



International School of Curaçao

Strategic Plan

**International School of Curaçao (ISC)
August 2024 - July 2029**

“Learning for Global Citizenship”.

ISC Strategic Plan 2024-2029



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1. Principles, Ethos, Vision, Mission Statement, and Beliefs

The International School of Curaçao (ISC) is a K-12, accredited, private, non-profit, coeducational day school recognized by the local government of Curaçao that provides instruction in English. ISC was founded in 1968 and offers a rigorous academic program to prepare students who plan to pursue higher learning at colleges and universities around the world. The school year extends from mid-August to mid-June.

The International School of Curaçao's Strategic Plan outlines the essential steps to achieve the goals and objectives embodied in the Mission, Vision, and Principles of the School.

Hallmarks of the Strategic Plan are inclusion, accountability, and ongoing self-assessment designed to ensure that ISC is proactive and responsive to an ever-changing world.

Ensuring inclusion of all stakeholders begins with communicating the school's guiding Principles against which all choices can be evaluated, as these core Principles are fully understood, internalized, and appreciated by the broader community of students, parents, administration, faculty, staff, and Board members can better choose the course and direction of ISC.

Accountability and self-assessment provide quantifiable benchmarks against which ISC can measure its continued success in improving the School's execution of and adherence to the core Principles designed to provide the best possible education to the members of its community.

The heart of the Strategic Plan is ISC's underlying values and through annual assessments, the plan's goals, objectives, actions, and outcomes will be monitored.

1.1 Principles of the Strategic Planning for ISC

The Strategic Plan is guided by a framework of principles through which the School will achieve the successful delivery of its Mission. The principles are built upon the School's history, ethos, policies and unique place in Curaçao's community as the leading academic institution.

Principle 1:

ISC will make every decision with the best interest of the students' academic and personal well-being in mind.

Principle 2:

ISC will build on its existing strengths and work on developing its areas of improvement.

Principle 3:

ISC will use its traditions and culture to strengthen and maintain its vision and mission.

Principle 4:

ISC will continually innovate without losing sight of demographics, technological, economic, and political developments in the Curaçao society, and the broader world.

Principle 5:

ISC will consult representatives of the school's stakeholders to formulate its strategic planning.

Principle 6:

ISC will make responsible decisions to manage the pattern and amount of growth necessary to sustain a healthy academic environment and financial foundation for the school.

Principle 7:

ISC will maintain and enhance its facilities and upgrade and integrate technology to support its academic programs.

Principle 8:

ISC will continually strive to maintain affordability for the broadest possible segment of students from various socio-economic backgrounds and seek alternatives to offer its education to students unable to afford it.

Principle 9:

ISC will provide a learning environment with an internationally aligned curriculum that meets the needs of all 21st-century students in making annual learning progress.

Principle 10:

ISC will inspire and support students to work toward academic excellence and community stewardship, both locally and globally.

Principle 11:

ISC will recruit, develop, and retain the highest quality of educators and support staff to realize the mission of the school.

1.2 Ethos of The International School of Curaçao

The collective belief of the members of the ISC community is that the minimum obligation every parent, teacher, administrator, Board member and society has is to ensure that every child is allowed to develop all the skills necessary to succeed in life.

The International School of Curaçao aims to be an example of educational excellence on the island of Curaçao and in the region providing the best available educational programs and facilities for students. The School aims to be a model educational institution involved locally and internationally. The School is committed to the community of Curaçao and to maintaining contact with local schools at all levels to further develop quality education on the island.

1.3 Our Vision

“Learning for Global Citizenship”.

1.4 Our Mission

Cultures. Creativity. Knowledge.

Cultures:

At ISC, our learners are empowered to contribute to societal well-being through the understanding of different cultures, values, attitudes, and concepts; understand that cultural differences contribute to diversity in people’s thinking; acknowledge that culture inherently develops different mindsets and creates diversity; use culture to create awareness, understanding and appreciation of the arts.

Creativity:

At ISC our learners engage in activities that express their creativity; are constantly creating something new and valuable live each day by being creative in dealing with their surroundings; use creativity to foster resilience as a way of coping with one’s world; are open to creating new experiences or unusual ideas that usher in the joy of living; use creativity to step out of their comfort zone; understand that creativity is a skill that helps develop an idea, a process or product.

