

Introduction:

Each year for the past two decades the CIPLC administration and Board of Directors reflects on the state of affairs at CIPLC. This reflection – which is such a valuable tool for growth – is contained within the pages of this Annual Report. The Annual Report is based more on a business model than an education model, and although it seems incongruent to mix these models, this is one time when they synchronize perfectly. What better way to hold CIPLC accountable to its “shareholders” (or in our case, stakeholders) than by producing a historic document that will be archived and reflected upon for years to come. Our obligation to report on our financial status, our educational data and other aspects of school life at CIPLC enables us to share valuable information with our constituent groups. The data on student learning is often very positive because CIPLC offers an outstanding educational program and this is reflected in the data we generate from our standardized testing. However, some aspects of our “business” news is difficult to share because it isn’t as positive. For example, our financial outlook is not on solid ground at this moment in our history. Due to declining enrolment as a result of the ongoing political and economic situation in the country, combined with widespread unpredictable power outages we will also end this school year (as we did last school year) with a deficit. The things that keep us motivated to continue to provide an outstanding education to our students are the daily interactions with those students. Each and every day our students arrive to our campus ready and eager to learn. For many of them the school represents a safe haven from the concerns that surround them each day. Their wellbeing alone is a motivator for us to come to school each day and be our very best for them.

In this report we will share with you the learning and financial data that will demonstrate our progress toward the goals initiated during the accreditation process started three years ago, and was reaffirmed in our mid-term report in May 2018. Our improvement plans outlined key areas that facilitated the improvement of student learning at CIPLC. Each of the improvement plans focused on different areas that we identified as potential areas for improvement. As we analyze the data we get from student performance on standardized tests, in-class assessments and teacher observations, we are able to better understand our students’ strengths and areas for potential improvement. By knowing these facts, and by virtue of our small size, we have been able to offer a program tailored to the specific needs of each of our students. I have always maintained that our small size is our greatest asset and our greatest challenge. It is an asset because we get to know each student as an individual and know how best to serve their learning needs. The data we get from some analytics provides pinpoint accuracy on students’ strengths and areas for improvement. This, along with our close observations that come of our small size, allow us to provide a unique educationally specific program for our students. The “challenge” of our small size is that we can’t always offer the wide variety of academic programs at our Middle School and High School. That being said, we still

offer a wide variety of athletic activities and after school activities to keep our students engaged and focused on personal growth.

Each year as part of our accreditation process we survey the parents, students and staff to find out whether they are pleased with CIPLC, our direction and the progress we are making. Our results continue to indicate that our stakeholders are satisfied with the education their children are getting, the environment they are learning in, and the warm, welcoming nature of CIPLC. This is particularly important to us during these turbulent times in this country. We are the students' safe haven, and we are proud of this fact. Also important with these surveys are the ideas that our constituents share with us, such as their desire to have an indoor cafeteria space, which we were able to accomplish last year.

Please take some time to carefully review this document so you can learn about CIPLC's strengths, challenges, goals and aspirations as a school. Now that we are in our third year of our school improvement plans they are coming to fruition. Our interim report submitted to our accrediting agency AdvancED was well received and we received top scores in all categories in which we had improvement plans. This is yet another indication that we are making consistent progress toward our goals. Soon we will begin the process of reaccreditation again and through some deep reflection see how we can continue to improve as a school. The details of the plans are not important for all of our families or our students to know in detail because the various committees and the Administration will be closely monitoring their progress – but it is important for parents to continue to share open and honest feedback with us to allow us to improve each and every day. If you ever have any suggestions or feedback, you are always welcome to contact the Administration or set up a time to meet. We are open to all suggestions that will lead to improved student learning.

CIPLC Mission and Vision

This year is CIPLC's twenty-first year in operation. We celebrated our twenty-year anniversary last year to much delight of our community. Things have changed a lot in this country since the school's inception in 1996, and no doubt CIPLC has also changed, but we still hold on to our fundamental values as demonstrated by our Mission and Vision. When parents visit campus for student presentations, concerts, meetings, or other opportunities that arise it is vital that we continue to share our Mission and Vision with stakeholders. We continue to refer to these statements because they are what guide our work each day. Our Mission and Vision drive the decisions we make every day. The world of education changes daily; the political, economic, and security situation in our host country changes daily; the only constant we have is our Mission and Vision. When a decision needs to be made about the educational program at CIPLC, we consult the Mission and Vision to be sure the decisions are aligned.

Our Mission guides our daily decisions and procedures. Our Vision is the mountain in the distance we aspire to climb, and always have to be making progress toward.

