



**School Improvement Plan
International School of Curaçao**

2008

School Improvement Plan
International School of Curaçao

Team members:

Annia Duran, Elementary School Principal

Douglas Vaughan, Middle School Coordinator

Gustavo Sever, High School Principal

Mimi Chong, Human Resource Manager

Angelica Galicia, IT Coordinator

Surina Kapila, Curriculum Coordinator

Sini Murali, IB Coordinator

Barbara Manning, Science Teacher

Stuart Crouch, Librarian & IB English Teacher

Rene Romer, President Board of Directors

Sean O'Donoghue, Member Board of Directors

Margie Elhage, Director

Approved by Board of Directors: 8/1/2008

**Principles of School Improvement for the
International School of Curaçao (ISC)**

1. ISC should build on its existing strengths and work on improving its weaknesses.
2. ISC should use its traditions and culture to strengthen and maintain its vision and mission.
3. ISC should continually innovate without losing sight of demographics, technological, economic, and political developments in the Curaçao society, and the world in general.
4. ISC should keep tabs on the competition, particularly their academic program offerings and pricing.
5. ISC should consult its stakeholders in order to formulate its strategic planning.
6. ISC should make decisions as to the pattern and amount of growth needed to sustain a healthy academic and financial situation for the school.
7. ISC should maintain and continue to enhance its facilities in order to support its academic programs.
8. ISC should find alternatives to offer its education to students unable to afford it.

Vision, Mission & Beliefs

Our Vision:

An international education today for the global citizens of tomorrow

Our Mission:

The International School of Curaçao (ISC) educates students from diverse cultures to have the skills to think creatively, communicate effectively, and reason critically and compassionately.

ISC has pledged to achieve this by providing a high quality English medium education using United States and internationally recognized standards.

Our Beliefs:

In order to bring the Vision and Mission of ISC to life, we aim to develop future citizens as individuals who are collaborative, involved, respectful, and responsible.

Individuality:

- Students receive instruction that meets their learning needs.

Collaboration:

- Collaboration and open communication among teachers, students, parents, and administrators is essential for developing confident, self-directed, life-long learners.

Involvement

- Students learn best when they are actively involved in the learning process and reflect on their learning experiences.

Respect

- Student performance is enhanced by mutual respect and cultural sensitivity within the ISC community.

Responsibility

- Learning in a physically and emotionally secure environment provides students with the skills and knowledge to become globally responsible citizens.

Executive Summary

The International School of Curaçao faces many opportunities and challenges in the next 5 years. The School will have to make difficult decisions as to the number of students it can serve while maintaining excellence in its educational programs. It will also have to decide if the current physical plant is adequate to sustain its programs at the elementary and middle school levels. The High School plant will be upgraded with the building of new classrooms as it has already been determined that the program can not run further with the existing facilities.

The strategies and goals included in this plan will focus on analysis of growth patterns; improvements to our existing physical plant, including building on the high school campus; improvements and additions to the academic programs including the use of data to drive instruction; the use of research based educational methodology; improvements to services given to special student populations (students with learning differences and/or accelerated learners; ESL students); the possibility of a MYP(Middle Years Program) IB program at the middle school; increase in benefits to our staff and faculty to ensure low turn-over of teachers and a well-motivated faculty; implementation of a financial aid program to provide scholarship opportunities to students from all socio-economic levels on the island of Curaçao who could benefit from our programs; inclusion of a well-organized community service program to allow students to become ethically and socially responsible leaders for a global community.

To achieve its objectives ISC will continually analyze and control its operational costs in order to meet budget projections with current tuition and fees. The increase of tuition and fees will be kept to a minimum yet at a realistic level based on current trends in the economic situation of the island. ISC will fund most of its building projects by responsibly borrowing monies from reputable banking institutions taking into account payment possibilities based on enrollment projections for the next 5 years. ISC will also invest in marketing the school and its programs in order to receive donations from local companies or individuals.

Following careful planning and adjustments, ISC should solidify its position as the number one educational institution on the island of Curaçao positively impacting the lives of its students and the community at large. An investment in education is priceless and ISC realizes this to be the priority of parents worldwide.

Background and Update of ISC

The International School of Curaçao began in 1968 as a school of nine students in the first to fourth grades. What started as an effort of the wife of an American Consulate General, to provide an American based education in English for local and expatriate students, is now an international school with over 500 students, representing more than 40 nationalities in kindergarten to twelfth grades. Due to the unprecedented growth in the past three years, the school's facilities have expanded to accommodate the growth. The school campus now includes over 40 classrooms, a library, a computer lab, and a gymnasium/auditorium.

