INTERNATIONAL SCHOOL OF LATVIA

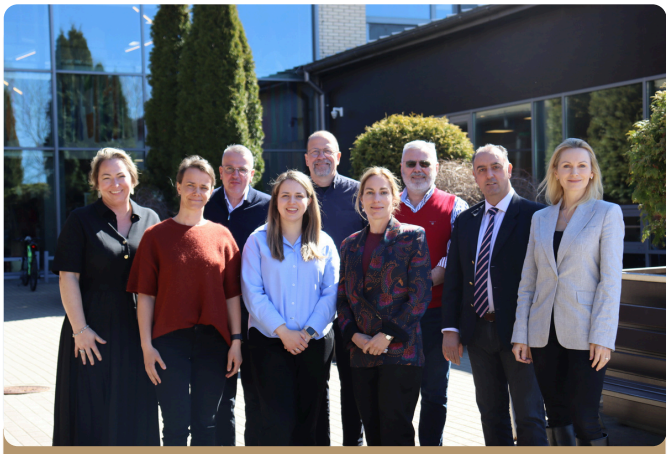


2025/2026

ANNUAL REPORT

LEADERSHIP MESSAGE

GOVERNING COUNCIL



SHARED GOVERNANCE

Dear ISL community,

The last academic year has been one of change and growth. We on the Governing Council are always particularly excited by the launch of a new Strategic Plan; it gives us the opportunity to come together as a community to agree on what's important to us and how we see the future of the school. We were lucky to be able to work collaboratively with an engaged group of participants - not just school leadership, but faculty, staff, parents and students - to determine our five Strategic Pillars. These are Personal and Academic Excellence; Outstanding Faculty; Clarity of Expectations, Systems, and Accountability; Campus, Facilities, and Learning Environments; and Engaged Community. Work is already well underway to turn vision into action and effect measurable change across these priorities.

We are immensely grateful for your support in encouraging our students to always seek to do their best, and have fun while doing it!

Here's to another great school year,

BELINDA MANCKTELOW
CHAIR OF THE GOVERNING COUNCIL

ELEMENTARY SUMMARY & ACADEMIC FOCUS

The elementary division experienced a year of notable growth, developmental progress, and academic refinement. A primary instructional priority was the review and strengthening of our Units of Inquiry, ensuring tighter alignment with national and international science standards to foster deeper conceptual understanding and inquiry-based learning.

EARLY YEARS PROGRAM INNOVATIONS

Our Early Years program advanced its child-centered approach through key organizational and pedagogical enhancements:

01

INTEGRATED SPECIALIST MODEL

Early Years specialists collaborated directly within the learning environment to provide holistic, continuous support integrated seamlessly into daily routines.

02

MULTI-AGE LEARNING ENVIRONMENTS

The implementation of mixed-age classrooms yielded strong outcomes, promoting peer modeling, leadership, and varied social-emotional growth opportunities.

03

LOOPING PRACTICE

Retaining student-teacher pairings across a two-year cycle provided strong relational continuity, accelerating learner confidence and developmental tracking.





CULTURE & LEARNING

STUDENT LIFE, CULTURE & COMMUNITY ENGAGEMENT

Students across all grade levels actively engaged in rich cultural and community traditions, including:

- **INDEPENDENCE DAY COMMEMORATIONS**
- **ANNUAL WINTER & SNOW SHOWCASE**
- **COMMUNITY CHRISTMAS BAZAAR**
- **INTERNATIONAL DAY CELEBRATIONS**

EXPERIENTIAL LEARNING

FIELD TRIPS & LEARNING EXPEDITIONS

Every grade level participated in targeted field trips designed to extend and apply unit-of-inquiry concepts in real-world contexts. Elementary students also explored learning in natural environments, collaborating to build, investigate, and learn through shared experiences. The Grade 5 cohort completed a multi-day overnight excursion, fostering independence, teamwork, and experiential learning. Grade 5 students further extended their learning through exchanges with neighbouring schools, visiting PYP Exhibitions and welcoming external student delegations to ISL.