STUDENT PERFORMANCE

The most important role of CIPLC is to improve student learning through improvements in teaching methodologies and assessment techniques. The most important role of the school leadership at CIPLC is to find ways to demonstrate that learning is taking place, and at a suitable pace in comparison with the norms (data comparing us to other students in the world) that are available. I have stated many times to parents that CIPLC students are a happy, engaged group of learners – from our always-enthusiastic three year olds all the way to our seniors who have one foot out the door on their journey to university. But, being a happy engaged learner is terrific, but it is not something that measures learning success. The good news is that we have improved our participation and access to numerous means to demonstrate that our students are learning. The most valid means of demonstrating their growth is by using external assessments such as the MAP, DRA, SAT, and PSAT, to name a few. This alphabet soup of external assessments provides an unbiased view of our students by having them assessed against worldwide norms and by persons outside of our school community.

Standardized tests are one aspect of our multifaceted approach to demonstrating student learning, but a very valuable one. The unbiased, external evaluation of our learning gains helps us fine-tune our curriculum and instructional methodologies. Other facets of our assessment of student learning include assessments that we create ourselves to determine to what level our students have been able to learn the curricular standards put forth by the various agencies such as Common Core, AERO, NGSS, ISTI, and other curriculum governing bodies. In previous years, international schools had a wide range of curricula that they presented to students. However in the past several years the United States has adapted nation-wide standards in many curricular areas such as English Language Arts, Mathematics, Science and Technology. As an international school focused on American education, we draw heavily on the Common Core State Standards and the other standards-based curricular offerings from the US.

With our laser focus on student data this past three years, and the time dedicated to training our teachers to use the data we gather to improve student learning, we have been able to take full advantage of our small size to provide something very close to individualized learning for CIPLC students. When we can examine the results of a MAP test and determine – to a very fine focus – the area where a student is struggling, we have a very powerful tool to improve student learning. The same can be said for our other standardized tests to varying degrees.

One area we have had some frustrations is in the area of writing. Our students show strong results in their writing skills in both English and Spanish and are able to express themselves very effectively, but not to the level we have been

working toward. The ability to write with clarity, using powerful vocabulary, and writing that can effectively persuade the reader is a critically important skill for students. There is a lot of research that indicates that strong writing skills indicate an ability to clearly formulate thoughts, think critically, and ultimately leads to success. Because we were not getting useful data from the WrAP test (our writing test administered by ERB Education Research Bureau) we decided to discontinue using it. Instead we are formulating a plan to do our own scoring of writing samples in English as well as Spanish to get more useful and timely data. We continue to have strong results, and trends actually show that as our students' progress through their years at CIPLC, their English writing skills begin to outpace their Spanish writing skills by the end of high school. Ideally we would see equal results in Spanish and English indicating that they are fully bilingual and can express themselves equally well in both languages. In the 21st Century world, dual language ability will enable our students to stand out amongst their peers in our increasingly more competitive world.

Therefore, we will continue to work on their writing skills and adjust our teaching and assessment methodologies to help them improve. We are currently examining our methodologies and will make the necessary adjustments. This year we introduced an extra period of Spanish each week for grades 1 to 5. This was done in conjunction with a change in instructional methodology that utilizes a research-based teaching methodology for writing from Teachers College at Columbia University. The "Writers Workshop" model is now being employed in both English and Spanish, with the hope that the skills will be easily transferable from one language to the other.

As you review the graphs in this report it is important to note that our students consistently outperform their peers in other countries and schools in standardized tests. For some of these tests, these "peers" represent up to 1.5 million other students – most of which are English first language speakers. That means that our students, most of whom are not native English speakers, are still exceling to a level that surpasses their counterparts. Of all the data you see in the charts, I draw your attention to the cohort graphs (Lambda, Mu, Nu and Xi), which contain longitudinal data for our students over their years at CIPLC. We have many students who have been here for a number of years, so we have a lot of learning data on them. If you see their performance in their final three years of their time at CIPLC, they continually outperform their US counterparts in both Math and Reading. To me this indicates that students in our care can demonstrate learning superior to their peers at other schools.

In closing, I will restate that student learning is difficult to measure no matter what system you use, or what school or country you are in. However, the fact that measuring student learning is not an exact science is not standing in our way as we work each and every day to improve student learning at CIPLC. Furthermore, there are myriad other measures of student success that are not related to learning, such

as their growth as citizens, their ability to problem solve, and their creativity. For their growth in all of these things, we are most proud of our students.