- Enrollment has doubled in the last six years; our enrollment in the year 2000 was approximately 240 students K-12.
- Improvement of facilities was a priority for the last 6 years. Even though the academic program of a school is the most important aspect, having the facilities to implement such program, is essential for the well-being of the school, its faculty and students. The professional faculty is an essential aspect to be considered and the facilities help the faculty implement the programs as well.
- The physical environment should be conducive to learning and attractiveness ensures comfort that benefits learning. The physical environment is connected to safety which is an important factor for both parents and faculty.
- ISC has worked diligently to improve the physical environment, quality of the faculty, quality and variety of educational programs, and service to a diverse community of learners. Learners with special needs on both sides of the spectrum are being served and our strongest marketing tool continues to be the families and their children who have positive, happy experiences being part of our ISC community.
- Our accreditation status has been CLEAR for the last four years which means we are meeting all standards of the Southern Association of Colleges and Schools.

The International School of Curaçao is an integral part of the island of Curaçao and as such needs the support of the community at large. Without the International School many companies, government officials, and private individuals would not relocate to the island with their families. The School also serves as an educational center and offers a variety of services to expatriate families. ISC keeps close contact with the US Consulate, Venezuelan Consulate, British Consulate, and other consular representatives on the island; the local community benefits from its extra-curricular programs and will greatly benefit from its gym/auditorium facilities. ISC's

classrooms are rented to local instances for courses and/or workshops, and ISC's teachers cooperate with the University of the Netherlands Antilles and various educational language institutes on the island.

Supporting ISC is of benefit to many, not only the few privileged who have their children at the school. During the last four years a private scholarship fund, started by various executives of banks and companies in Curacao, the USA, and Europe has funded the studies of 8 students. Currently the same fund is paying for the university studies of one of ISC's graduates. It is hoped that this fund will grow allowing other local students to take advantage of our programs. Another goal of the International School of Curaçao will be to establish a fund to provide financial aid in the form of scholarships to students in need who could benefit from its educational program.

Administrative Structure and Demographics:

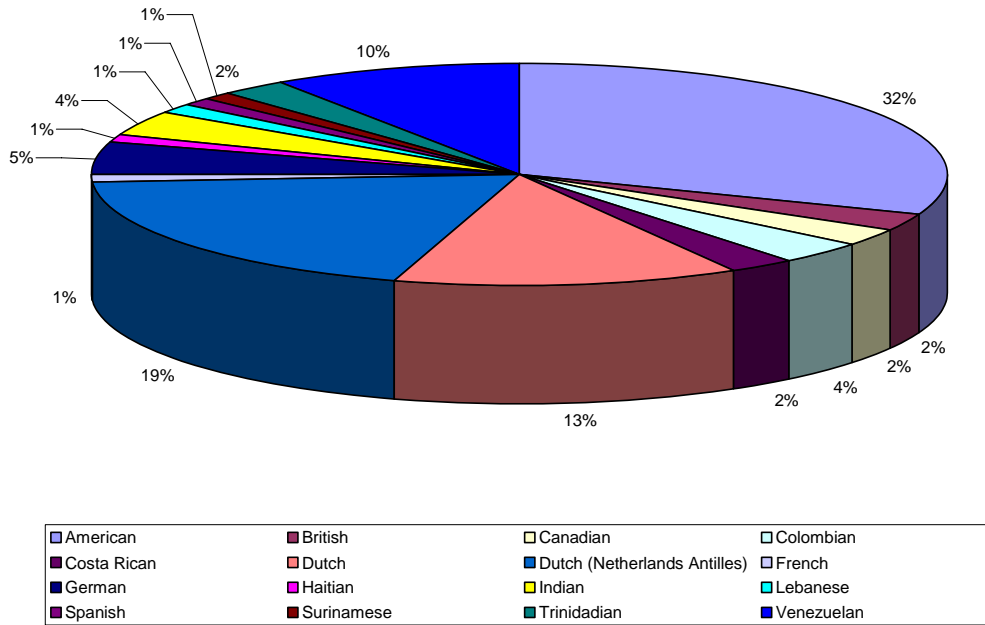
- Director: Margie Elhage, Ph.D.
- High School Principal: Gustavo Sever, MAEd.
- Elementary Principal: Annia Duran, MAEd.
- Middle School Coordinator: Douglas Vaughan
- IT Coordinator: Angelica Galicia, MS
- IB Coordinator: Sini Murali, MS
- Curriculum Coordinator: Surina Kapila, MAEd
- Admission’s Coordinator: Monique da Costa Gomez, MAEd.
- Guidance Counselors: Kim Prins, PsyD
Adam Kuestermann