AGENCY, LEARNING & LEADERSHIP

MYP continued to grow as a learning community defined by high expectations, student agency, meaningful service, and authentic leadership. Across the programme, students were encouraged not only to achieve academically, but also to take greater ownership of their learning and contribute purposefully to the life of the school.

01 STUDENT AGENCY & ADVISORY

Student agency was strengthened through exploring more flexible approaches to Advisory, giving students greater responsibility for balancing independent study with activities connected to their interests, growth, and well-being. These opportunities supported students in developing the independence, self-management, and decision-making skills that are central to their success as learners.

02 INTERDISCIPLINARY LEARNING & ACADEMIC STANDARDS

Interdisciplinary learning remained a strong priority. Continued development of Interdisciplinary Units (IDUs) enabled students to revisit key concepts across subject areas, make meaningful connections between disciplines, and apply their understanding in new contexts. Alongside this, strengthened tracking mechanisms supported our continued focus on raising academic standards, allowing teachers to identify needs earlier and provide more timely support and challenge.

03 SERVICE AS ACTION

Service as Action continued to evolve as we aligned our approach with the latest MYP guidance, strengthening opportunities for authentic, purposeful, and student-driven service.

04 STUDENT LEADERSHIP & VOICE

Student leadership continued to expand through enhanced structures and capacity for Student Council, giving students a stronger voice in shaping their school experience and contributing to their community. Student-led assemblies remained a valued expression of that voice, providing opportunities for students to share their interests, ideas, and experiences while making meaningful connections to our Mission, Vision, and Values.

STUDENTS AT THE CENTER

Together, these developments reflect an MYP that continues to place students at the center: challenging them academically while empowering them to become increasingly independent, reflective, engaged, and responsible members of their community.

SECONDARY SUMMARY & ACADEMIC FOCUS

This year, Secondary continued to advance our learning community through ISL academic ambition, reflection, and purposeful support. Secondary faculty deepened their professional practice through dedicated sessions on Approaches to Learning (ATL) skills, authentic learning tasks, and differentiation. Alongside these efforts, the broader rollout of the AI scale across assessments provided increased clarity around appropriate AI use. These combined initiatives challenged students to meet rigorous academic standards while building the self-management, resilience, and critical thinking essential for life beyond school.

01 LEARNING FROM RESULTS

Alongside celebrating these achievements, our focus remained on learning from results and strengthening the programme. Departments are reviewing subject-level data, returned examinations, and feedback to identify opportunities for curriculum review and adaptation, while predicted-grade meetings support greater consistency in understanding student attainment.

02 TRACKING & TIMELY INTERVENTION

Tracking and timely intervention also remained a priority. Greater attention to attendance, DP probation, appropriate intervention, and sustained attainment is helping us identify student needs earlier and respond more purposefully. This work extends into Grades 9 and 10, supporting stronger preparation for the demands of the Diploma Programme.

03 THE IB CORE

The IB Core remained central to the DP experience, with Theory of Knowledge, the Extended Essay, and Creativity, Activity, Service complementing academic study through critical thinking, independent inquiry, and meaningful engagement.

04 CONTINUOUS IMPROVEMENT

Together, these developments mark the start of an ongoing commitment to strengthen our Diploma Programme—a foundation we are actively building on to challenge students academically while supporting them to become increasingly independent, reflective, resilient, and prepared for life beyond ISL.