Looking Ahead: Goals for 2019-2020

In our fourth year of our five-year reaccreditation from AdvancED/SACS, the implementation of our Continuous Improvement Plans continues in earnest. There are three goals aimed at improving student learning by putting stronger systems in place to support student learning. Our goals are:

***Goal A:** By the end of the 2018-2019 school year, CIPLC teachers will improve student learning through differentiation at the classroom level and necessary interventions to meet the needs of all learners.*

***Goal B:** By the end of the 2018-2019 school year, all CIPLC educators will effectively use student-learning data to as a vehicle to improve student learning.*

***Goal C:** CIPLC will foster a culture of continuous improvement that reviews and challenges current school-wide practices and procedures for the purpose of affecting change that will improve student learning.*

Our work in the upcoming year will continue to focus on improvements in these areas, all of which have a direct impact on student learning. Soon we will begin our accreditation cycle again and examine our current processes, progress and learning and begin to develop improvement goals to continue to move us forward. Below are some specific successes we achieved this year and will continue to work on in the upcoming year.

Mid-term Report: On May 1, 2018 our Mid-Term Report was submitted to AdvancED/SACS for review and was returned to us indicating that we had made the necessary progress toward our goals within the timeframe allotted. Therefore we received top scores in all categories. This is a testament to our hard work and dedication to improvement.

Continuous Improvement Plan: Since the initial development of the Continuous Improvement Plan prior to the visit by the External Review Team, we have revised and implemented an improvement plan that has enabled us to stay focused on our mission and vision and document our progress. The plan was segmented into themes and divided amongst various School Improvement Committees. All committees worked independently on their sections of the improvement plans and shared their progress with the entire staff. Also, each committee was responsible for providing professional development associated with their respective thematic area, and undertaking data collection to indicate progress toward their goals. Since this is an ongoing process, final data regarding progress toward the various goals is still ongoing. Also, no doubt we will have some discrepancies in our predicted success due to the numerous disruptions to our school year in the past few years. Furthermore, this year we were not able to complete the MAP testing or score writing samples because of our early closure. It will be interesting to see how this

manifests itself in our data – particularly fall MAP test scores, which often reflect “summer slide” in scores.

Data Usage to Improve Learning: We have so seamlessly institutionalized the use of data that we have become quite expert in the collection, collation and analysis of data for the purposes of improving student learning. Over the past four years we have made a significant number of changes to our procedures and school culture that has facilitated this improvement.

Our biggest leaps forward included two critical innovations: Firstly, we created a Data Committee whose tasks included defining the role that data plays in the learning process of each student at CIPLC, deciding (using research on best practice) what data we should be collecting, how to use that data, and how to improve the use of data across the school. This culminated in the creation of our *CIPLC Data Collection, Processing and Analysis Handbook*, which we believe is one of the first of its kind to be prepared for an international school. When we reached out to our colleagues around the world, nobody had anything like this. Subsequently when we completed it (although it is still a work in progress) we shared it widely.

The second innovation we undertook was the creation of a Professional Learning Communities (PLC) model that was based on the premise that “we only discuss students from a data perspective”. Like many schools, often divisional meetings devolved into discussions of issues caused by student A or student B, and discussions about student learning were lost. Under the CIPLC PLC model Team Leaders had a formal structure for their weekly meetings, part of which was using data as the basis for all student discussions. Once we began to look deeply at MAP, WrAP, DRA, PSAT and other data, we discovered myriad ways in which to tailor our curriculum and learning environments to meet the needs of our learners. Our small size enabled us to truly individualize our programs for our students.

I would characterize the progress we made in this area as one of the most profound in our school and the one that has had the greatest impact on student learning.

Technology: CIPLC has always kept up with educational technology trends. The past few years are no exception, although this continues to be a challenge with dwindling resources. Nonetheless we have continued to move forward. CIPLC now has a 1:1 iPad program in all elementary school classrooms down to the Kindergarten level. The PreSchool (3 year olds) and PreKinder (4 year olds) also have iPads in their classrooms for use, but are not considered 1:1. In the MS and HS our BYOD program has been fully implemented without any glitches. We have not officially declared ourselves a 1:1 school, but rather state “we provide a robust wireless network to enhance learning”. This purposeful statement provides our families with some relief if they cannot afford the latest technology. It also enables our teachers to implement many activities that are tech-based, but not be tied to shoehorning in technology where it doesn’t fit.

As with any school, continuing to keep technology (hardware, infrastructure and software) up to date takes a great deal of resources. However we continue to

commit to upgrades in a slow and steady way. This summer we will add redundancy to the campus internet infrastructure to reduce interruptions during power outages. Also we have received quotations for fiber optic upgrades that will double our campus bandwidth, and enable us to better use the internet. Traditionally we have traded faster download speeds for slow upload speeds. This is no longer possible with our use of Google Apps for Education, which are very upload heavy.

Special Populations: By far our largest identified special population is English Language Learners, and the fact that, as native speakers of Spanish, they work in two languages throughout their school day and one in their home lives. Last year we added to our repertoire of assessments parallel standardized test in Spanish to go along with those we currently do in English. For example, we use the DRA (Diagnostic Reading Analysis), which has a Spanish counterpart. By assessing students in both English and Spanish on multiple standardized tests we are able to discern if language as a confounding factor in student achievement. Our thinking was that a student who was struggling in English, but had strong Spanish skills, would be managed differently than a student who showed low in both.