Teachers and Staff: 82

Nationalities of Teachers and Staff: 15

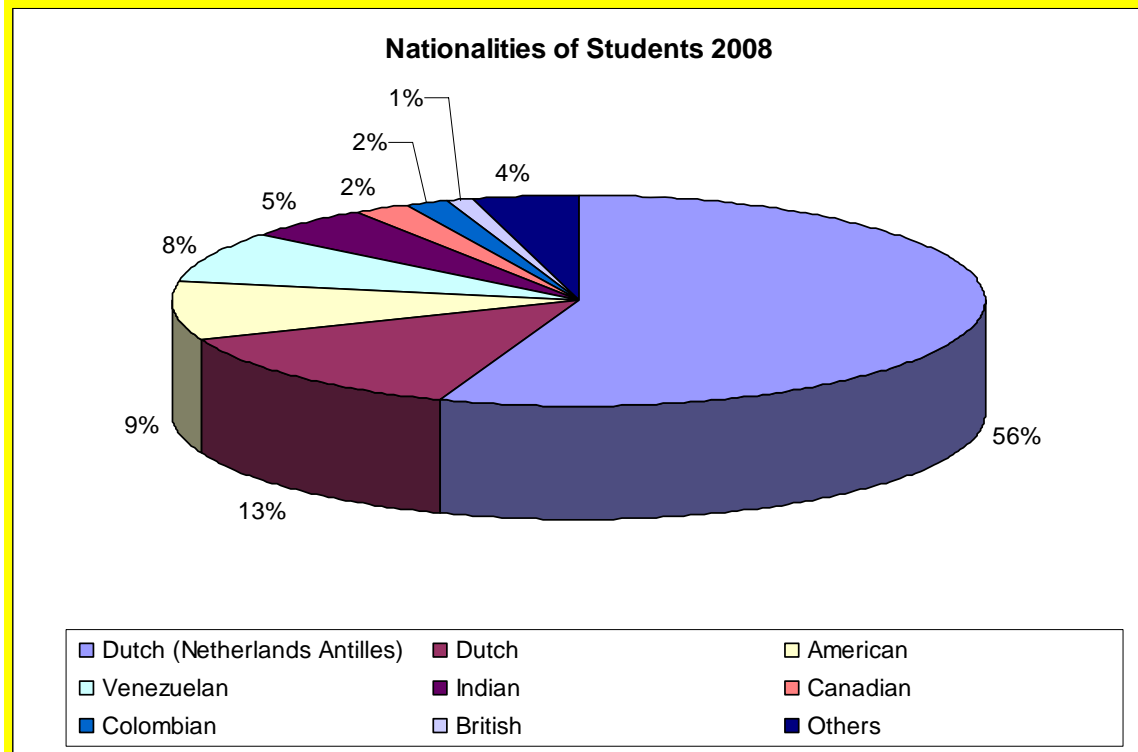
NATIONALITY	Number	%
American	26	31.71
British	2	2.44
Canadian	2	2.44
Colombian	3	3.66
Costa Rican	2	2.44
Dutch	11	13.41
Dutch (Netherlands Antilles)	16	19.51
French	1	1.22
German	4	4.88
Haitian	1	1.22
Indian	3	3.66
Lebanese	1	1.22
Spanish	1	1.22
Surinamese	1	1.22
Trinidadian	2	2.44
Venezuelan	8	9.76

**Nationality Report 2008
Teachers and Staff**



- Nationalities of Students:

NATIONALITY	Number	%
Dutch (Netherlands Antilles)	290	55.66
Dutch	69	13.24
American	48	9.21
Venezuelan	40	7.68
Indian	26	4.99
Canadian	12	2.30
Colombian	9	1.73
British	5	0.96



- Special Services: ESL & Learning Resource
- Number of classrooms: 42
- Grade levels: K3 - 12 (15 grade levels)
- Number of sections per grade level: 2 (Average)
 - Kindergarten: one section in K3; two sections K4; one section in K5
 - One section in grade 1
 - 2 - 8: two sections per class with an average of 17 students per section
 - 9 - 11: two sections per class with an average of 18 students per section
 - 12: one section with classes with an average of 18 students per class
- **Subjects offered in the Elementary & Middle School:**
 1. English
 2. Math
 3. Social Studies
 4. Science
 5. Spanish
 6. Dutch
 7. Library (elementary)
 8. Physical Education

9. Computer
10. Art
11. Music/band

- **Subjects offered in the High School:**

1. English, IB English A1, IB English A2, IB English B, Journalism
2. Dutch I, II, III, IB Dutch
3. Spanish I, II, III, AP Spanish Language, AP Spanish Literature, IB Ab Initio, IB Spanish A2, IB Spanish B
4. Algebra I, II, Geometry, Math Studies, Math Higher
5. Biology, Physical Science, IB Biology, IB Chemistry, IB Physics
6. TOK, IB Business
7. Psychology, MUN, Band, Culinary Arts, Art, IB Art, Drama, Computer
8. Physical Education, Fitness, Health

Future projects:

1. **High School wing:**
 - Projected completion of high school wing is May 2008.
 - The wing will consist of 5 classrooms and new bathrooms.
 - The wing will be built on stilts providing 350 m2 of leisure recreation space under the classrooms.
2. **High School Faculty Room:**
 - Projected completion 2008
3. **High School wing:**
 - Projected completion of second phase high school wing August 2009
 - The wing will consist of 4 new classrooms.
 - The wing will be built on stilts providing 350 m2 of additional leisure recreation space under classrooms.
4. **High School computer lab:**
 - Projected completion of high school computer lab is November 2011
5. **High School library/study room:**
 - Projected completion of high school library/study room is November 2011.
6. **High School Student services: ESL & Learning Resource**
 - Projected completion summer 2012

Current Situation of ISC

Political

Curaçao is the largest of five islands that comprise the Netherlands Antilles, an autonomous part (together with Aruba and The Netherlands) of the Kingdom of The Netherlands. The Netherlands Antilles is a parliamentary democracy enjoying full autonomy in internal affairs, and is politically stable.