Knowledge:

At ISC our learners, acquire knowledge and understanding to think critically about global, regional, national, and local issues; acquire knowledge to thrive in this world; use acquired knowledge to sharpen reasoning, problem-solving skills, and self-empowerment; use acquired knowledge not only to understand themselves better but understand others and appreciate them for who they are; use knowledge to determine right from wrong; use knowledge to protect their own well being.

2. The ISC Learner Profile

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.

Teaching about the lives, environments, social, political, economic, and cultural interactions and connections that exist across national and cultural borders while acknowledging people's complexities.

These values and practices enable our students to negotiate an ever-changing global society.

To put in context the academic knowledge, life skills, and societal attitudes instilled in students as they journey through K-12, the following 10 outcomes personify an ideal ISC student. These outcomes align with our vision, and mission, as well as with the IB (International Baccalaureate) learner profile.

“The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and

others. We recognize our interdependence with other people and with the world in which we live.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Reflective: We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.”

3. The ISC Team

School Board 2023-2024	
President	Board members
Priscilla Lotman	Baron Smith
	Mimi Chong
	John Westergberg
	Georgette Richardson-Vos
	Odette van Brummen
	Daniel Krijt
	Sevak Tsaturyan(ex-officio)
	Douglas Vaughan (ex-officio)

School Management 2023-2024	
Director	Douglas Vaughan MAEd
Middle/High School Principal	Ulises Franco, MA
Elementary School Principal	Alexandra Querales, MEd
Director of Admissions and Student Support Services	Jennifer van Grieken, MA

Administrative (Admin) Team 2023-2024	
School Management	Douglas Vaughan, MAEd Ulises Franco, MA Alexandra Querales, MEd
Director ITC	Angelica Galicia, MS
Director of Admissions and Student Support Services	Jennifer van Grieken, MA
PYP Coordinator	Halimeh Ayoubi
MYP Coordinator	Jared Snyder
IBDP Coordinator	Hannah Carson

Parent Teacher Association (PTA) 2023-2024		
President	Faculty staff participants	Parent participants
Victor Pronk	Douglas Vaughan Emily Baseler	Sandra Euceda-Pronk Trish Kelly Sue Martin Jeff Koyen

Strategic Planning Committee 2023-2024		
Board of Directors	Faculty staff	Parent participants
Priscilla Lotman Mimi Chong Baron Smith	Yuvi Moreno Ulises Franco Jennifer van Grieken Alexandra Querales Douglas Vaughan	Trish Kelly Shadia Elhage Victor Pronk Rajvee Mehta Ross Kossick

Development Committee 2023-2024		
Board of Directors	Faculty staff	Parent participants
Priscilla Lotman John Westerberg	Douglas Vaughan Emma Croes	

Finance Committee 2023-2024		
Board of Directors	Faculty staff	Parent participants
Georgette Richardson Daniel Krijt	Douglas Vaughan	

Governance Committee 2023-2024		
Board of Directors	Faculty staff	Parent participants
Priscilla Lotman Baron Smith Mimi Chong	Douglas Vaughan	Not applicable

Faculty and Staff Committees 2023-2024	
Name of the Committee	Chair
Health and Safety Committee	Emma Croes Anouk van Eerdewijk
Sunshine Committee	Emily Baseler, Shruti Tekwani, Ljubinka Kommeroh, Aftan Schoonen
Calendar Committee	Douglas Vaughan Ljubinka Kommeroh, Aftan Schoonen

Other groups active within ISC 2023-2024:	Advisor
National Junior Honor Society (NJHS)	Sandra Guerrero
National Honor Society (NHS)	Sandra Guerrero
Global Issues Network (GIN)	Kavita Chugani
Middle School Student Council (MSSTUCO)	Carol Berry
High School Student Council (HSSTUCO)	Sabina Evertsz
Model United Nations (MUN)	Mitchell Busby
Varsity Sports	Sabina Evertsz

Memberships by ISC, 2023-2024:	
AMISA	Association of American Schools in South America
NEASC	New England Association of Schools and Colleges
CIS	Council of International Schools
SAT/PSAT	College Board
IBO	International Baccalaureate Organization
TRI-ASSOCIATION	Association of International Schools of Central America, Colombia, Caribbean and Mexico.
TIE	The International Educator
AISH	Academy for International School Heads
ACCAS	Association of Colombian-Caribbean American Schools
AAIE	Association for the Advancement of International Education
ACAC	International Association for College Admission Counseling
AMIS	The Association for Music in International Schools