INTERNATIONAL COMMUNITY

COMMUNITY AT A GLANCE

48
REPRESENTED NATIONALITIES

18
STAFF NATIONALITIES

43%
LOCAL STAFF

A COMMUNITY ENRICHED BY DIFFERENT PERSPECTIVES

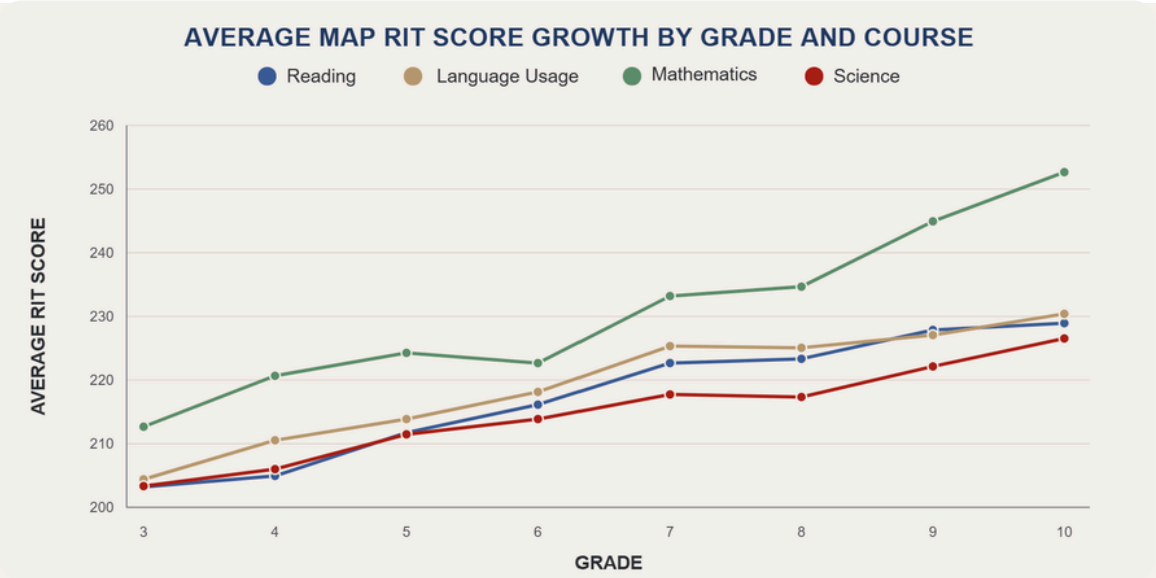
ISL values and celebrates the diversity of its students, their families, and its faculty and staff. The wide range of perspectives, talents, identities, and experiences across these varied backgrounds enriches the entire community.

OUR LEARNERS



MAP GROWTH UPDATES

ACADEMIC ACHIEVEMENT TRENDS



MATHEMATICS IS A MAJOR STRENGTH

Students consistently score highest across all grade levels, with a peak RIT score at 252.62 in Grade 10.

LANGUAGE ARTS PROGRESSION

Language Usage slightly outperforms Reading. RIT scores grow from 204.38 to 230.32 by Grade 10.

SCIENCE TRAJECTORY

Scores parallel Language Arts closely, starting at RIT 203.32 and reaching RIT 226.50.

GROWTH PLATEAUS & SURGES

Slight dip in Math (Gr 5 to 6) coincides with PYP to MYP transition. Major HS math surge: +10.4 pts (Gr 8-9) and +7.5 pts (Gr 9-10).

COMMUNICATION IMPROVEMENT

USING MAP GROWTH DATA TO SUPPORT LEARNING

Throughout the year, MAP Growth data informed teaching, student reflection, goal setting, and communication with families.

In the fall, grade-level teams reviewed class-wide results to plan targeted instruction and differentiation. All MYP students also received guidance on understanding their scores and tracking their progress.

In the spring, students met with their Mathematics, Science, and English teachers to review individual growth and establish learning goals for the term. Families received individual MAP performance reports through ManageBac.