Referendums on all islands of the Netherlands Antilles in recent years have laid the foundation for a constitutional restructuring that is targeted to take effect in 2008. Under these plans, it is expected that Curaçao will become an autonomous country within the Kingdom of the Netherlands.

Preparations are now underway for the new constitutional status of the islands of the Netherlands Antilles within the Kingdom of the Netherlands which will see Curacao become an autonomous country within the Kingdom. The agreements with The Netherlands (slotverklaring) include major debt relief and support for social-economic development to provide a sound starting position for the islands in the new constitutional arrangement, planned for December 2008. The Dutch government will start with a phased debt takeover from Curacao as soon as the supervision on the budgetary process is in place. These are generally seen as positive economic developments that will help improve the investment climate in Curacao.

Economic

The general economic developments in the Netherlands Antilles and Curacao during 2006 and the first quarter of 2007 are summarized as follows:

- Since 2001 the economy has been growing by 1.5% per year.
- Unemployment in 2006 reduced to 13.2%, its lowest level since 2000.
- Tourism remains stable and is an important source of income, employment and foreign exchange for the island.
- The annual rate of inflation for Curacao was 3.% for 2007.
- The local currency (Guilders - ANG) is pegged to the US Dollar at 1.78.

While economic conditions remain somewhat vulnerable, there are currently a number of positive developments:

- Substantial investment in tourism sector
- International business, finance and construction sectors are performing well
- New airport opened in 2006 along with improved air transportation, contributing to an increase of 1.8% in stay-over visitor arrivals creating expanded activities for hotels and restaurant sectors.
- New construction includes five new hotels in Curaçao and a new golf course
- Lending rates have remained stable at around 8%. The Central Bank rate is 5.5%.

Demographics - Local School System

The local school system is modeled after the Dutch school system of instruction which uses a traditional educational approach. Tracking is still used at the secondary school level creating limited choices for students in University preparation. Curaçao has three higher general secondary public schools in Dutch. Students finishing the highest two levels of High School can apply to University in the United States, and only students finishing the highest level of high-school can apply to universities in the Netherlands. Recently, there has been talk on the island of opening a public English speaking school, based on the Dutch method of instruction. Should this happen our enrollment should not be threatened, since we offer an alternative to the Dutch method.

Private schools on the island consist of two English-speaking schools, one international and one American, and five Dutch-speaking private schools, which offer either primary or secondary education. Parents normally choose to enroll their children at the International School of Curaçao because the school's structure and education is based on the American system with an international component, being student centered and more flexible. The school is a Kindergarten to 12th grade school, offering the International Baccalaureate Program in the last two years of High School. Due to changes taking place the local school system, more and more parents are choosing a private education for their children, with the International School of Curaçao being a popular choice among the private choices available.

According to the International School of Curaçao's Report by Nationality, 50% of ISC's students hold Dutch passports, born in Curaçao, with another

approximately 30% having permanent local residency in Curaçao – meaning that our student body is comprised mostly of local residents, rather than expatriates, as in the past. Nevertheless, our expatriate enrollment has increased considerably during the last two years due to an influx of expatriates in the financial industry, including but not limited to, the sports gambling and IT areas. Interestingly, the International School of Curaçao’s enrollment is not as dependent upon the local economy as one may think. An educational investment cannot be measured like any other financial investment. Once parents have made a decision and commitment to put their children in our school, they find the means to pay for it until graduation , regardless of the local economic situation. Due to this fact, and available classroom space, we predict that our enrollment will not decrease below the 400 mark over the next five to ten years.

Social

The International School of Curaçao is perceived widely in the community as being an elite school. This perception can lead to a feeling of intimidation for persons not associated with the school community. Since we depend on the local students to support the School, we need to look for ways to change the impression many people hold of the school. Opening the school to the community during afternoon activities, open houses, and other school activities have been instrumental in helping change the vision some community members have of the School. This effort to change our image positively is continued by:

- Offering college counseling to students from other school wanting to apply to colleges/universities in the USA and Canada.
- Offering SAT preparation courses open to the general public.
- Offering the SAT and TOEFL tests here at the school.
- Offering conferences by our own experts or experts from abroad and opening them to the local community.
- Offering staff development opportunities for teachers from other schools.
- Offering English courses for adult learners.
- Offering French courses for children through the Alliance Francaise

Goals for School Improvement

To accomplish ISC's vision as a diverse and multicultural international school, ISC needs to make adjustments in five domains:

1. ISC will partially restructure and intensify the focus of its academic offerings including Advanced Placement (AP) and International Baccalaureate (IB) programs.
2. ISC will further increase student achievement and competencies by increasing academic offerings, using data driven instruction, using research based educational methodologies, and enhancing student services such as Learning Resource (LR), English as Second Language (ESL), Counseling and College Placement.
3. ISC will continue its efforts to improve the salaries, benefits, staff development opportunities, and office and classroom facilities for staff and faculty.
4. ISC will complete and maintain the school's physical plant and the High School campus and make improvements in the technology and student service areas.
5. ISC will establish a school-wide culture of financial-aid and scholarship opportunities by allocating a percentage of School funds for this purpose, as well as approaching corporations to contribute to a scholarship fund or sponsor scholarships. ISC will also improve and expand a school-wide community service program.