Teacher Supervision & Evaluation: CIPLC teachers are evaluated using the Stronge's Teacher Evaluation System. Over the course of the school year, teachers reflected on each of the benchmarks/indicators for each of the standards and how those were applicable to their own classrooms. In addition to having teachers (individually or as teams) identify student learning goals early in the school year and analyze whether or not those goals were met in May, we also collected Student Feedback Forms from all of our students. The learning goals and student feedback were summarized as part of the end-of-the-year summary evaluation.

Infrastructure: Thanks to a generous donation from a school family we were able to make a significant improvement to our entryway with the addition of a seating area that included plants and flags. This greatly enhanced an area that was originally used as bus parking. Other than this, we had no planned projects this past school year with the exception of signage on all campus bathrooms to comply with child protection policies. Since the beginning of my tenure here we have had numerous campus improvements and upgrades and I believe we are in a good place now with respect to safety, security and infrastructure on campus.

Budget: We continue to be challenged financially by local market conditions. CIPLC's financial model is not sustainable without a minimal population of students paying corporate fees. The financial model that the school was premised on did not account for only "individual" fee payers funding the school. If this was the case, it would have been necessary to make the tuition much higher and no doubt eliminating many of our self-paying families. This will have to be seriously reconsidered in the future in order to be a financially viable institution.

Recruitment and Retention: I am very pleased to report that despite all of the challenges we have facing us in the country, we are losing only four international teachers. We are also losing two local teachers to international positions in Central America and our only Local Foreign Teacher after 20 years of service. Our local

teachers become more marketable to the increasing number of international schools in the world because of their exceptional experience at CIPLC –. I am very pleased to say that we have done a lot to improve the lives of our local staff by providing a dollar supplement to offset the cost of living here. This has undoubtedly built a great deal of loyalty with our staff. Also, I give great praise to David Carlson, who will succeed me in this position, for managing to encourage many teachers to stay at CIPLC to work with him in his new role. This is a difficult place to live right now, so convincing teachers to stay on is a major accomplishment.

Safety and Security: I am proud to say that during my tenure there were no incidents of note that caused any issues with our students or staff. We have worked very hard to keep our campus secure, our housing secure, teacher our staff how to mind their personal safety, and practiced all kinds of contingencies to plan for any natural or manmade disasters. In other words; I kept everyone safe during my time here – despite the lack of safety in the country.

CHALLENGES

There never seems to be an end to the challenges we are presented each year. Thankfully CIPLC is blessed with a staff and support network that enables us to meet each and every one of these challenges and overcome. To add to our usual financial challenges, we had a devaluation of the currency to start the year, then a shortage of hard currency, then food shortages, and ended the year with electricity outages, water shortages, and – the *pièce de résistance* – the cancellation of all flights to the United States! However, nonetheless, we persevered. Even though we had to close our doors early in light of these challenges, we successfully finished the school year and can be proud of the work we did for our community this year.

Let us all hope that we continue to manage the challenges that this country throws at us and persevere. This is a spectacular country with amazingly resilient people who deserve the very best. Let's wish that for them.

CIPLC KEY PERFORMANCE INDICATORS REPORT

Board Goals

Succession Planning:

Status

- 1) Plan for the successful transition to a new Superintendent for CIPLC
 - a. Discuss and decide on the structure of the position
 - b. Conduct a search internally or externally
 - c. Appoint the successor by November 15



Academics

- 1) Continue to support the Administration with their progress toward goals of the Continuous Improvement Plan developed for continued AdvancEd accreditation.



Budget

- 1) Produce short and long-term budget scenarios focused on tuition, enrolment, costs, etc.
- 2) Develop a strategy for long-term financial stability for CIPLC to reduce the dependency on corporations.



Policies

- 1) Update the final sections of the CIPLC Policy Manual (sections 8, 9, 10 and Attachments), completing the four-year review cycle



Safety and Security

- 1) Continue to monitor the benchmarking of the campus safety and security measures against other schools and government organizations.



No progress being made
 Progress being made, but not yet complete
 Completed successfully

Succession Planning

HIGHLIGHTS / OBSERVATIONS

- 1)
 - a. David has discussed a new admin structure with the Board.
 - b. Internal search was conducted and completed. No external search was necessary.
 - c. Appointment of David Carlson was completed in time for teachers to decide to stay based on his appointment.

Academics

HIGHLIGHTS / OBSERVATIONS

- 1) We continue to make progress toward our goals. Last year's midterm report was received with highest scores and we continue with our work on our goals this year. This will remain yellow because we use a continuous improvement model.

