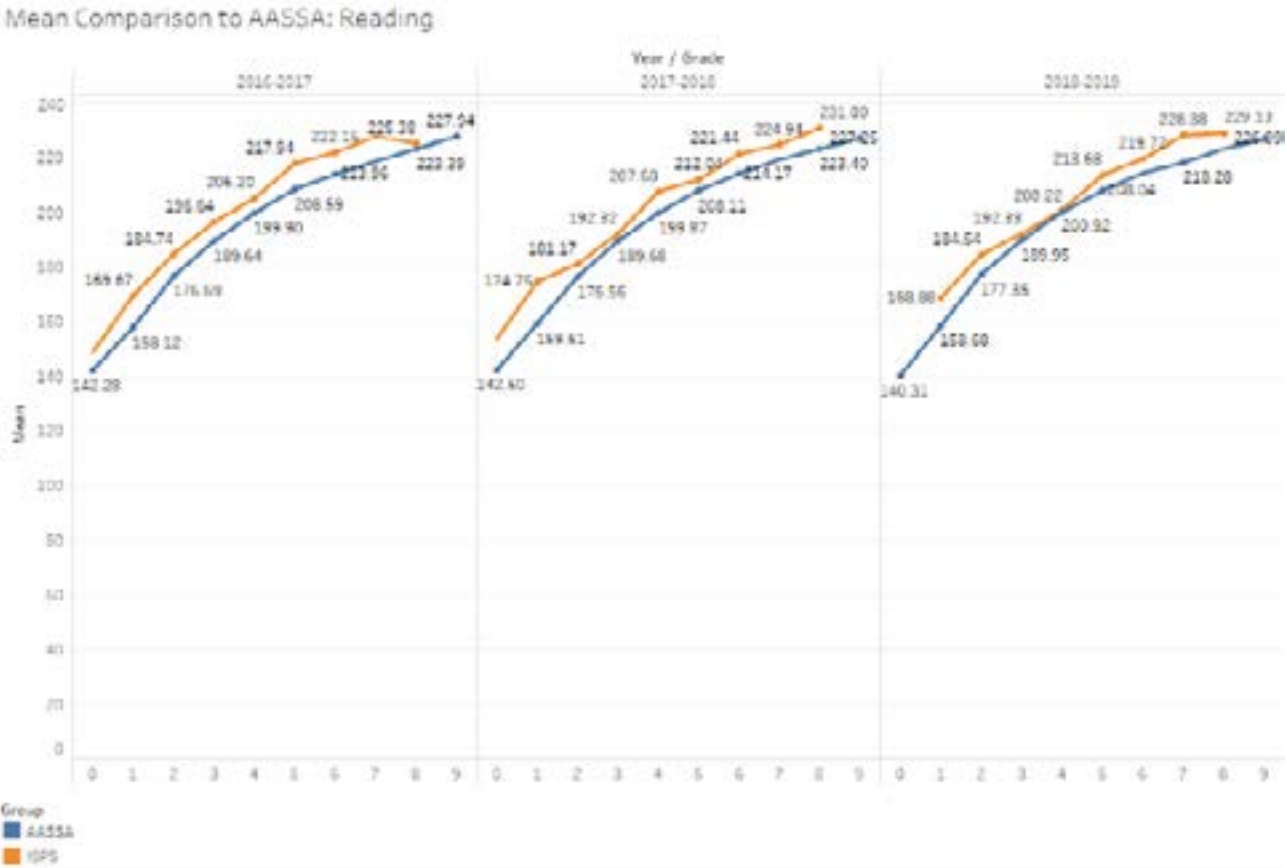
Charts 5, 6 and 7 display a comparison of means for AASSA and ISPS for three subsequent years in the Fall term. ISPS (orange) consistently outperforms the AASSA (blue) group for Language Usage.

Chart 6



In Chart 6, ISPS (orange) consistently outperforms the AASSA (blue) group for Mathematics.

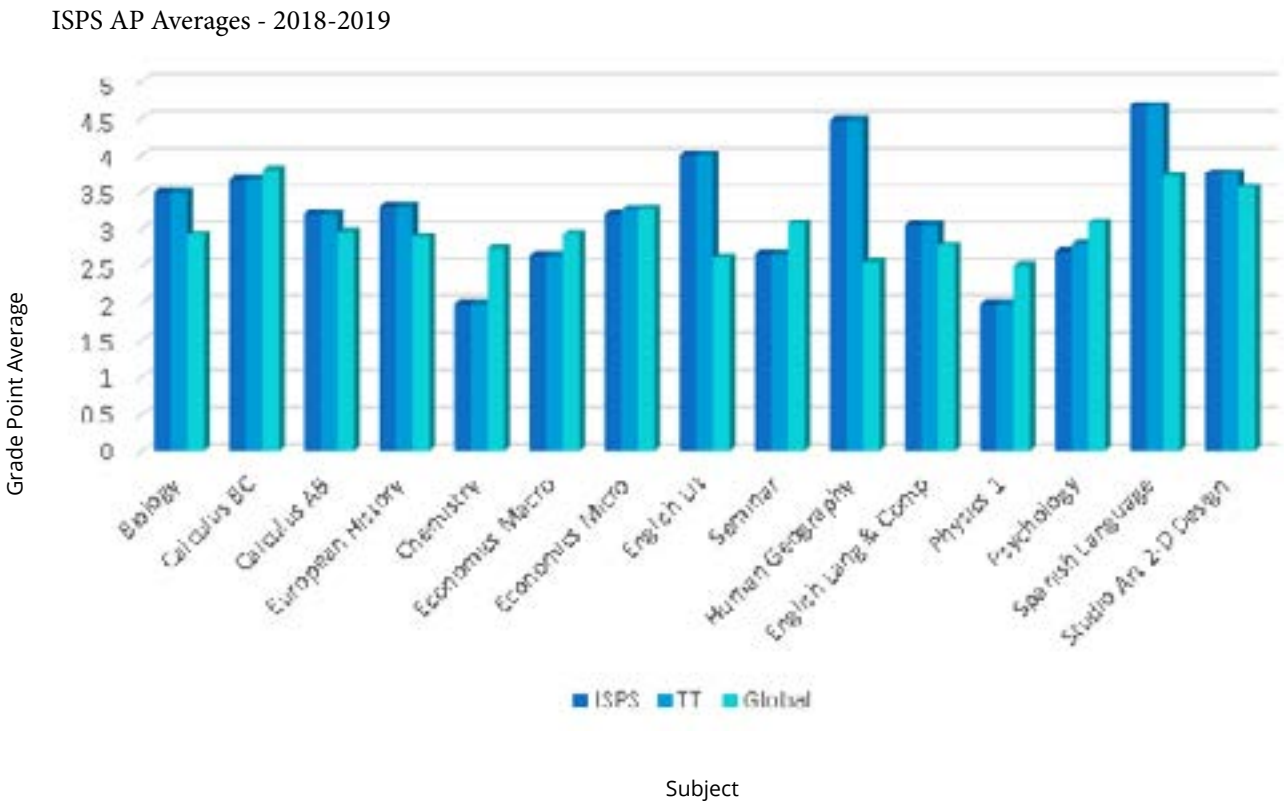
Chart 7



In Chart 7, ISPS (orange) consistently outperforms the AASSA (blue) group for Reading.

Advanced Placement Examination Results 2018-2019

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 ISPS, local and global averages for the 2018-2019 year.