4. Achievements and Statistics of 2023-2024

General
<p>ISC offers a combination of U.S. and international curriculum to serve our diverse and globally mobile population. Grade levels K4 - 12 (14 grade levels). Teachers use proven best practices, research-based strategies, and U.S. educational resources and textbooks as well as iPads and a plethora of resources.</p> <p>The language of instruction is English. An after-school activities program, Learning Plus provides additional opportunities for students to explore other interests.</p> <p>ISC is accredited by the New England Association of Schools and Colleges (NEASC), the Council of International Schools (CIS), and authorized by the International Baccalaureate Organization (IB) to offer MYP and Diploma Program.</p> <p>ISC is currently in the candidacy stage for PYP and is looking for the possibility to align accreditation visits with IB.</p> <p>The security and safety measures that ISC currently has in place are:</p> <ul style="list-style-type: none"> ● Security guards who help secure the gates, escort visitors, and ensure that procedures are followed. ● Drop-off and pick-up procedures. ● Sign-in and sign-out procedures for visitors. ● Sign-out procedures for teachers. ● Crisis handbook with action plans for emergency situations. ● Fire drills and lock-downs are practiced regularly. ● A school counselor and a nurse are available to assist students and staff. ● Emergency phone trees are available for each grade level as well as for faculty and staff. ● A strong approach toward child protection, including annual training for all staff and other adults who engage with students.

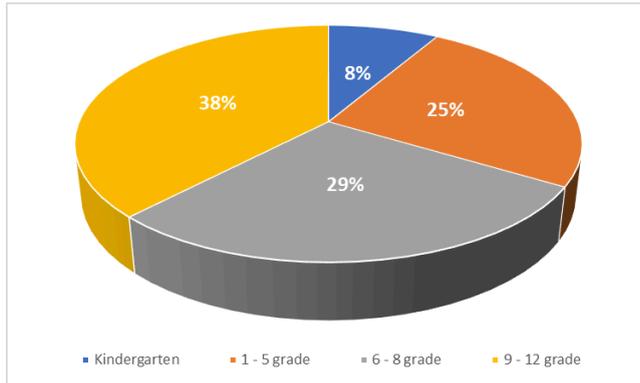
Student and staff data collected and shown as of December 2023

Faculty members (teachers)			
	2021-2022	2022-2023	2023-2024
Fulltime	37	37	38
Part time	5	3	3
TOTAL	42	40	41

Administrative and Support Staff (all staff excluding teachers)			
	2021-2022	2022-2023	2023-2024
Fulltime	19	20	20
Part time	4	4	1
TOTAL	23	24	21

Enrollment: number of total students 2023-2024			
Level	2021-2022	2022-2023	2023-2024
Kindergarten	18	17	18
1 - 5 grade	76	67	54
6 - 8 grade	57	55	61
9 - 12 grade	78	83	81
TOTAL	229	222	214

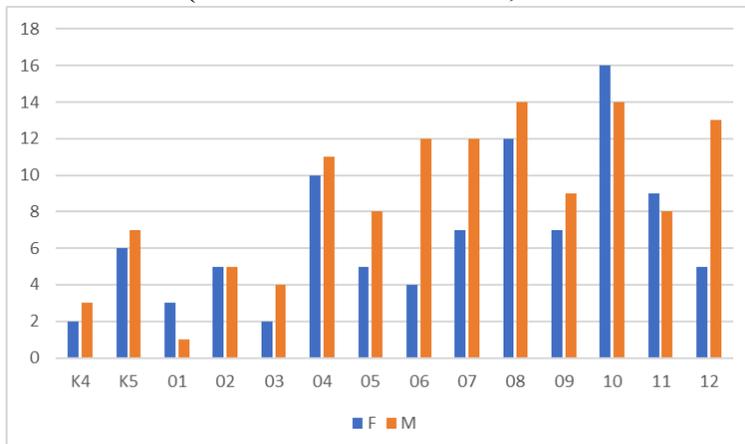
Enrollment: percentage of students division 2023-2024