Budget

HIGHLIGHTS / OBSERVATIONS

- 1) In progress. Results will be discussed during budgeting process for 2019/2020 school year.
- 2) In progress. Discussions will take place during budgeting process.

Policies

HIGHLIGHTS / OBSERVATIONS

- 1) Sections 8, been completed and sent to PolCom for approval. Attachments will be sent in January for approval. We are on schedule.

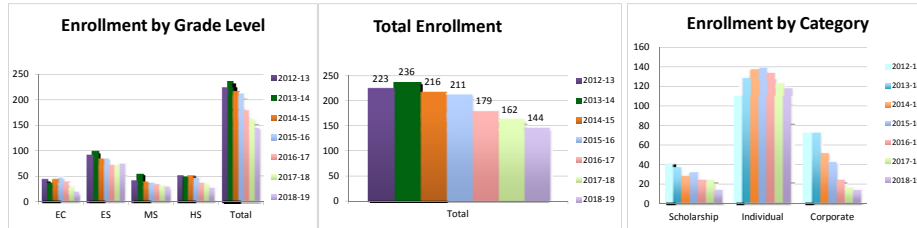
Safety and Security

HIGHLIGHTS / OBSERVATIONS

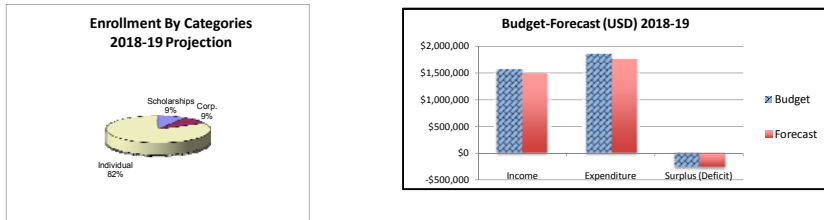
- 1) We continue to test our safety and security processes, including drills for fire, earthquake, intruder, bus accident, and online school, which were all done in the first semester. We are on target with this goal.

CIPLC KEY PERFORMANCE INDICATORS REPORT

FINANCE Enrollment



CIPLC 2018-2019 Projection - Enrollment & Income



HIGHLIGHTS / OBSERVATIONS

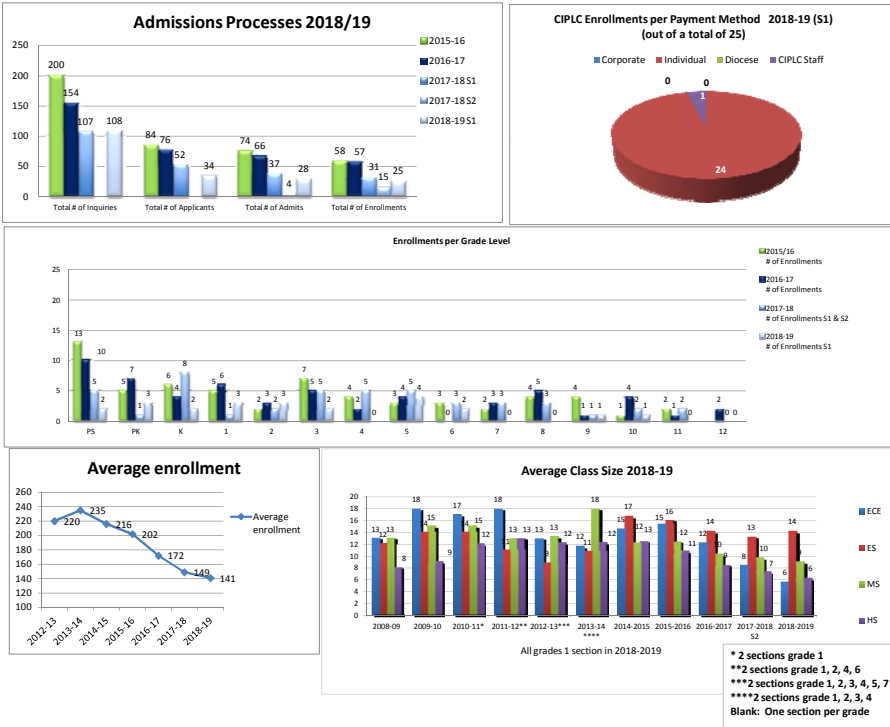
Enrollment

Corporates: Decreasing trend in comparison with previous years
 Individuals: Decreasing trend as well
 Scholarships: Decreasing trend as well

CIPLC 2018-2019 Projection - Enrollment & Income

1 Less Corporate student results in less Income in comparison with Budget
 Expenditure in USD has a reduction mainly by the substitution of a foreign for a local hire (Counselor pc
 Expenditure in VEF increased based on High Inflation environment but offset by higher income due to a
 exchange rate