Implementing the Goals

Goal One: ISC will partially restructure and intensify the focus of its academic offerings including Advanced Placement (AP) and International Baccalaureate (IB) programs.

Strategies:

1. Control growth to ensure quality of academic programs.
2. Stabilize tuition and fees to ensure quality of programs and physical plant.
3. Update its course offerings and develop strengths in different areas for all three levels – elementary, middle and high school.
4. Explore the possibility of implementing a MYP (Middle School Program) IB in the Middle School.
5. Explore ways to grow and develop honor programs.
6. Market the International Baccalaureate Program.

Goal Two: ISC will further increase student achievement and competencies by increasing academic offerings, using data driven instruction, using research based educational methodologies, and enhancing student services such as Learning Resource (LR), English as Second Language (ESL), Counseling and College Placement.

Strategies:

1. Control growth in order to ensure quality of academic programs.
2. Create an Admissions Department to supervise admissions requirements and procedures, including testing.
3. Use data to drive instruction.
4. Use research based educational methodologies in the classrooms.
5. Increase AP and IB courses at the high school level.
6. Implement on-line courses as part of the High School academic offerings.
7. Improve the Learning Plus after school program by adding more educational and recreational opportunities for the community.
8. Unite efforts to improve the Athletic Department by offering more sports in the varsity.
9. Strengthen the Learning Resource and ESL services as required by the student population.
 - Explore new trends for the delivery of ESL services.
 - Incorporate new methods for ESL using leading technology.
 - Explore new trends for the delivery of Learning Resource services.
 - Improve diagnosing procedures for gifted and talented students.

- Incorporate services for the gifted and talented in the Learning Resource program.
 - Offer a variety of courses and workshops to support parent involvement in students' education.
 - Offer a variety of courses and workshops to support teachers' knowledge of special populations.
 - Serve as a resource to the local community in the area of special education and language acquisition.
10. Streamline counseling services for the Elementary, Middle, and High School by extending the number of counselors offering services on campus.
 11. Continue marketing ISC locally as well as internationally by contacting companies to promote the school.

Goal Three: ISC will continue its efforts to improve the salaries, benefits, staff development opportunities, and office and classroom facilities for staff and faculty.

Strategies:

1. Continue to improve compensation packages and benefits for faculty and staff as the School's finances allow.
2. Increase opportunities for scholarly activities for faculty during school year and/or summer.
3. Continue exploring staff development opportunities for our faculty and staff.

Goal Four: ISC will complete and maintain the school's physical plant and the High School campus and make improvements in the technology and student service areas.

Strategies:

1. Build new classrooms and recreation areas in the High School based on growth patterns.
2. Build a Library, a Computer Lab, a Faculty Room, and ESL/Learning Resource classrooms in the High School.
3. Modernize Science Laboratories using the latest equipment and technology.
4. Provide leading technology in all classrooms and classes.

Goal Five: ISC will establish a school-wide culture of financial-aid and scholarship opportunities by allocating a percentage of School

funds for this purpose, as well as approaching corporations to contribute to a scholarship fund or sponsor scholarships. ISC will also improve and expand a school-wide community service program.

Strategies:

1. Analyze existing student population as to social/economic balance.
2. Sponsor financial aid and scholarships opportunities.
3. Contact corporations on the island to ask for financial support for scholarship fund.
4. Offer merit and/or need-based financial-aid and scholarship opportunities to students.
5. Strengthen the Alumni Association and market the scholarship program through the association.
6. Accept contributions/donations from Alumni Association.
7. Improve ISC's marketing communication to help the community learn about the School's strengths and achievements, and its worthiness for investment.
8. Promote and improve school-wide community service programs where faculty, parents and students are involved.

Implementing the Goals: An Action Plan

Goal One: ISC will partially restructure and intensify the focus of its academic offerings including Advanced Placement (AP) and International Baccalaureate (IB) programs.

Strategies:

1. Control growth to ensure quality of academic programs.

- a. Analyze growth patterns (appendix 2: Growth patterns)
- b. Decide on maximum capacity taking into account facilities and class size.
- c. Review board policy as to group size.