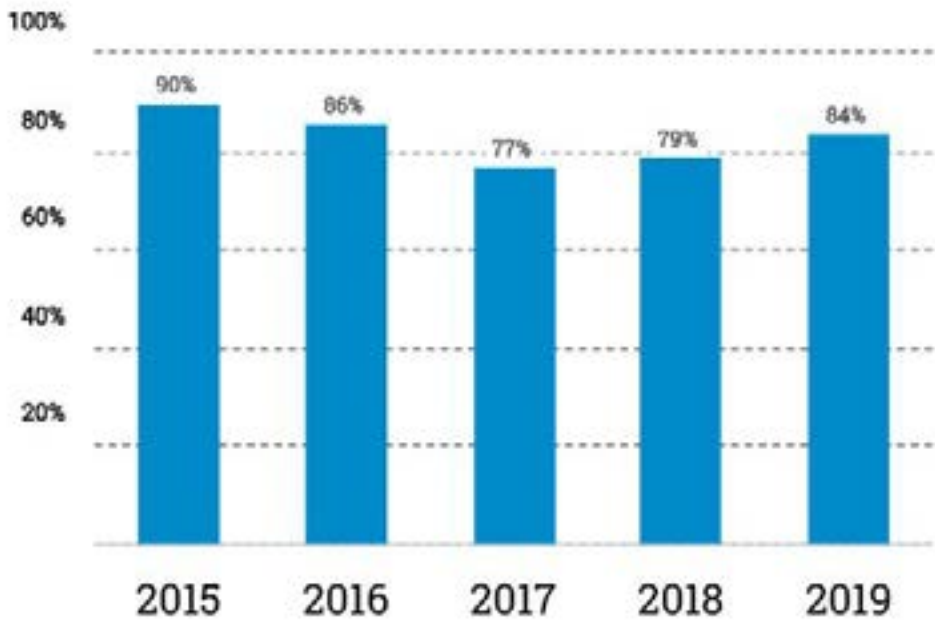
	Number of Students	Number of Students Taking at least one AP	Percentage Taking at least one AP	Average Number of APs per Student
Class of 2019	45	45	100%	5
Class of 2018	47	47	100%	5
Class of 2017	39	39	100%	5
Class of 2016	51	51	100%	4

Advanced Placement Five-Year School Summary

This report shows five years of data at the International School of Port of Spain. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, followed by 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.

FIVE YEAR SCORE SUMMARY (2019)

International School Port of Spain (886253)



	2015	2016	2017	2018	2019
Total AP Students	105	85	90	81	73
Number of Exams	218	187	218	196	169
AP Students with Scores 3+	95	73	69	64	61
% of Total AP Students with Scores 3+	90.0	86.0	77.0	79.0	84.0

“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.

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Total AP Students in Your School: 73

Totals for this View ?	1	2	3	4	5	Total Exams
Number of Exams	18	28	49	43	31	169
Percentage of Total Exams	11%	17%	29%	25%	18%	100%
Number of AP Students	14	20	38	33	19	

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

– Malcolm X

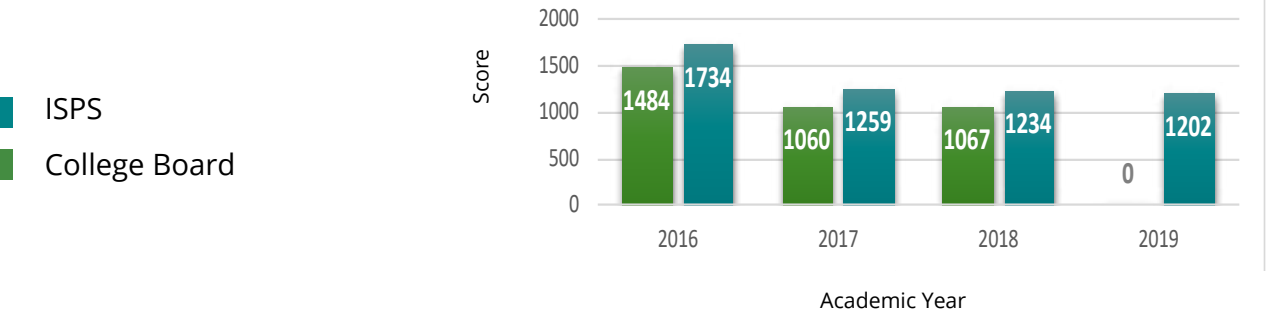
Performance on the SAT

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
Class of 2016				
ISPS	584	589	561	1734
SAT Mean	494	508	482	1484
Class of 2017				
ISPS	631	628	N/A	1259
SAT Mean	533	527	N/A	1060
Class of 2018				
ISPS	614	620	N/A	1234
SAT Mean	536	531	N/A	1067
Class of 2019				
ISPS	605	597	N/A	1202
SAT Mean	SAT Means Not Yet Available			

ISPS Mean Score versus College Board Mean Score on the SAT



Year	Percentage of class taking the SAT	Percentage of class taking the ACT	Average SAT score (and percentile)	Average ACT score (and percentile)
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
2019	82%	13%	1202 (75 %ile)	27 (86 %ile)



PSAT Scores

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
October 2018				
Grades	9-11	11	10	9
Total Score	1007	1055	976	952
%ile Total	61	67	59	53
Math	492	521	478	458
%ile Math	56	62	55	46
English	514	534	498	494
%ile English	63	68	60	58

*Updated October 2018

College Matriculation 2018-2019

The table below indicates the higher education choices of the class of 2018 (graduating seniors) as of June 2019. This may be subject to change.

School	Country	First Choice/ High Priority
Barry University	USA	1
Bentley University	USA	1
Boise State University	USA	1
Cardiff University	UK	1
Concordia University	Canada	1
Denison University	USA	1
Florida International University	USA	2
Fordham	USA	1
GAP: University College London	UK	1
Goldsmith's, U of London	UK	1
Imperial College London	UK	1
Lynn University	USA	1
Marymount Manhattan College	USA	1
McGill	Canada	2
Newcastle university	UK	1
Northeastern	USA	1
Penn State University	USA	1
Rollins College	USA	4
Santa Fe College	USA	1
Thompson Rivers University	Canada	1
UMD College Park	USA	1
Undecided		3
University of Bristol	UK	2
University of Miami	USA	2
University of Reading	UK	2
University of Toronto	Canada	2
UWI St Augustine	Trinidad	1
York University	Canada	1

This year, 8 of 45 (18%) students have opted to take a GAP year. This percentage is slightly higher than last year's 13% but still in keeping with what is the usual trend in past years. Although 8 students indicate a GAP year, 39 students have applied to universities. Here are the highlights of the class of 2019:

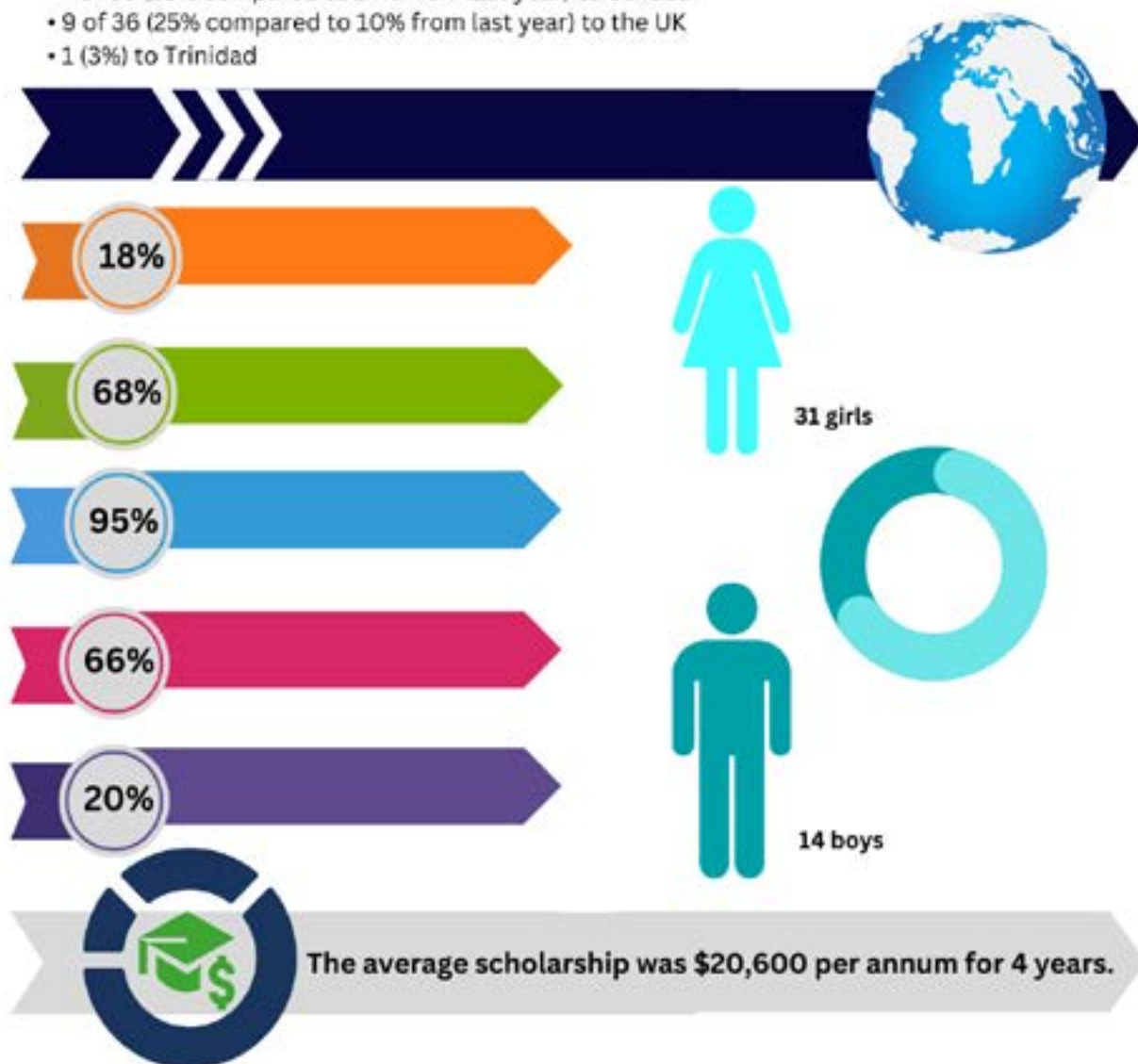
- 250 applications were submitted with 169 acceptances (68% compared to 58% laast year)
- 37 of the 39 (95% compared to 83% last year) were admitted into their first choice or high priority school
- 21 of the 39 were offered scholarships overall, but this percentage rises to 66% as 32 of the 39 applied to schools that awarded scholarships.
- The average scholarship was \$20,600 per annum for 4 years.
- 8/39 (20%) got into the top 51 universities in the world (University of Bristol is ranked 51st)

ISPS College Stats 2018-2019



Thirty-six of the thirty-nine (92%) students who applied have made firm decisions and of these:

- 19 of 36 (53% compared to 56% from last year) to the USA,
- 7 of 36 (19% compared to 24% from last year) to Canada
- 9 of 36 (25% compared to 10% from last year) to the UK
- 1 (3%) to Trinidad



#difference makers future shapers



Well Rounded Global Citizens

SIP 2015-2019 Goals:

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.

- 1st action can be a contribution of personal time, a minimum of 5 hours.
- 2nd action can be a donation contribution to a non-profit organisation.

There was an emergence of a Community Service Club in HS. Their focus was to identify needs in the community and create events to support entities that help with these needs. This club will continue into next year and they have been promoting the club in homerooms.

NHS regularly participates in community service activities, including visits to Vitas House, Bingo Night to raise money for various charities including Habitat for Humanity, and Project Care. The MS Design classes have incorporated an assignment that requires students to design an activity or project that impacts the community. As a result, there was an increase in service K-12, due to these projects, including raising TT\$12,000 for Project Care, a beach clean up project, and the Walkathon which raised money for children with blood disorders in T&T. GIN students also raised funds for charity.

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.

- MS and HS lunch time sports tournaments sponsored by STUCO. Volleyball, Dodgeball.
- MUN sent 15 students to Montreal to participate in the MUN Conference.
- GIN - Increase in the number MS students participating. we currently have 10 MS and 10 HS students participating.
- Over 60 students participated in the MILO games
- National Schools Competitions - Under 12 Soccer Tournament, Field Hockey, Basketball and Volleyball
- After School Sports Development Program - grades 3 through 8.
- CAISSA volleyball tournament held in Florida, football tournament held in Dominican Republic, and boys basketball in Quito)
- Drama club took 10 students to NYC.

Accomplishment in the area of Community of Learners and Well Rounded Global Citizens.

We have created a new Assistant Principal Position whose role it is to work on the Pastoral and Extra Curricular areas at the school. This includes most of the goals in Community of Learners and Well Rounded Global Citizens, including Houses, Homerooms, ASA and Sports. This is an important development.

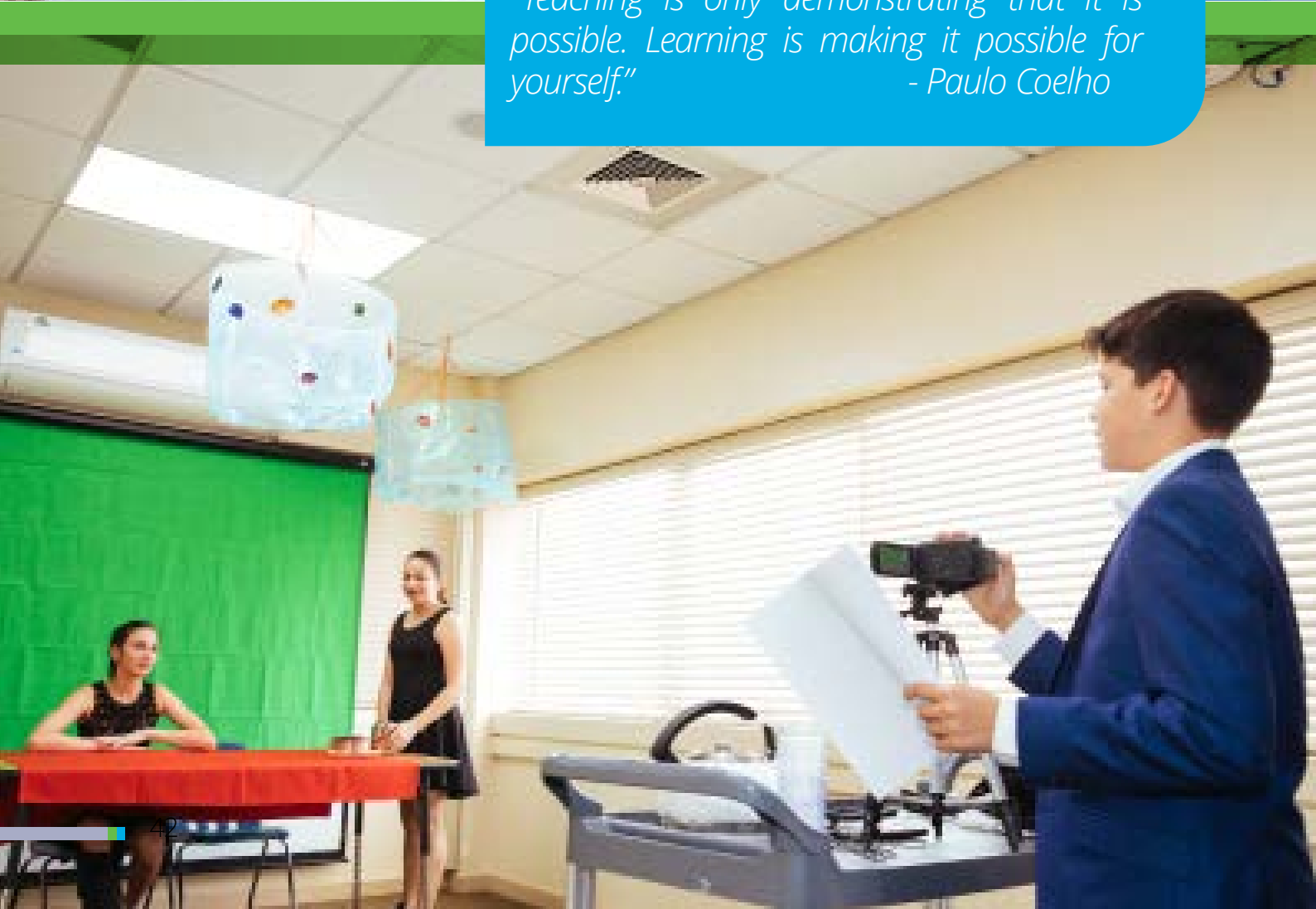
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"Teaching is only demonstrating that it is possible. Learning is making it possible for yourself."
- Paulo Coelho