ADMISSIONS



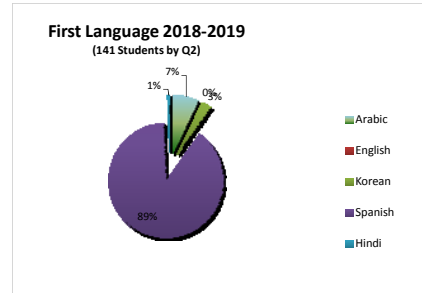
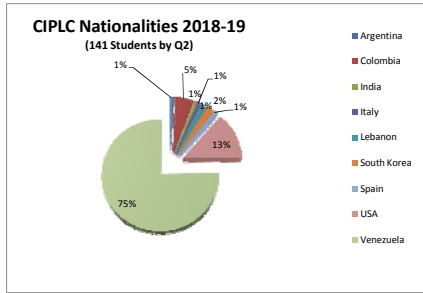
ADMISSIONS

HIGHLIGHTS / OBSERVATIONS

As a general rule, following the similar trend of other Venezuelan international schools, our number of new student enrollments has gradually decreased in the past 4 school years.
 It is notwithstanding remarkable that, in spite of the students withdrawals due to the country's exodus, we have managed to attract and enroll 25% of our current enrollment population (25% of our students this school year are new enrollments). Although we do not market our school locally due to our low profile policy, we have managed to achieve an appealing reputation that attracts new students, and encourages the return of previously withdrawn students. The close contact that we establish with new families that *knock on our door* /pre-apply, added to the admirable dedication of our teachers have translated into an increasingly good reputation among the local families.

CIPLC KEY PERFORMANCE INDICATORS REPORT

DEMOGRAPHICS

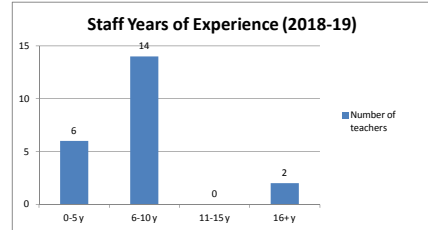
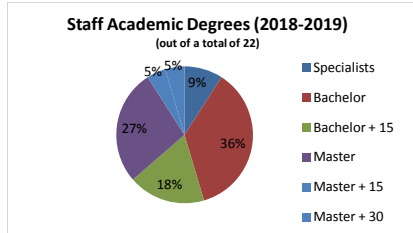


Demographics

HIGHLIGHTS / OBSERVATIONS

Having 75% of Venezuelan students, and 89% of Spanish speaking students also leads to mentioning the need of ELL support with the aim to improve our stardardized testing results even more, especially writing skills.

STAFF



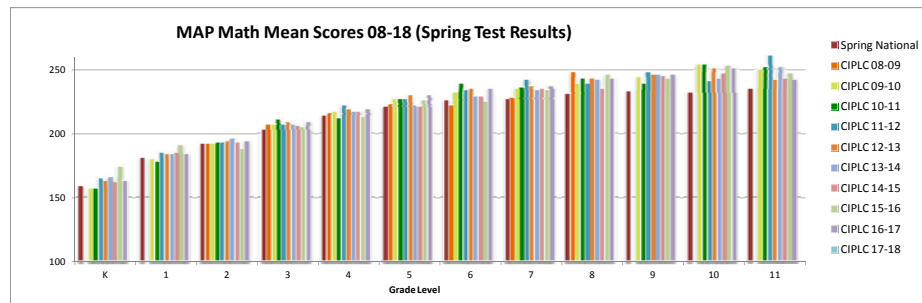
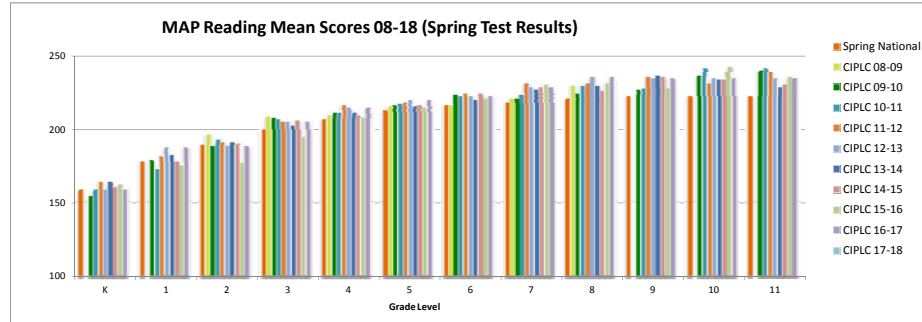
STAFF

HIGHLIGHTS / OBSERVATIONS

The Specialists category covers teachers with only a technical degree or BA with no certification in education.