2. Stabilize tuition and fees to ensure quality of programs and physical plant.

- d. Do a cost analysis of tuition and fees.
- e. Compare ISC's tuition and fees with those of other international schools in the region.
- f. Do a cost analysis of educational materials.
- g. Explore possible avenues of saving in the purchase of materials and textbooks.
- h. Do a cost analysis of utilities' spending.
- i. Explore possibilities of lowering costs at all levels of the school.
- j. Explore the possibility of using alternative energy to power the school or part of the school.
- k. Analyze the effect of closing school earlier on utility bills.
- l. Analyze the effect of closing school on Saturdays on utility bills.

3. Update course offerings and develop strengths in different areas at all levels, elementary, middle and high school.

- a. Complete curriculum analysis and comparison with curriculum of similar size schools in our region.
- b. Make necessary changes when applicable.
- c. Update foreign language offerings at the middle and high school levels.
- Initially explore the possibility of adding dance as an art option in the high school.
 - Look into options for teachers.
 - Decide on class location.
- Initially explore the possibility of adding Papiamentu as an elective in the high school.
 - Survey students for interest.
 - Explore possible choices for teachers.
 - Explore classroom availability.

4. Explore the possibility of implementing a MYP (Middle School Program) IB in the Middle School.

- a. Initially explore the possibility of adopting the MYP IB in the middle school.
- b. Set-up exploration committee.
- c. Set deadline for completion of analysis
- d. Request necessary information;
- e. Review information with middle school coordinators and teachers;
- f. Compare MYP to current curriculum in the middle school;
- g. Survey parents' interest.
- h. Report on findings;
- i. Present findings to faculty;
- j. Present findings to board.

5. Explore ways to grow and develop honor programs.

- a. ISC will analyze the existing curriculum program including IB and AP offerings in the high school in order to increase current offerings.
 - Initially explore the possibility of offering more IB and AP classes in the high school: evaluate the possibility of offering AP Psychology, AP History, and AP Biology; evaluate the possibility of adding IB Economics, and IB Computers; analyze the syllabus for the above mentioned classes and explore feasibility of these offerings as it relates to scheduling and classroom availability.
 - Request necessary AP syllabus.
 - Request necessary IB information.
 - Survey students for interest.

6. Marketing of the International Baccalaureate Program.

- a. Initiate a marketing program to inform the Curaçao community about the benefits of the International Baccalaureate Diploma Program
 - i. Place advertisements in the newspapers.
 - ii. Offer information evenings on IB program to the general public.

Goal Two: ISC will further increase student achievement and competencies by increasing academic offerings, using data driven instruction, using research based educational methodologies, and enhancing student services such as Learning Resource (LR),

English as Second Language (ESL), Counseling and College Placement.

Strategies:

1. Control growth in order to ensure quality of academic programs.

- Analyze the current population of students receiving services from our LR and ESL departments.
 - Statistical analysis: number of students; nationalities; gender; age; grade; native language; school background; diagnostic results.
 - Analyze offerings for students in opposite sides of the spectrum.
 - Review current criteria and design new criteria for receiving services.
 - Decide if services need to be a requirement instead of a choice.

2. Strengthen the Learning Resource and ESL services as required by the student population.

- Explore new trends for the delivery of ESL services.
 - Encourage the ESL department to explore various delivery methods and their application based on our current situation.
- Incorporate new methods for ESL using leading technology.
 1. Augment the use of technology for delivery of lessons in the ESL department.
 2. Integrate more computers for student use into the available classroom space.
- Explore new trends for the delivery of Learning Resource services.
 1. Encourage the LR teacher to explore new models of delivery for Learning Resource classes.
 2. Explore the need for another teacher for the department.
 3. Explore the need for additional services for high school students with special needs.
- Improve diagnostic procedures for gifted and talented students.
 1. Determine which tests will be used in determining the status of gifted or talented.
- Incorporate services for the gifted and talented in the Learning Resource program.

1. Offer services to the gifted and talented by implementing enrichment programs in the regular classrooms under the guidance of the LR department.
 - Offer a variety of courses and workshops to support parent involvement in students' education.
 - Empower the guidance department to set-up and promote parenting classes for our parents and the community at large.
 - Offer a variety of courses and workshops to support teachers' knowledge of special populations.
 - Incorporate special education into our staff development offerings.
 - Serve as a resource to the local community in the area of special education and language acquisition.
 - Offer conferences and workshops in special education and language acquisition topics to the community at large as a service.
- 3. Create an Admissions Department to supervise admissions requirements and procedures, including testing.**
- Appoint an Admissions Coordinator (effective August 2007).
 - Streamline and improve the application procedure and process.
 - Improve our intake procedure.
 - Improve our filing system for student records.
 - Improve and streamline filing for 'dead files'.
- 4. Increase AP and IB courses at the high school level.**
- Initially explore the possibility of offering more IB and AP classes in the high school: evaluate the possibility of offering AP Psychology, AP History, and AP Biology; evaluate the possibility of adding IB Economics, and IB Computers; analyze the syllabus for the above mentioned classes and explore feasibility of these offerings as it relates to scheduling and classroom availability.
 - Request necessary AP syllabus.
 - Request necessary IB information.
 - Survey students for interest
 - Implement on-line courses as part of the High School academic offerings.
- a. Explore the possibility of establishing a partnership with a reputable university offering on-line courses for high school students.
- Decide how and when this option will be used