After School Activities & Clubs

As the year comes to an end, we bid a fond farewell to our long time Athletics Director, Ashmir Ali. His genuine dedication and commitment to students will be sorely missed.

At this time, we also take the opportunity to extend a warm welcome to our new Athletics Director, Mario Davis, and we look forward to the future under his leadership.

We would like to congratulate everyone who participated in and contributed to our successes over the past year: our athletes, coaches, administrators and parents. Over the year, our work together paid off in improved performance and results, teamwork and camaraderie. In the 2018-2019 year, ISPS' athletes and teams earned accolades in numerous activities, particularly in volleyball, track and field, hockey, and basketball.

This year we offered a new After School Activities Program (ASAP) in which 120 students participated and 30 coaches facilitated. The ASAP provides an opportunity for younger students to experience new activities in a competitive environment. Although we faced growing pains typical with any first year program, stakeholders raised concerns along the way, and our administration is keen to use their feedback for future improvements.

In keeping with our commitment to the holistic development of all students, we are excited to announce that the ASAP will continue next year. Our younger students will again be offered the opportunity to grow and learn outside the classroom by pursuing interests and athletic activities that challenge them in multiple ways.

After School Activities Program (ASAP)

Current Structure of 2018-2019 Program

This program is totally self-sustaining (not dependent on funding from ISPS) and offers 30 activities.

The year was organized into three sessions.

Session 1: September 3 - November 30;

Session 2: January 14 -April 5; and,

Session 3: April 29 - June 21.

Summary of Session 3: April 29 - June 21

A total of 120 students participated. The number of participants was affected by overall lower school enrolment. Nonetheless, we are pleased to report that the Sports Teams Development program led to greater involvement by MS and HS students. From the data, 79% of the participating students are from the Elementary School and 21% from Middle and High School.

Staffing: 10 instructors or assistants are ISPS full or part-time staff and students, and 20 instructors are 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	25	15	14	14	13	13	10	9	4	2	0	1	0

Sports Team Development Program

This program was fully introduced this year to provide targeted training in soccer, basketball, volleyball and rugby. Our current focus is to teach basic skills, build consistency, develop fitness and strength, introduce and develop strategy in the game, play more games, participate in more age-group competitions and develop team and school spirit.

The Sports Team Development program also aims to increase the size of the pool of players available for selection to competitive teams at age-level events. This will allow more students to benefit from physical activity.

Review

Parents and students have responded well to the initiative. 15 students from grades 2 to 12 have signed up for Soccer, 9 for basketball, 15 for Volleyball and 15 for Field Hockey. These numbers exclude students who are in training on CAISSA teams. In addition, 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. We also participated in U 12 Primary School Soccer, U 15 Boys Basketball, U14 Girls Volleyball, and U 12 Hockey.

Next year we will be participating in U 12 Primary School Soccer and U 13 First Form Soccer League, U 15 Boys’ and Girls’ Basketball, U 14 Boys’ and Girls’ Volleyball and all Primary Schools’ Hockey tournaments. We will also organize invitational tournaments in Soccer, Basketball, Volleyball and Hockey. These tourneys will run parallel with the national sports leagues.

Review of Objectives

- To ensure that the program is self-sustaining.
- To find a balance between the number of activities and the school’s population. (We may currently offer too many activities. The same number of students is spread over the different activities, with increased costs for the additional instructors).
- To keep the cost of activities as low as possible while remaining sustainable.
- To develop the program and structure continuously so that it is responsive to the needs and interests of ISPS students and parents across all levels.
- To effectively use our available space, time and facilities.
- To participate in more friendly games and tournaments.
- To use teachers and staff to assist with the ASAP. This will cut the overall cost of the program.
- To communicate information effectively with parents using all modes available: the school’s website, newsletter, bulletin boards and telephone.
- To encourage parent support while maintaining the authority of the coaches
- To ensure that this continues to be a Child Safe and Child Friendly Program

CAISSA and our Caimans Team Sports Program

Our CAISSA teams performed well in Florida, Santo Domingo and Quito and displayed tenacity, competitiveness, and good sportsmanship. However, the CAISSA schedule proved to be extremely challenging. As a result, School and Athletics Directors for each of the member schools agreed to change the format for the coming year. The revised format will include two CAISSA tournaments for three sports to be held in late fall and late spring.



Philopsohy of the Athletics Department

ISPS strives to give every student-athlete the opportunity to participate and compete athletically in their chosen sports disciplines. This will be accomplished through excellent coaching, resources, facilities, and conference and sports association affiliation.

“Athletes first; winning second” is at the heart of the Athletic Department’s philosophy. The Department is committed to improving the health and well-being of each student-athlete. However, the academic success and progress of each student-athlete is the focal point of the coaches and administrators. The ultimate goal is to help student-athletes reach their full potential and graduate successfully.

Mission Statement:

Consistent with the school’s mission, the Athletic Department will strive to provide an outstanding athletic program to develop meaningful standards of scholarship, leadership, community, and sportsmanship.

Vision Statement:

The Athletic Department will strive to develop an outstanding athletic program to meet the needs of our international and resident student-athletes.

Current Structure for 2018-19

Team sports Volleyball, basketball, soccer and hockey form the core of our School Team Sports program, but we also participate in tennis and swimming with great success.

Season 3- Boys’ and, Girls’ Basketball

Participation in Season 3

SPORT	Elementary School	Middle School	High School
Boys’ Soccer		12	15
Girls’ Basketball		8	12



CAISSA (Caribbean Area International Schools' Sports Association)
Season 3 -- Boys' Soccer/ Girls' Basketball

Basketball was hosted by Academia Cotopaxi from 27th to 31st March. The Girls' Teams all pulled out of the tournament, mainly because of the high cost of travel this year. It is also the first time in fourteen years that ISPS did not have a girls' team in a CAISSA Tournament. This also affected the ISPS Boys' Team.