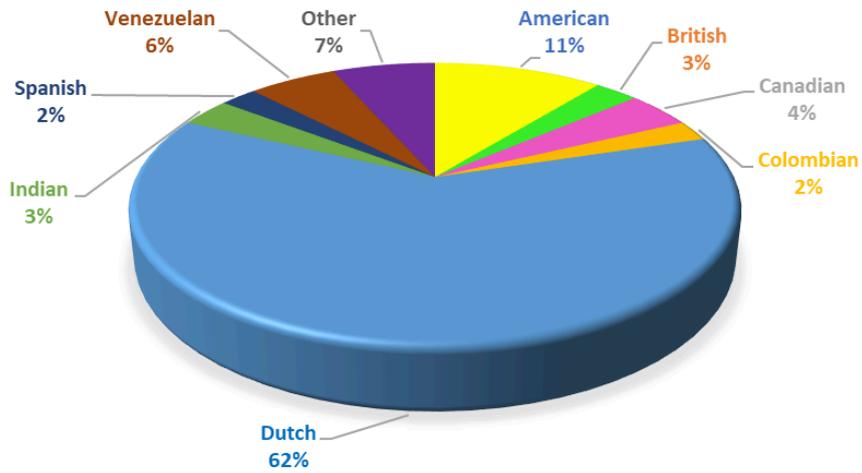
Gender of students: in numbers of students

Level	2021-2022		2022-2023		2023-2024	
	Female	Male	Female	Male	Female	Male
Kindergarten	7	11	7	10	8	10
1 - 5 grade	35	41	30	37	25	29
6 - 8 grade	26	31	23	32	23	38
9 - 12 grade	36	42	38	45	37	44
TOTAL	104	125	98	124	93	121

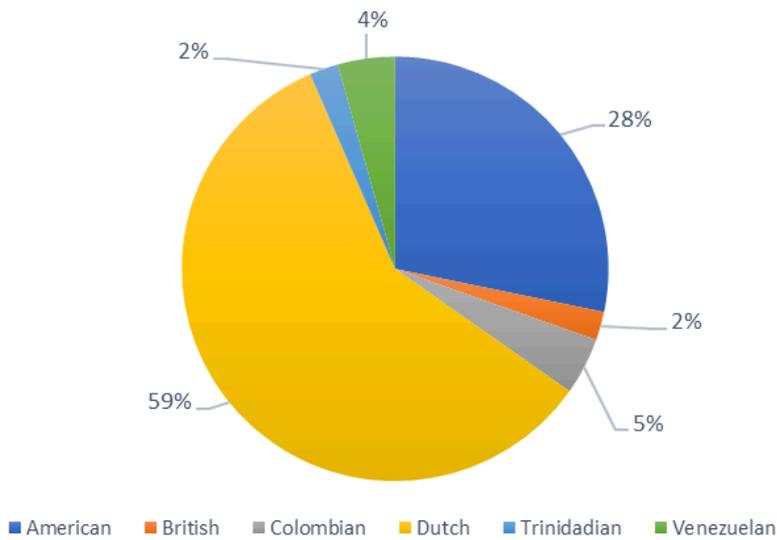
Gender of students (in numbers of students, School Year 2023-2024)



Nationalities of Students 2023-2024



Nationalities of Staff 2023-2024



Number of sections per grade level, 2023-2024	
Kindergarten	One section for K4, and one for K5.
1 – 5 grades	Two sections for grade 4. Three classes with very low numbers, K4 with 5 students, 1st grade with 4 students, and 3rd grade with 6. Largest class with 13 students in 2023-2024.
6 – 8 grades	One section in grade 6, one section of grade 7, and two sections of grade 8 with an average of 15 students per section.
9 – 10	One section of grade 9, two sections of grade 10 with an average of 15 students per section.
11-12	Students have varied schedules for IB and are not explicitly enrolled within one core section/homeroom.

Facilities, 2023-2024	
General	ISC has a typical Caribbean architecture with a combination of one and two-story buildings and open spaces. The school campus now includes 34 classrooms, a Media Center, a Chromebook Lab, a Makerspace, a Mindful Space, and a Gym/Auditorium.
Kindergarten	The two spacious kindergarten rooms are situated in one building and have their own playground and bathroom. The buildings on the west accommodate the kindergarten, elementary, and specialist classes: Dutch, Spanish, Music, Art, Band, and Students Services.
Elementary	A total of 18 rooms which includes a science lab, two music rooms, two student support, and an art room. The Media Center former library, includes an Elementary section. A modern Chromebook Lab which is located in the Media Center, also forms part of the classrooms complex on the west side of campus. The Maker Space room is available for teachers to sign up for and also includes a class set of Chromebooks. The play areas for the elementary and middle school are separate and include two basketball courts, the school gym, and a turf area. There is a Mindful Space that is available before school and for teachers to sign up for.
Middle School/ High School	There is a locker room facility for middle and high school students. There are 15 classrooms which include three science labs, one art room, and a multipurpose room. There is also a gymnasium/auditorium with a court for various sports, a stage, and acoustic panels for the school band/choir/orchestra performances.