5. **Improve the Learning Plus after school program by adding more educational and recreational opportunities for the community.**
 - Explore the possibility of offering more options by semester instead of quarterly.
 - Explore the possibility of establishing year round clubs as well as after school activities.
 - Establish an intra-mural sports program for elementary and middle school.
6. **Unite efforts to improve the Athletic Department by offering more sports in the varsity.**
 - a. Explore the possibility of adding baseball and tennis to our varsity program.
7. **Streamline counseling services for the Elementary, Middle, and High School by extending the number of counselors offering services on campus.**
 - Consider the possibility of having a guidance counselor for each level of school.
8. **Continue marketing ISC locally as well as internationally by contacting companies to promote the school.**
 - a. Do direct mailing to companies bringing expatriates to the island.
 - b. Visit companies bringing expatriates to the island to promote ISC and its program.
 - c. Include this marketing in the Admissions Coordinator job description.

Goal Three: ISC will continue its efforts to improve the salaries, benefits, staff development opportunities, and office and classroom facilities for staff and faculty.

Strategies:

1. **Continue to improve compensation packages and benefits for faculty and staff as the School's finances allow.**
 - Analyze compensation packages of schools of similar size in the region.
 - Review and improve the current salary scale.
 - Review the number of years of experience accepted to determine salary scale step.
2. **Increase opportunities for scholarly activities for faculty during school year and/or summer.**
 - Plan a year ahead staff development opportunities to be offered to teachers during the school year.

- Inventory possible summer offerings available yearly.
- 3. Continue exploring staff development opportunities for our faculty and staff.**

Goal Four: ISC will complete and maintain the school's physical plant and the High School campus and make improvements in the technology and student service areas.

Strategies:

- 1. Build new classrooms and recreation areas in the High School based on growth patterns.**
 - Establish a system of receiving monetary gifts for the school available through our website.
- 2. Build a Library, Computer Lab, Faculty Room, and ESL/Learning Resource classrooms in the High School.**
 - Follow timeline on school's strategic plan.
- 3. Modernize Science Laboratories using the latest equipment and technology.**
 - Science department to set up five year plan.
- 4. Provide leading technology in all classrooms and classes.**
 - IT department to set up five year technology plan.

Goal Five: ISC will establish a school-wide culture of financial-aid and scholarship opportunities by allocating a percentage of School funds for this purpose, as well as approaching corporations to contribute to a scholarship fund or sponsor scholarships. ISC will also improve and expand a school-wide community service program.

Strategies:

- 1. Analyze existing student population as to social/economic balance.**
 - Survey parents in regards to income, and educational level.
- 2. Sponsor financial aid and scholarships opportunities.**
 - Explore the feasibility of using 1% of our tuition income to establish a scholarship fund for ISC.
 - Establish criteria for qualifying for a scholarship at ISC.
 - Prepare an application format to be used to apply for a scholarship.
- 3. Contact corporations on the island to ask for financial support for scholarship fund.**
 - Once the scholarship fund is established contact local companies to request support.

- 4. Offer merit and/or need-based financial-aid and scholarship opportunities to students.**
 - Decide and include in the criteria if scholarships will be need-based or merit based.
- 5. Strengthen the Alumni Association and market the scholarship program through the association.**
 - Finalize the process of establishing an Alumni Association.
 - Establish an on-going data base of students graduating or transferring to other schools.
- 6. Accept contributions/donations from or through the Alumni Association.**
 - Establish bank account/s for this purpose.
- 7. Improve ISC's marketing communication to help the community learn about the School's strengths and achievements, and its worthiness for investment.**
 - Use of the ISC website to inform parents and community members of programs and activities in our school.
 - Invite the press to some of our activities to promote our programs, such as band concerts, science fairs, and community service activities.
- 8. Promote and improve school-wide community service programs where faculty, parents and students are involved.**
 - Promote being service-minded by offering a greater amount of opportunities to be part of community service actions.

Additional Actions: Appendix A

Conclusion

The process of self-evaluation and analysis is a difficult one. A growing institution runs the risk of losing control over its practices if not careful. On the other hand, over analysis can bring about a bureaucratic culture where the paper trail is difficult to follow. Yet, we need to plan and improve, and in order to effectively do so we plan our improvements for the future.

This School Improvement Plan will serve as a guideline and control for decisions taken in the next 5 years that will influence the quality of our educational programs and facilities. Communicating with the ISC community will be a priority and this goal will be accomplished through postings on the school website regarding the status of our goal accomplishment as stipulated in this plan.