The Caimans had won this tournament for the last four years. However, this year we barely managed to get eight boys to make the trip. The team was made up of four eighth graders, one ninth, two eleventh graders and one senior - a very inexperienced team. CMS travelled with a roster of twelve and AC, the host, also had a twelve-man roster. ISPS showed lots of determination and spirit and almost overcame a shocked CMS team.

At the end of the encounter, ISPS lost to the favourites by only eight. CMS won all their first round games and met AC in the finals. AC played brilliantly and snatched the championship. This was the sixth consecutive time that CMS had lost in the Finals of Boys' CAISSA Basketball. ISPS boys' placed fourth, the first time in ten years that ISPS did not come in the medals. Jamari Bowers was selected to the All-Tournament team.

Secondary Schools' Basketball League

ISPS entered two teams in the National Secondary Schools Basketball League: a Boys' Under 15 team and a Girls' Open team. The Girls vented their frustration at not participating in CAISSA by defeating the other school in this division. They won each game by at least fifteen points to win the North Zone Division.

Our Boys' U 15 team won one game and lost two. Coach Spratt used this tournament as an opportunity to expose the younger players to competitive basketball. They performed admirably and we are confident that ISPS' Basketball legacy will go from strength to strength.

"...A champion is defined not by their wins but by how they can recover when they fall. You have to believe in yourself when no one else does."
– Serena Willaims

2018-2019: The Year In Review

This year was an unusual, but also outstanding year for sport in ISPS. We do well at athletics despite our small size and the fact that we lose so many athletes every year. We must work at constantly build our teams.

Another difference this year was that CAISSA changed its format. TBoys' and Girls' Volleyball CAISSA was held in Florida for the first time and managed by a contracted firm. This was done to raise the standard of officiating, to expose the athletes to better facilities, provide safer accommodations and to expose the athletes to talent scouts. However, this made the tournament more expensive for all the participants and some schools could not send teams to some tournaments.

CAISSA Season 1 Volleyball -- November 7-11

Port St. Lucie, Florida

ISPS Volleyball dominated CAISSA Season 1. Our teams continue to be outstanding and made it to both finals.

Our girls took back the Championship they surrendered to CMS last year. They have now won this tournament 6 out of seven times in the last seven years.

The ISPS boys' team dominated again. They were very impressive and won every set. This was their fourth consecutive CAISSA volleyball Championship. Congratulations to the teams and the coaches.

The Girls' met their nemesis, CMS, in the finals, but confidently won in straight sets. TEarly on they stamped their authority by displaying a consistently high level of skill.

In a very different Closing Ceremony, AJ Rahael and Abigail Mahoney won the MVP Awards. The players and coaches are looking forward to continuing ISPS dominance in CAISSA Volleyball next year.

National League Volleyball

We registered three girls' teams: U 14, U 16 and U 20, and two boys' Teams U 16 and U 20 in the North Zone. Our girls placed first in the U16 and Second in the U20. Our boys won both divisions in the North Zone.

In the National Championships, which was played at ISPS, Our Girls' Under 16 played brilliantly to win the silver medal. In the Boys' Open Category, the Caimans fought tooth and nail in a thrilling National final to finish a creditable second behind the very impressive Pleasantville Secondary School.

CAISSA Season 2 Boys' and Girls' Soccer -- January 30- February 3

CMS hosted CAISSA season 2. This was the first time Boys' and Girls' Soccer was being hosted together. All the teams, with their extremely large contingents, again stayed at hotels.

The Boys' tournament saw a combined team of Escuela Campo Alegre and CMS JV, CMS Varsity, Academia Cotopaxi, Cayman International School, and ISPS battled for the top spot.

In the girls' category, CIS and CMS JV combined, CMS Varsity and ISPS squared off in a three-team tournament.

The host was the favourites in both categories. The boys contest was extremely competitive and physical. CMS won all their games easily and was seeded number one after the round robin stage. AC earned the second spot, CIS the third seed, ISPS earned a hard played fourth spot and the combined team was seeded fifth.



In the play-off game between ISPS and the combined team, ISPS fell behind in the first half from the penalty spot and their fate was sealed in the second half with another penalty. ISPS was out of the semis. This happened for the first time in eleven years. AC eventually won the championship 2-1 against a very disappointed CMS team.

The CMS girls feared differently from their boys. They won every game convincingly. They won the tournament with the combined team second and ISPS taking the bronze.

In the boys' category, Edward Laquis was selected to the All-Tournament team. In the girls' Jamie Sabeeney and Emily Costa made it on to the Girls' All-Tournament Team.



We also won 13 medals in the Field Events.

Field Events Results:

Cricket Ball		
Marcus West	1st	U11
Gabriella Sabeeney	2nd	U11
Avery Blue	3rd	U11
Christian Telfer	3rd	U9
Shot Put		
Isaac Reiber	1st	U15
Discus		
Sophia Chinapoo	1st	U15
Isaac Reiber	3rd	U15
Long Jump		
Zumila Dijksterhuis	2nd	U11
Alexa Knaggs	2nd	U9
Rafael Wan	2nd	U9
Abigail Chin-Lee	3rd	U11
Ryan Blue	4th	U11
Javelin		
Otto Hirstius	3rd	U15

Field Hockey
 It was a very busy year for Hockey. The teams participated in seven tournaments.
 In the Stacy Sui Butt invitational ISPS placed 4th with Siem Zandvliet being named the MVP and ISPS earning the most disciplined team award.
 At the St Mary's Girls RC Indoor tournament ISPS placed 3rd
 The fearless Nicole Branski won the MVP award.
 At the Trinidad and Tobago Hockey Board National Primary Schools Indoor Tournament ISPS impressed with a third place finish.
 And at TTHB national indoor u12 tournament, ISPS lifted the 1st place Trophy
 ISPS was also first at the TTHB Primary school skills tournament
 Later on at the TTHB primary schools tournament ISPS showed why they are the team to be reckoned with by taking the first place position.
 The TTHB primary schools outdoor ISPS placed 6th

MILO Games 2019
 The 2019 Milo Game was held on Tuesday 19 March. ISPS had 55 students, comprising of Marchers and track athletes.
 ISPS' marcher team looked very uniformed and disciplined in their green, blue, black and white t-shirt and shorts with white socks and black pants.
 ISPS participated in events from Under 7 to Under 15 on the Track and also in the Field events.
 ISPS was a force to be reckoned with having students as finalist in 20 out of 22 events.
 ISPS won six individual track medals and three relay medals.

The results are as follows:		
Joey Mahoney	3rd	Boys U15 400m
William Farah	1st	Boys Open Walking
James Collier	2nd	Boys Open Walking
Pedro Zamudio	2nd	Boys U11 400m
Max Maumaire	3rd	Boys U11 400m
Adraina Housty	3rd	Girls 200m
	2nd	Girls 400m
Relay results:		
Boys	3rd	U9 4x100m
Boys	3rd	U11 4x100
Girls	3rd	U15 4x100



Fine Arts

This academic year, the Fine Arts Department was happy to welcome MYP Design and ES Digital Design/STEAM to the program, in addition to the usual required Music and Visual Arts curriculums. The department also saw the return of Drama to the program and looks forward to the subject's further integration into MS and HS for the 2019-20 academic year.