STUDENT LEARNING

MAP



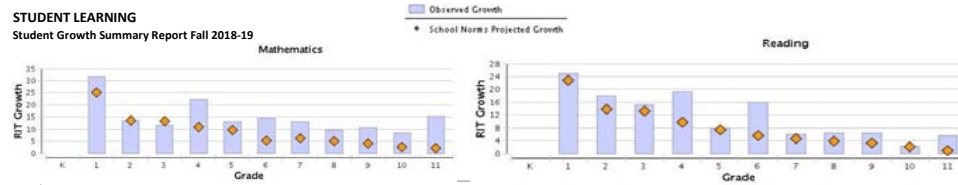
STUDENT LEARNING

HIGHLIGHTS / OBSERVATIONS

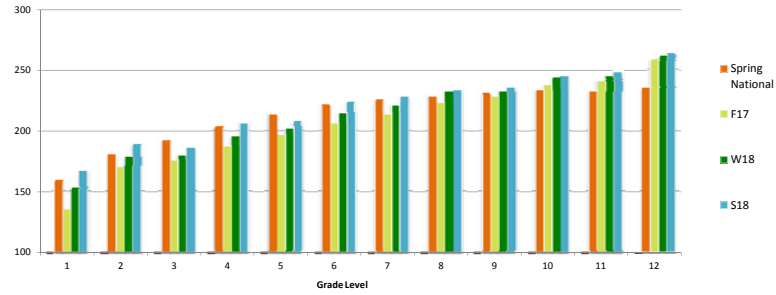
CIPLC KEY PERFORMANCE INDICATORS REPORT

STUDENT LEARNING

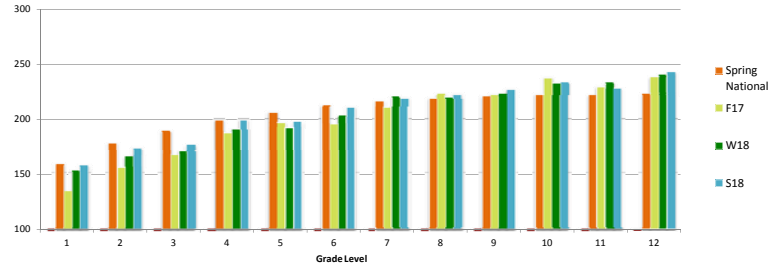
Student Growth Summary Report Fall 2018-19



MAP Math Mean Scores 2017-18 (Fall-Spring Test Results)



MAP Reading Mean Scores 2017-18 (Fall-Spring Test Results)

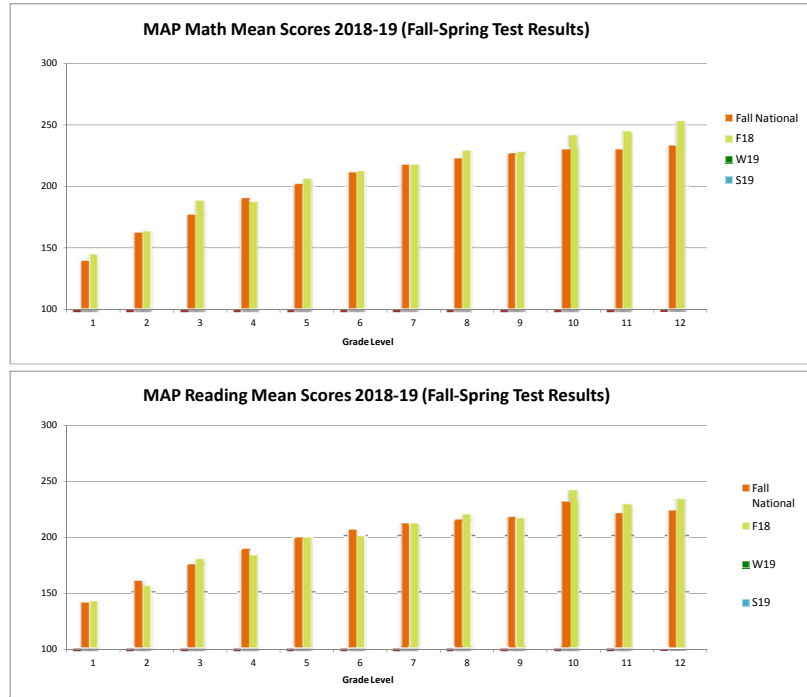


STUDENT LEARNING

HIGHLIGHTS / OBSERVATIONS

CIPLC KEY PERFORMANCE INDICATORS REPORT

STUDENT LEARNING MAP



STUDENT LEARNING Cohorts Longitudinal Progress for 2017-18: Juniors, Sophomores and Freshmen