Appendix A

Instructional Program			
Action	Timeline	Person responsible	Desired outcome
Continue to strengthen literacy program and reading methodologies at all levels.	8/8/2008 – 6/8/2009	Annia Duran Douglas Vaughan Gustavo Sever Margie Elhage	High reading achievement; successful participation of 95%; reading enjoyment; culture of reading throughout the school.
Continue to strengthen differentiated instruction to target all students' needs at all levels.	8/8/2008 - 6/8/2009	Surina Kapila Annia Duran Douglas Vaughan Gustavo Sever Margie Elhage	Successful implementation of differentiated instruction as evidenced in observations and lesson plans.
Continue to provide training of Thinking Maps for teachers to increase the use of graphic organizers school-wide.	Continuous	Alexandra Querales Margie Elhage	Increased use of graphic organizers in classrooms, as evidenced in observations and lesson plans, as well as in students' work displayed in classrooms and around the school.
Continue to strengthen the use of Reader's and Writer's Workshop at the elementary level.	8/8/2008 – 6/8/2009	Annia Duran Surina Kapila Margie Elhage	Successful implementation of Reader's and Writer's Workshop at the elementary level evidenced in observations and lesson plans.
Continue to strengthen foreign language programs.	8/8/2008 – 6/8/2009	Foreign language teachers Surina Kapila	Students to meet grade level goals as per assessments.

Culture for Learning			
Action	Timeline	Person responsible	Desired outcome
Continue to strengthen attendance/tardy policy.	8/8/2008 – 6/8/2009	Annia Duran Douglas Vaughan Gustavo Sever Margie Elhage	Increase attendance by 10% and decrease tardiness by 10%.
Provide after school tutoring for struggling students.	8/8/2008 – 6/8/2009	Surina Kapila Margie Elhage	Increase levels of performance as evidenced in progress reports and report cards.
Implement school-wide program of Character Education.	8/8/2008 – 6/8/2009	Kim Prins Adam Kuestermann	Build a sense of good citizenship, as evidenced in student participation and actions in class, playground, after school activities, and community service projects.
Stimulate an awareness of good health and healthy choices.	8/8/2008 – 6/8/2009	Ramiro Hart Gillian Hart Tineke Peek Kim Prins Adam Kuestermann	Improved knowledge of healthy habits as evidenced by sports participation, extra-curricular and varsity, fitness awareness, and food choices.
Identify areas of discipline concerns in order to develop behavior goals and positive strategies to teach appropriate behavior.	8/8/2008 – 6/8/2009	Faculty and staff Administration	Faculty and staff will effectively manage student discipline to provide a positive climate and culture for effective teaching and learning.
Offer opportunities for faculty, staff, and parents to develop or improve language	8/8/2008 – 6/8/2009	ESL teachers Foreign language teachers	Community members will improve language skills in a second or third language as

skills in English, Spanish, and/or Dutch.			evidenced by number of participants in classes and improved communication.
Community Involvement			
Action	Timeline	Person responsible	Desired outcome
Involve parents in school activities through forums, parenting classes, volunteering, and after school programs.	8/8/2008 – 6/8/2009	Surina Kapila Kim Prins Margie Elhage	Increase number of parents who are involved in school activities and participate in school functions.
Organize parenting classes to support families.	8/8/2008 – 6/8/2009	Kim Prins Adam Kuestermann Margie Elhage Surina Kapila	Increase parental awareness and involvement in school processes and support of positive behavior techniques.
Install school suggestion box.	8/8/2008 – 6/8/2009	Emma van Delden	Use parents', students', faculty and staff ideas to improve school's programs and facilities.
Provide opportunity for parental dialogue by organizing grade level/school level potluck dinners, coffee mornings, and parenting nights.	8/8/2008 – 6/6/2009	Annia Duran Douglas Vaughan Gustavo Sever Margie Elhage	Improved school-parent Communications as measured by number of parents and students involved in school activities and positive feedback received.
Provide training for new faculty and staff regarding communications with parents, including sample templates, what to do information, and practical	8/8/2008 -6/8/2009	Annia Duran Douglas Vaughan Gustavo Sever Margie Elhage	Ensure that parents receive consistent information from all teachers as evidenced by teacher communications.

ideas.			
Continue collaborations with universities and institutes to offer professional development opportunities to faculty and staff.	8/8/2008 – 6/8/2009	Kim Prins Adam Kuestermann Mimi Chong Margie Elhage	Highly qualified professionals as evidenced by advanced degrees, model lessons, and superior evaluations.
Management			
Action	Timeline	Person responsible	Desired outcome
Improve the use of the school website and class websites to to further improve academic programs.	8/8/2008 – 6/8/2009	Angelica Galicia Victor Boulanger Faculty Surina Kapila	Improved Communications amongst school community as evidenced by quantity and quality of parental and student input.
Increase the delivery of technology instruction and technology services for school faculty and staff.	8/8/2008 – 6/8/2009	Angelica Galicia Victor Boulanger Surina Kapila	Increased use of technology in the classrooms as evidenced by lesson plans and observations.
Continuously review arrival and dismissal procedures, assemblies, and other activities' procedures to maximize the orderly and safe movement of students.	8/8/2008 – 6/8/2009	Annia Duran Douglas Vaughan Gustavo Sever Margie Elhage	Improved procedures and efficient transitions.