As part of our emphasis on holistic development, of the 375 students that attended ISPS in 2018-19, 78% of the total student population benefited. This year the program offered Digital Design and STEAM in ES, MYP Design from grades 6-9, Music and Visual Arts courses from pre-kindergarten to grade 7, a choice of Drama, Music and/or Visual Arts from grades 8-10, with Visual Arts elective and AP options for juniors and seniors. 22% of the Grade 11 and 12 student population were able to take the Visual Arts courses available.

Also of note, the Fine Arts academic data showed a general increase in student achievement over the course of the academic year.

In 2018-19, along with the usual annual events, the Fine Arts department spearheaded the first student-driven Carnival Jump-Up with J'Ouvert after-party ("Stained"), and launched the student-driven community service venture, Project Care TT, which was supported by student-designed fundraising efforts.

This year also saw the Fine Arts launch its first Arts field trip (to New York City). This was a Broadway music theatre learning experience crafted for the HS Arts programs in grades 9 and 10. Also scheduled, between October 2018 and June 2019, were the following unit summatives:

- live student performances and a student-created sculpture installation for the annual International Week Opening Ceremony
- whole-school design and/or creation of a new mural (on the wall leading to the cafeteria) in deference to this year's UN theme; Year of the Reef
- the return of the HS Drama festival of scenes; "Scene and Heard"
- a full-scale musical in Elementary School; "The Nutcracker - A Youth Musical"
- our bi-annual music collaboration with the MS Colony School in Alaska
- ES Design and Build House Challenges, and
- an end-of-semester HS music recital; dubbed "Prima"

Finally, to close the year, the department hosted the annual Arts Festival (featuring summative work from K-12 from all the Fine Arts areas), and then mounted a student-driven, music theatre collaboration with Middle and High school students; "Into the Woods Jr."

"The beautiful thing about learning is nobody can take it away from you."
– BB.B. King





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

-Kofi Anan

Community of Learners

SIP 2015-2019 Goals:

Goal Statement 2:1 - ISPS will bring stakeholders (students, parents and staff) together to build a sense of belonging as a community under our shared mission and vision as measured by attendance at events:

Parent/Teacher conferences, Curriculum Nights where 100% of faculty and 50% parents are present.

Parent Teacher Conferences -

- MS met goal with 82% and 76%
- ES - Met goal with 90%
- HS - Met goal 52 % and 52%

Curriculum Night -

- ES met the goal with 73%
- MS met goal with 59%,
- HS Met goal with 51%,
- PTO sponsored events such as the International Food Festival, ISPS Family Day, and Walkathon where 75% of faculty, 70% parents and 90% of students are present.
- Utilize the house system across the three school divisions to build collaboration and team spirit; at least 3 whole school events per year.
 - House Activities - Did not meet the goal of having three school-wide activities, but had the following successful activities.
 - Sports Day - All three schools participated -
 - Walkathon - 74% of students participated -
 - Pi Day - MS and HS - All MS and HS Participated-

In HS there has been an increase in the number of students wearing House shirts on Wednesdays. Also, House captains were chosen in HS and in MS. This helped increase participation and enthusiasm for Sports Day. -HS - Lunch-Time Dodgeball Tournament where Houses competed. We still need to do a regular count of House-shirts. Lead House teachers have been assigned for HS. They will support House Captains and will help in the regular count of House shirts. Lead house teachers will be assigned for MS as well.

Goal Statement 2.2 - A quality Advisory Program (Homeroom and Guidance) will be in place by August 2018 as measured by an annual Student Survey (75% of respondents felt a sense of belonging by June 2019)

Homeroom and Guidance are in place in MS and HS (regularly scheduled time every week). In HS the Homerooms now meet consistently, with little interruption. Also in HS students report to Homeroom daily at the beginning of the school day. Coordination of the activities in the MS Homeroom increased. A sense of identity for each Homeroom has developed. The Master Schedule has been adjusted so that Guidance Class for 11 and 12th grade students will be included in the schedule at a fixed time for the 2019-2020 school year.



"Education breeds confidence. Confidence breeds hope. Hope breeds peace"
- Confucius



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.

McMUN 2019, Montreal

At McMUN (McGill Model United Nations Assembly), young leaders from around the world gather and engage in impactful relationships, building a community centred around youth empowerment, collaboration, and respect. All participants leave McMUN having developed and strengthened valuable skills with an enhanced sense of global awareness and an awakened will to enact change outside the conference and in their own community.

This year 12 High School students attended McMun In Montreal. 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.

We celebrate our involvement in this conference as it offers students a wonderful opportunity to look at global issues through a different lens and challenge their own perception on key social, economic, and political issues that confront nations around the globe. This year we welcomed Ms O'Donovan to the group and look forward to her continued involvement in 2020 and beyond.

"Learning is not the product of teaching. Learning is the product of the activity of learners."

- John Holt

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 were carefully chosen based on their character, service, scholarship and leadership. NHS members consistently work together to organize different fundraising events and weekly visits to multiple charitable organizations.

Outreach Activities

Our outreach activities this year included various fundraising and support initiatives that benefited such organisations as Project Care's efforts to refurbish the Nelson Street Girls R.C school, SportAble, ISPS friends and family Bingo, Bake sales, Candygrams, Red Nose Day and Vita's House visits as well as in house ISPS functions such as Open House, Garage sale, Sports day and Graduation, to list a few.

NHS Team Building Activity

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

This year, the NHS hosted PlayAble Caribbean at the school . The group conducted a workshop on raising awareness of people with disabilities and explored how we can be more inclusive in encountering people with disabilities in our everyday lives. On Sunday 28th April, 16 members of NHS attended the workshop which was led by Atiba Antoine and assisted by Ricky Singh who has represented Trinidad at the Paraplegic Games. Here are some of the comments students made on their experiences:

- This workshop truly opened my eyes to the fact that those these persons with disabilities have a very different disposition from us able-bodied persons, they are in no fashion lesser or diminutive in comparison. Though at times they may require some degree of assistance, in many facets of life they don't and are in fact able to enjoy the same quality of life as their counterparts. (Daniyelle)*
- The disabled athlete workshop was a fantastic way of bringing forward an issue that sometimes people are uncomfortable talking about. It was great to see how those who are differently abled can do more or less everything that others can. It was also really useful to be given guidelines for trying to assist the disabled as sometimes we can unknowingly offend them by being presumptuous. (Mirabai)*
- Atiba (our facilitator) made a great point about how, as humans, we're naturally helpful, so sometimes we need to be reminded that when we see someone with a disability, we shouldn't automatically assume they need help. It's always best to ask first. (Jada)*



“Education is not preparation for life; education is life itself.”
- John Dewey

Officers of the National Honor Society

- President: Thomas Lee Young
- Vice President: Jada Johnstone
- Secretary & Historian: Erin Galt
- Treasurer: Nathan Jeremie

Present Members

Christopher Hadeed, Tia Hadeed, Erin Galt, Jada Johnstone, Poppy Driver, Shivana Kalliecharan, Sol Franco, Sacha Avey, Thomas Lee Young, Aaron Chan, Jamari Bowers, Daniyelle Bennett, Dominic Cockburn, Ruth Jeremie, Nathan Jeremie, Jonathan Xavier, Martina Pino, Caitlin Yarna, Mirabai Francois and Ana de Gannes.

New Inductees

Sarah Carpenter, Ashleigh Lok- Jack, Micayla Billouin, Catherine Joseph, Eric Pollonais, Shana Hadeed, Jonathan Als, Abigail Mahoney, Asia Chan, Vivian Sabga, Hannah Schjolberg, and Alexandria Bronte-Tinkew.