IB DIPLOMA RESULTS



85%
DIPLOMA COMPLETION RATE

14
BILINGUAL DIPLOMAS

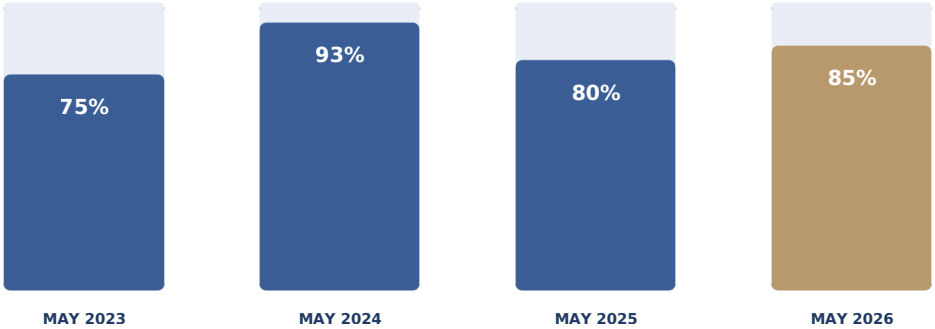
39
HIGHEST DIPLOMA SCORE

10
SCORES OF 7 EARNED

CONTINUED ACADEMIC GROWTH

This year, ISL graduated its largest class: 43 students in the Class of 2026, most of whom were pursuing the prestigious IB Diploma. This year's IB results showed growth from the previous graduating class, increasing our successful diploma completion rate by 5%. Over the year leading up to the diploma, our DP teachers practiced and honed their skills in moderating IA tasks and predicting grades. Additionally, the school implemented further support methods and more stringent academic expectations for Diploma candidates. Our growth is by no means complete. We are continuing to analyze the data, focusing on areas where greater support is needed and maintaining our high standards of academic excellence.

DIPLOMA COMPLETION: FOUR-YEAR VIEW



UNIVERSITY DESTINATIONS



UNIVERSITY AND NEXT STEPS

As our graduates take their next steps beyond ISL, they carry with them the knowledge, confidence, curiosity, and international perspective developed throughout their school journey. Their chosen destinations reflect the wide range of interests and aspirations within our graduating class and mark the beginning of an exciting new chapter.

This year, our graduates are continuing their education at leading universities around the world. The United States features prominently among their destinations, including Boston University, Northeastern University, and Texas A&M University at Galveston. In the United Kingdom, graduates are progressing to King's College London, Queen Mary University of London, and Loughborough University.

Across continental Europe, students have chosen the University of Amsterdam, Amsterdam University College, Breda University of Applied Sciences, Brussels School of Governance, TU Delft, Erasmus School of Economics Rotterdam, ESADE University - Barcelona, IED Istituto Europeo di Design, UE - Universidad Europea, and WHU - Otto Beisheim School of Management.

Closer to home, graduates will continue their studies at Riga Business School and Riga Stradiņš University.

THE NEXT CHAPTER

From Latvia to destinations across Europe and the United States, each choice represents an individual path and a new opportunity. We are proud to see our graduates moving forward with ambition and purpose, ready to learn, contribute, and make their mark on the world.

OUR COMMUNITY



SNOW SHOW



A SHARED PERFORMANCE

The Snow Show is a joyful celebration that brings the entire Elementary School community together to share the magic of the winter season. Every student contributes to the shared performance through singing, movement, and playing instruments. A variety of winter songs creates different moods and memorable moments on stage, culminating in the whole Elementary School coming together in song. This sense of energy, togetherness, and seasonal cheer makes the Snow Show a special tradition for students, families, and the wider ISL community.



MUSIC, ART AND DESIGN NIGHT







CREATIVE WORK ACROSS DISCIPLINES

Music, Art and Design Night brought together the creative work of Grade 9 and Grade 10 students. Families and members of the school community viewed student artwork and design projects before enjoying live music performances. Grade 9 Design students displayed clocks created during their Expression Is Timeless unit, demonstrating creativity, technical skill and careful attention to detail.