HIGHLIGHTS / OBSERVATIONS

STUDENT LEARNING

Dashboards revised to reflect MAP results until Fall 2018-19

Dashboards revised to reflect MAP results until Fall 2018-19

STUDENT LEARNING

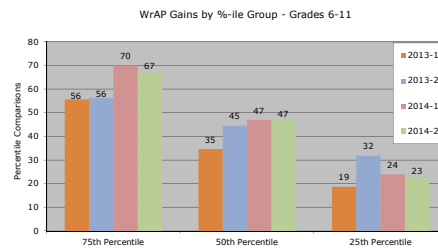
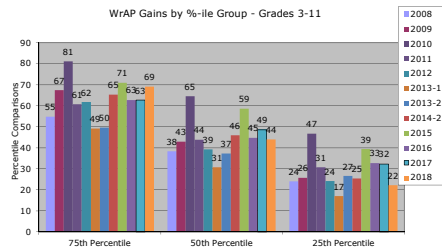
HIGHLIGHTS / OBSERVATIONS

Dashboards revised to reflect HS MAP Read and Math results from last school year 2017-18.

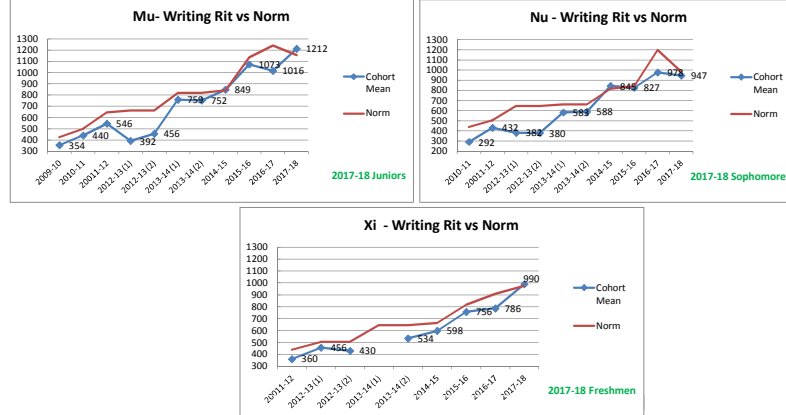
CIPLC students continue to grow on a trajectory above the US national norms despite being English language learners (ELLs). This trend has held steady for a number of years.

CIPLC KEY PERFORMANCE INDICATORS REPORT

ENGLISH WRAP



Cohorts Longitudinal Progress for 2017-18: Juniors, Sophomores and Freshmen

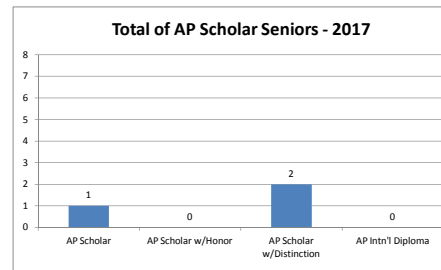
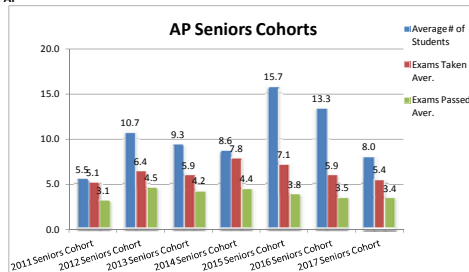


ENGLISH WRAP

Writing has been a focus area for both English and Spanish. We are working on our writing skills from 1st grade to 12th.

Dashboards revised to reflect HS WRAP Test writing results from last school year 2017-18

AP



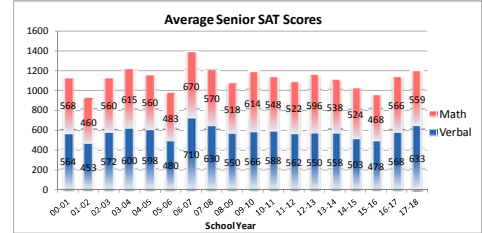
AP Scholar: Students receive scores of 3 or higher on 3 or more AP Exams.
AP Scholar with Honor: Students receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on 4 or more of these exams.
AP Scholar with Distinction: Students receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on 5 or more of these exams.
AP International Diploma: Students attending secondary schools outside the United States, and to U.S. resident students applying to universities outside the country. Students must earn grades of 3 or higher on at least 5 AP Exams in several specified disciplines.

AP

Dashboard not yet revised to reflect Seniors' AP results from last school year 2017-18 due to difficulty in accessing the corresponding AP Report from College Board

CIPLC KEY PERFORMANCE INDICATORS REPORT

SAT



SAT

HIGHLIGHTS / OBSERVATIONS

Dashboard revised to reflect Seniors' SAT results from last school year 2017-18