"What does education often do? It makes a straight-cut ditch of a free, meandering brook."
 - Chinese Proverb



Global Issues Network

Mission: to empower young people to collaborate locally, regionally and globally in order to create sustainable solutions for global issues.
 — GIN mission statement

The Global Issues Network (GIN) Conference is a gathering of young change makers. It is a student-led conference which brings together young global citizens who are addressing serious local-global issues with empathetic and sustainable solutions. The network is mostly based on Jean-François Rischard's book, *High Noon: Twenty Global Problems, Twenty Years to Solve Them*. Middle and High School students 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. 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 2016. In order to qualify to attend the conference each team must create and implement a sustainable project to address one of the 20 global issues in their community over a period of months. At the conference each team will present a workshop and short film on their project to other students and teachers. In addition, students will attend other teams' presentations, listen to keynote speeches by global changemakers and network with their peers from across the Americas.

Lima, Peru, 2019
 The High School GIN team in 2019 started a Community Service Club "G.I.V.E. - Get Involved Value Everyone" to promote and encourage a culture of community service amongst students in the High School. The club has carried out and will continue to carry out fundraising and volunteering for caring organizations such as Living Waters and The homeless kitchen. In the Middle School, students created a project to reduce the use of plastic straws in the ISPS community and the wider community of Trinidad and Tobago by educating customers and businesses to replace plastic with more environmentally-friendly options.

San Jose, Costa Rica, 2018
 Four teams from ISPS Middle and High Schools participated in the Global Issues Network (GIN) conference in Costa Rica at the Pan American School, San Jose. The themes of the projects were: Educating against gender violence, Equal education for all, Combating deforestation, and Eliminating harmful household chemicals.

Panama City, Panama 2017
 The High School Reach Out Community Service Club took our project to Panama in 2017. 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.

Medellin, Colombia 2016
 During the 2015-2016 academic year, the ISPS Environmental Club made it their mission to reduce the amount of plastic in our school by eliminating bottled water from the cafeteria and lobbying the administration to install water dispensers throughout the school. They raised awareness on the effects of plastic pollution on marine environments and encouraged the use of reusable water bottles in the school community.

Coastal Clean-Up

Every year buses of volunteers leave ISPS early on a weekend morning to head towards one of Trinidad's beautiful beaches, which has unfortunately been contaminated with garbage. Our school annually takes part in the International Coastal Beach Clean Up, which sees citizens from all over the world visiting their local coastal communities to rid them of pollution. Chaguaramas is the beach ISPS commits to, as there are large quantities of plastic, glass, general garbage and other miscellaneous items that get washed ashore with the tidal currents.

The students who attend such Beach Clean-Ups comprise mainly members of the Environmental Club and National Honors Society Club both of which continue to be action driven clubs at the high school level. Such student driven clubs are geared towards providing students with authentic opportunities to act as global citizens. Our youngsters continuously display a true passion for caring for our environment and represent our school with pride while working alongside other members and school children from nearby local communities.

In addition to the student body, several members of the teaching, administrative and leadership faculty of our school attend the events. ISPS continues to promote an environmentally conscious mind set and is proud of its efforts in acting as ambassadors for our fragile environment.

Matura Conservation

ISPS students have the opportunity to travel to the North East coast of Trinidad during nesting season of the Leatherback Turtles. Students work as conservationists to facilitate the successful nesting and hatching of the turtles.

High School Biology - Matura

Twice a year, students of the Biology class travel to Matura, a small village, located on the North East coast of Trinidad.

On the first occasion they participate in a beach clean up. This is not just a regular beach clean-up, but one that facilitates the successful nesting of the Leatherback turtle during nesting season. Matura supports the second largest nesting assemblage of Leatherback sea turtles in the Republic and is one of the five most valuable nesting beaches on earth, for critically endangered Leatherbacks. The beach clean up is organized by Nature Seekers.

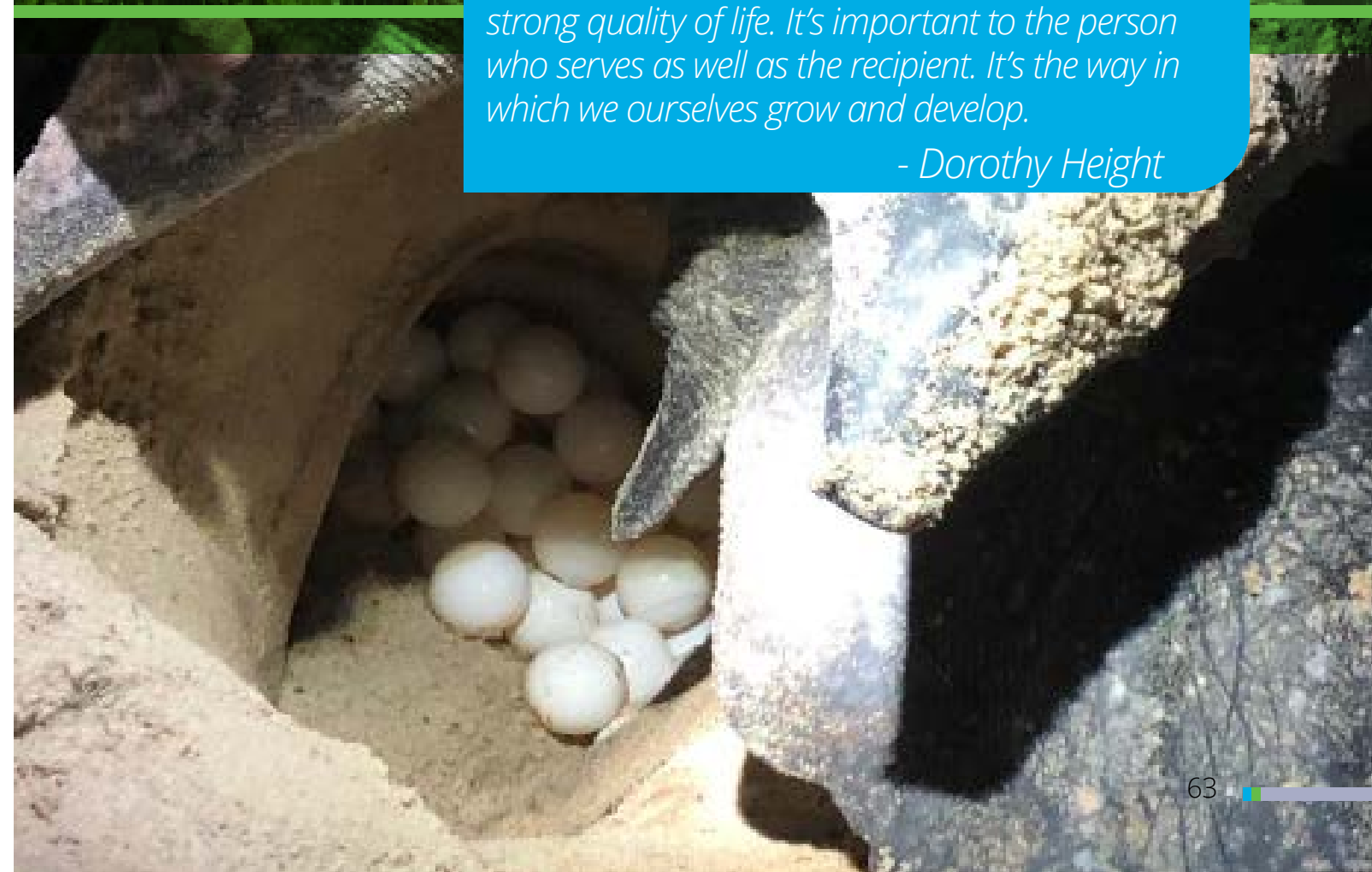
The second trip occurs in May or June. Students become conservationists for a night and learn about the dedication of a conservation group called Nature Seekers. Nature Seekers is a non-profitable community based organization, established in 1990 for the protection and conservation of the endangered leatherback turtle in Matura. They act as an approved tour guide agency to facilitate the viewing and the bonding of the marine turtles and visitors to prevent harassment and disturbance to the endangered marine reptiles. Over the last 10 years the Nature Seekers have helped reduce the slaughtering of egg bearing leatherback turtles from 30% or more a year to 0%. Their conservation program has received 7 national awards.