STUDENT PERFORMANCES AND CULTURAL EVENTS

Students had many opportunities to share their creativity with the community during the year. Elementary assemblies included student performances and presentations connected to ISL values. ISL singers also performed at the International Women's Club of Riga Christmas Charity Bazaar, joining choirs from other international schools in Latvia.



ISL TV

The annual ISL TV production, gave Grade 5 through early MYP grades students the opportunity to learn how to be on and off the screen when producing a news show. Their episodes highlighted acitvities from all over the campus. Where in the World Is ISL, connected students and staff across different locations. Season 4 included holiday moments from Latvia and places including Italy, India, Pompeii, Piņķi, Germany and Japan.



INTERNATIONAL DAY



A JOURNEY AROUND THE WORLD

CULTURE | PERFORMANCE COMMUNITY

CELEBRATING OUR DIVERSITY

International Day celebrated the diversity of the ISL community under the theme A Journey Around the World. Families hosted cultural booths, while students presented performances and the wider community enjoyed special guest appearances, activities and a raffle. The event created opportunities for students and families to share traditions, cultures and experiences from around the world.





LOVE LATVIA WEEK





CELEBRATING LATVIA TOGETHER

Love Latvia Week brought students, families and staff together to celebrate Latvian culture and heritage. Activities included traditional food, national dress, music, photographs of favourite places in Latvia and an exhibition of family heritage objects. Students also learned about Latvian farmers and locally grown vegetables.



INDEPENDENCE & CULTURE ASSEMBLY

The week concluded with an Independence and Culture Assembly featuring the Latvian National Anthem, performances by Elementary students, music from the Secondary band and a guest performance by the Riga 49 Secondary School Choir.

STUDENT-LED INITIATIVES

1,000+

STUDENT CAS EXPERIENCES

100%

GRADUATING SENIORS FULFILLED CAS

€4,000+

RAISED THROUGH PINKATHON



A YEAR OF ACTION

Across the year, students recorded more than 1,000 experiences in creativity, activity, and service. Every graduating senior successfully fulfilled the IB CAS requirements. Students used CAS to pursue interests, try new activities, contribute to communities, and turn ideas into action.

LOCAL COMMUNITY IMPACT

Grade 8 students collected 10 boxes of non-perishable food for the Latvian Samaritan Association. The Angel Tree tradition supported more than 400 children through local child-focused organisations.

PROJECTS AND INITIATIVES

PYP EXHIBITION

CLOTHING EXCHANGE

A student-led clothing exchange connected to the Grade 5 PYP Exhibition encouraged the community to extend the life of clothing through reuse and exchange.

CAS PROJECTS

GAZEBO AT ISL	Students designed and built a gazebo to create a more inviting outdoor space on campus.
ISL COMMUNITY COOKBOOK	Community recipes were collected and the cookbook was sold to raise funds for a local charity.
FIRST PINKATHON	Students worked with other local schools to organise a fundraiser for the PinkTrain Foundation.
ADDITIONAL EXPERIENCES	Erasmus ‘WHY NOT’, animal shelters, reading with Pre-K students, MUN in Warsaw, and volunteering at a public library in Greece.







LEADERSHIP AND COMMUNITY SPIRIT



STUDENT LEADERSHIP

Student leadership helped create a lively and welcoming school environment. Student Council organised Autumn, Winter and Spring Spirit Weeks, as well as Secondary Halloween activities. Students also took part in school traditions such as the Spring Egg Hunt and Senior Celebration Day and Clap Out.



CONNECTED ACROSS DIVISIONS

These events gave students opportunities to contribute to school culture, celebrate one another's achievements and strengthen connections across the Elementary and Secondary divisions.

ATHLETICS & ARTS

ISL teams participated strongly across regional competitions, including LISA and CEESA events, developing teamwork, perseverance, and school spirit. The activities program also grew, particularly in the arts.