The students patrol the beaches, tagging and measuring turtles, collecting data and although an exhausting endeavor, it is also exhilarating as the students learn about the commitment of Nature Seekers.



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





"Education is not preparation for life; education is life itself."
- John Dewey



Leadership and Governance

SIP 2015-2019 Goals:

School Leadership demonstrates a commitment to delivering the mission and achieving the vision for all students. Out of this idea two committees were formed: The Continuous Improvement Team (CIT) and the ISPS Culture Team (ICT).

ISPS Continuous Improvement Team (CIT) - Looked at AdvancEd Engagement Review Report, the PYP and MYP action plans, the Board's Strategic Plan and began to formulate a Continuous Improvement Plan (CIP) for the next 3-5 years. They were involved in the administration of stakeholder surveys for March 2019. The team suggested yearly actions to help ISPS achieve the goals outlined in the CIP as the school move forward to the next accreditation visit in 2023. The team assisted in developing a plan (data collection) to monitor progress on these actions. ISPS will provide Professional Development through AdvancED online Learning course – Optimize Your School with Continuous Improvement.

ISPS Culture Team (ICT) - defined specific behaviours, values, and attitudes that define how our school operates to meet our mission and helps mould our graduates. This would include developing the Characteristics of Professional Excellence, as we deliver our Mission, and our students to reach their unique potential as they strive for excellence. This document, along with the ISPS Portrait of a Graduate, will help provide a foundation for understanding and interpreting the Essential Expectations which will be part of a professional growth and evaluation framework for all ISPS staff.

We are pleased to share with you the following two documents:

- Portrait of an ISPS Graduate
- ISPS Characteristics of Professional Excellence\

Portrait of an ISPS Graduate

An ISPS Graduate is:

- Curious, courageous and resilient in the face of challenge
- A critical and reflective thinker, prepared to solve authentic problems

An ISPS Graduate will:

- Express ideas confidently, creatively, concisely in the ever changing technological world
- Collaborate with others, build inclusive relationships and commit to service

An ISPS Graduate values:

- Being an informed global citizen who is open-minded, honest and caring
- A strong sense of fairness, justice and integrity

ISPS Characteristics of Professional Excellence

An ISPS Teacher is committed to Students

- We employ a range of learning strategies to insure that every student has the opportunity to achieve her or his unique potential.
- We foster reciprocally respectful relationships with our students so that they recognize their value and appreciate ours.
- We believe that all learning within the classroom must have a practical relevance to the ever-changing world that awaits our students' impact.
- We have high expectations of our students.

An ISPS Teacher is committed to Colleagues

- We dynamically deliver a vibrant and engaging curriculum that is driven by clearly articulated assessment outcomes.
- We support our departmental colleagues by freely sharing our knowledge, experience, resources and time.
- We seek out interdisciplinary conversations to provoke fresh perspectives and provide a unified best practice in which we are all invested.
- We are continuously striving to be more proficient in our craft through opportunities for professional development and meaningful reflection.
- We have high expectations of ourselves and others and will openly address conflict and or bad behaviour

An ISPS Teacher is committed to Community

We recognize that the active support of parents is a vital ingredient for our students' success inside and outside of the classroom

We provide many avenues of communication, both formally and informally, so that parents and guardians are able to maintain an ongoing dialogue to ensure continued student development. We have an international outlook on the world whilst celebrating the culture and heritage of our rich local community.

We have high expectations of our parents and guardians.



"Education is all a matter of building bridges."

- Ralph Ellison



ISPS PTO

The main objective of the PTO is to bring into closer relationship the home and the school so that they may co-operate to the fullest extent in the holistic education of our youth.

To this end, we provide support at all school events, as we strive to be a social network to bring together the ISPS community. We have a strong team, dedicated to “building school spirit”.

This “Building School Spirit” theme incorporated many of our PTO events during the last year. The first one of these was the Welcome Back BBQ, which has become a fixture on our School Calendar. This event was established with the aim of welcoming returning families and making our new families feel at home.

This event was ably handled by the ISPS PTO Dads who came out in their numbers! 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 ISPS community together to enjoy 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 and support. The children were not forgotten as the class which sold the most tickets for the Festival was awarded a Pizza Party! As usual, this year’s IFF was a resounding success.

The Phase II ‘Pan Yard Jam’ has also become a yearly fixture on our calendar. For some of our

new parents, this was a first-time experience! Many danced the night away as we enjoyed a great evening of steelpan and local tidbits such as corn soup ad doubles. Thanks to the Phase II corporate sponsors HADCO for their warm hospitality.

Another successful carnival event was the after school Soca Zumba on the Green Court. We had parents and kids alike showing off their skills and getting into the spirit of Carnival.

The bumper season was closed off with ‘Moko Jumbies’ at the school’s Carnival Jumpup and a rhythm section at the ISPS Sports Day. The little ones were especially enamoured by the sight of the Moko Jumbies while all enjoyed the visit from the ‘Boom Boom Room’ percussionists.

This year we introduced our ‘Share the Love’ initiative which saw students and parents showing their thanks and appreciation for all members of the ISPS community from teachers to maintenance to security. Indeed, the love was shared!

Thanks to all parents for your contributions toward the final ‘Share the Love’ luncheon. We were able to set out a fabulous spread for the ISPS staff and they were extremely appreciative of the generous display of gratitude. Thank you as well to the Room Reps and all who contributed their time to set up the Green Room and then taking on the huge task of cleaning up afterwards.

This year was a little different as we were also



“We strive to be a social network to bring together the school and community.”

- Rosie Ramsingh, PTO President

able to have an official sit-down with the incoming School Director Helen Brocklesby. We discussed our function and involvement in all aspects of the ISPS community while she was able to bring to the table some new and exciting ideas. We look forward to working with Ms Brocklesby in the new academic year.

Our year-long Challenge Trophy competition is in the process of being wrapped up as we tally all the points for the various events we had spread out over the academic year. The trophy will be presented on the last day of the school term.

This competition was implemented to foster healthy competition and revitalise school spirit at ISPS. It has enabled students, faculty, staff and parents to come together as one to build a stronger ISPS community.

It has also been our pleasure to work with teachers in support of their in-school activities such

as providing the refreshments for the opening of Arts Week and also a contribution to this year’s Sports Awards.

Additionally, we hosted two Garage sales which are always well attended by members of the wider community. They were both a tremendous success and already we have persons interested in taking part in next year’s sales!

As we close the 2018-2019 academic year, we want to thank our moms and dads, all faculty and staff who dedicated their time to assist in many ways over the past year. Thanks to Jackie Fung-Kee-Fung and the administration team for their day to day support.

To our outgoing Director Barney Latham, a special thank you. Simply put, you have been a stabilising force at ISPS; you will be missed.

Finally, thank you to the ISPS School Board of Directors for their continued guidance.







Stay in touch

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