CHAMPIONSHIPS & TOP FINISHES

1ST
HS BOYS BASKETBALL
TALLINN | MAR. 5-7

2ND
HS GIRLS VOLLEYBALL
HOSTED | MAY 15-16

2ND
MS BOYS BASKETBALL
HOSTED | MAR. 6-7

4TH
CEESA HS TOURNAMENT
HOSTED | NOV. 14-15

4TH
HS GIRLS BASKETBALL
VILNIUS | MAR. 5-7



REGIONAL PARTICIPATION

Students represented ISL in soccer, basketball, volleyball, swimming, robotics, Knowledge Bowl, track and field, and other regional competitions across Warsaw, Bucharest, Krakow, Bratislava, and Vilnius.

ARTS FESTIVALS

HS Rock Band travelled to Prague, while HS Band & Choir participated in Warsaw.

HOSTING & COMMUNITY FEEDBACK

ISL hosted three CEESA athletic events alongside the CEESA Northern Division High School Girls Soccer Tournament. Visiting teams provided very positive feedback.

PROGRAM BREADTH

Swimming remained part of the program for a third year, while creative participation and outdoor opportunities continued to expand.

KEY EXPERIENCES

Competitive sport • Academic competition • Music performance
Regional representation • Event hosting

ADVENTURE TRIPS & OUTDOOR EXPERIENCES

Outdoor experiences encouraged students to try new activities, build relationships, and develop independence beyond the classroom.



THREE DISTINCT OUTDOOR EXPERIENCES

01 SECONDARY ADVENTURE TRIPS

Held on September 4–5, the two-day Secondary Adventure Trips gave students opportunities to explore different parts of Latvia, try new activities, take on challenges, and build stronger relationships. These trips have become a valued ISL tradition, encouraging students to move beyond their comfort zones and begin the school year with shared experiences.

02 DUKE OF EDINBURGH

Students completed their Adventurous Journey in Gauja National Park, developing teamwork, communication, navigation, physical fitness, and independence through backpacking and camping. The wider year-long programme also encouraged personal development, new interests, and voluntary service.

03 ANNUAL SKI TRIP

Students in Grades 6–12 were offered a six-day ski trip to Saas-Fee from April 4–10. Participants were organised into groups according to skiing ability, allowing students at different levels to develop their skills. Delivered with Viamonde, the trip included ski passes, equipment, meals, accommodation, and 24-hour supervision, with dietary requirements accommodated.

LEARNING THROUGH EXPERIENCE

These experiences extended learning beyond school and created opportunities for challenge, connection, teamwork, and growing independence.

AFTER SCHOOL ACTIVITIES

72 FALL CLUBS

70 WINTER CLUBS

80 SPRING CLUBS



60-70%

PARTICIPATION

HIGHEST ENGAGEMENT: ELEMENTARY

STRONG PARTICIPATION THROUGHOUT THE YEAR

During the 2025/2026 academic year, the After School Activities program continued its strong performance, providing students with an exceptional range of extracurricular opportunities. Participation remained consistently high throughout the year.

LOOKING AHEAD

ISL will strategically expand the diversity and capacity of clubs at the Elementary School level, responding to growing demand and the evolving interests of families.

COMMUNITY FEEDBACK

ONE SHARED COMMUNITY VOICE

STRATEGIC PLANNING THROUGH COMMUNITY INSIGHT

As part of its strategic planning process, ISL conducted a community survey to evaluate core strengths and identify priorities for growth.

Insights were gathered from 84 stakeholders, representing a balanced cross-section of our community.

ENGAGEMENT SHARE

34.5%
ISL STAFF

32.1%
STUDENTS

25.0%
PARENTS

8.3%
PARENT/STAFF

WHAT OUR COMMUNITY VALUES — AND WHERE IT WANTS ISL TO GROW

ISL STAFF

COMMUNITY VALUE

Collaborative culture.

GROWTH PRIORITIES

Consistent discipline systems, competitive compensation, and modernized HR processes.

STUDENTS

COMMUNITY VALUE

Global diversity and supportive teachers.

GROWTH PRIORITIES

Balanced DP assessment schedules, refined lateness policies, and upgraded food choices.

PARENTS

COMMUNITY VALUE

Small class sizes and a safe atmosphere.

GROWTH PRIORITIES

Academic rigor, clear family communication, and expanded language offerings.

PARENT & STAFF

COMMUNITY VALUE

Early years program development.

GROWTH PRIORITIES

Leadership capacity and language integration strategies across grade levels.

OUR WORLD



PYP EXHIBITION 2026



LEARNING CONNECTED TO THE WORLD

The Exhibition celebrated student curiosity, creativity, collaboration, and action. As an important milestone in the Primary Years Programme, it enabled Grade 5 students to bring together their knowledge, skills, and interests while exploring meaningful issues connected to the world around them. Working across eight collaborative groups, students engaged in peer exchange by visiting exhibitions at neighboring schools while hosting external student delegations on campus.

8 INQUIRY AREAS

1. WAR
2. GENETIC ENGINEERING
3. WILDFIRES
4. FAST FASHION
5. SPACE
6. ARTIFICIAL INTELLIGENCE
7. WILDLIFE
8. MENTAL HEALTH

LEARNING BEYOND THE CLASSROOM

Across both the PYP Exhibition and the Personal Project, students investigated meaningful questions, developed their ideas, considered different perspectives, and shared their learning with confidence.

CURIOSITY **CREATIVITY**

INDEPENDENCE **ACTION**

PERSONAL PROJECT



A CULMINATING MYP EXPERIENCE

The Personal Project is the culminating independent project of the Middle Years Programme. Grade 10 students explore an area of genuine personal interest, establish a challenging learning goal, and create a product that demonstrates their learning.

RESEARCH • PLAN • CREATE • REFLECT

Students manage a long-term project, overcome challenges, and reflect critically on their growth while applying approaches to learning skills.

ACHIEVEMENT & GROWTH

23	4-7	5.39	4.00
CANDIDATES	GRADES EARNED	SCHOOL AVERAGE	WORLDWIDE AVERAGE

All 23 candidates earned grades between 4 and 7. The school average was 5.39, compared with the worldwide average of 4.00.

These results reflect strong academic achievement together with the creativity, independence, and perseverance demonstrated throughout the Personal Project process.

PROJECTS REFLECTED A WIDE RANGE OF INTERESTS

DESIGN	Acrylic vinyl-record stand using CAD	MUSIC	Original full-length alternative rock album
TRAVEL	Digital guide to European cities	ARCHITECTURE	Models using 3D-design software
PHOTOGRAPHY	Black-and-white photography collection	ART	Culturally informed henna-art portfolio
ECOLOGY	Latvian forest mesocosms		

TOK & EXTENDED ESSAY

THE ACADEMIC HEART OF THE DIPLOMA PROGRAMME

Together, Theory of Knowledge and the Extended Essay encourage students to question, investigate, and communicate ideas with clarity. Both are mandatory elements of the DP Core.



2026 CORE OUTCOMES

61%

OF DIPLOMA CANDIDATES EARNED 2 OR MORE ADDITIONAL POINTS

WHAT THESE CORE ELEMENTS INVOLVE

TOK

THEORY OF KNOWLEDGE

TOK invites students to reflect on the nature of knowledge and on how we know what we claim to know. It is assessed through an exhibition and a 1,600-word essay.

EE

EXTENDED ESSAY

The Extended Essay is an independent, self-directed research project that culminates in a 4,000-word paper. It gives students experience in sustained inquiry and academic writing.

SUCCESSFUL COMPLETION

100%

All Diploma candidates successfully completed all three elements of the DP Core. In addition, every 2026 graduate completed the IBDP requirements for CAS.

STRATEGIC PLANNING ROADMAP

Track the journey of ISL's strategic planning process from broad community engagement to final board approval and implementation.

5 YEARS
STRATEGIC VISION

3 DAYS

40+
COMMUNITY PARTICIPANTS

01

MID-APRIL 2026
COMMUNITY DISCOVERY & FEEDBACK

Distributed school-wide strategic surveys to staff, parents, and students.

Analyzed community feedback across key themes including academic rigor, culture, behavior, facilities, and languages to inform retreat priorities.

02

APRIL 20–22, 2026
THREE-DAY STRATEGIC PLANNING RETREAT

Convened 42 diverse community stakeholders—teachers, support staff, administrative leaders, parents, and board members—in the ISL Auditorium.

Facilitated by international education expert Dr. Brent Mutsch (Search Associates) to synthesize community data into long-term strategic goals.

03

LATE APRIL 2026
GOVERNING COUNCIL ENDORSEMENT

Retreat delegates presented core initiatives to the Governing Council.

The Governing Council enthusiastically endorsed the retreat's findings and established the overarching strategic vision.

04

MAY–SUMMER 2026
ACTION PLANNING & FINAL APPROVAL

School administration crafted detailed operational action plans, resource allocation models, and key performance indicators.

The Governing Council officially approved the finalized Five-Year Strategic Plan built around Five Strategic Pillars.

05

START OF 2026–2027 SCHOOL YEAR
COMMUNITY LAUNCH & IMPLEMENTATION

Unveiling complete action steps and rollout schedules to the full ISL community.

Initiating multi-year execution across Personal Excellence, Faculty Support, Operational Systems, Campus Enhancement, and Community Engagement.

THE FIVE STRATEGIC PILLARS

Following months of community survey analysis and an intensive three-day strategic retreat facilitated by international education expert Dr. Brent Mutsch, the Governing Council officially approved the International School of Latvia's finalized Five-Year Strategic Plan. Bringing together over 40 dedicated participants—including teachers, operational staff, administration, and board members—this collaborative process translated community feedback into a unified, ambitious roadmap for ISL's future.

01

PERSONAL AND ACADEMIC EXCELLENCE
Elevating holistic student learning outcomes while sustaining the high quality of the ISL educational experience.

02

OUTSTANDING FACULTY
Attracting, retaining, and developing world-class international and local educators through competitive support and professional growth.

03

CLARITY OF EXPECTATIONS, SYSTEMS, AND ACCOUNTABILITY
Streamlining school-wide operations, communication protocols, and administrative workflows with clear role definitions at every level.

04

CAMPUS, FACILITIES, AND LEARNING ENVIRONMENTS
Modernizing indoor and outdoor learning spaces to align with evolving academic, athletic, and creative program needs.

05

ENGAGED COMMUNITY
Deepening our inclusive, collaborative, and internationally-minded culture to foster connection and belonging across all families.

Detailed action steps and implementation schedules for each pillar will be shared at the start of the upcoming school year to guide ISL's continued growth and institutional excellence.

CLOSING MESSAGE

DIRECTOR'S MESSAGE



LOOKING AHEAD

Dear ISL Community,

Our task now is to celebrate what we have accomplished in 2025–26 and to reflect on the school we are becoming in 2026–27.

Over the past year, our students demonstrated curiosity, creativity, resilience, and a growing sense of ownership in their learning. Their accomplishments were visible in many forms — through exhibitions and projects, service and leadership, performances, athletics, and the many ways they contributed to the life of the school. At the same time, we continued to look carefully at where we can improve and how we can strengthen the educational experience for every student.

Our new Strategic Plan gives us a clear direction. Its success, however, will be measured by what students, families, and staff experience each day as we turn our priorities into meaningful action.

I am grateful to our faculty and staff for their professionalism and care, to our families for their partnership, and especially to our students, whose curiosity and aspirations give purpose to our work.

Thank you for your part in continuing to make ISL an increasingly strong, joyfully ambitious, and welcoming place to learn.

PAUL JOHNSON
DIRECTOR