The school’s facilities are geared towards accommodating the student population. Continuous improvement of facilities is required in order to optimally support the educational programs of the school. The physical environment is conducive to learning and its attractiveness ensures comfort that benefits learning. The physical environment is connected to safety which is an important factor for both parents and faculty. Efforts to improve facilities take place throughout the year with major projects conducted over longer breaks.

The turf playground behind the Band room has been expanded and improved in order to provide additional space for ES students to play, this area is often used as an outdoor classroom. It’s under current projects to be expanded.

The original upper Elementary wing by the Media Center was taken down as building conditions weren't adequate. Classrooms were relocated.

A Mindful Space on campus was created in the fall of 2022.

A Makerspace continues to be used for various uses and is available for sign-up for teachers to complete class projects.

An additional basketball/soccer court was added to MS/HS campus to provide play space for students.

Core subject teachers for MS moved to the HS side of campus, while languages and special services are on the ES side.

There were major classroom changes to accommodate changes in the school divisions for the 2021-2022 and 2022-2023 school years.

The music classroom has an extended additional space set up for a piano room.

A platform has been built to house relocated air conditioning units to enhance cooling of the gymnasium/auditorium.

Subjects offered in the Elementary, Middle and High School, 2023-2024			
	Elementary	Middle School	High School
English	x	x	x
Math	x	x	x
Social Studies	x	x	x
Sciences	x	x	x
Spanish	x	x	x
Dutch	x	x	x
French			x
Media	x		
Physical Education	x	x	x
Art	x	x	x
Design		x	x
Music	x	x	
Band / Choir		x	x
MS/ HS Electives			
Model United Nations (MUN)			x
Curaçao History			x
Drama		x	x
Fitness		x	x
Student Support			
English as an Additional Language (EAL)	x	x	x
Learning Resource (LR)	x	x	x
Reading Support (RS)	x		
Advisory		x	

- Dutch and Spanish languages are taught at beginner, intermediate and advanced levels to native and non-native speakers from 2nd to 12th grade.
- French for grades 11 and 12.
- Music for elementary school includes violin classes using the Suzuki Method for 4 and 5-year-old students.
- Student Services offered are EAL, Reading, and Learning Resource.
- The International Baccalaureate Diploma Program is offered to eligible grade 11 and 12 students.
- The Full IB Diploma program offers: 6 IB course certificates, 14 IB courses offered on campus and 8 IB courses offered online via the Pamoja platform (authorized by IB).
- The Middle Years Programme is offered to all students in grades 6 to 10.

Highlights of the school year 2023-2024

1. Maintain and strengthen ISC’s position as the premier educational institution on the island of Curaçao, and strengthening ISC’s relationship with Curaçao and the community:

- o The main highlight of this year was ISC’s 55th anniversary. The work being done to prepare for PYP as well as the active work in curriculum work with the support of an external consultant.
- o ISC’s student organizations (NHS/NJHS/GIN/MSSTUCO/HSSTUCO) continue to be active within the community.
- o Annual events continue to be a strong part of ISC’s life and learning. UN Day’s school-wide celebration, ISC and its community celebrates culture, language, ethnicity, and diversity in conjunction with the 55th anniversary.
- o THIMUN conference was attended by ISC after a three-year hiatus.
- o Siman di Kultura, both celebrating our school’s and island’s cultural heritage, aligned with Elementary’s Social Studies curriculum.
- o Sinterklaas continues to be celebrated in Elementary with the support of the school and the P.T.A.
- o MS/HS students participated in the collection of funds for Prinses Wilhelmina Fonds (PWF).

2. Maintain a multi-year emphasis on financial sustainability.

- o ISC further optimized its financial performance and cash flow.
- o ISC’s Board of Directors Finance Committee and the School’s administration improved financial analysis through the use of bi-monthly dashboards.
- o The Principals monitor the ordering process closely and thoroughly to make responsible purchases without jeopardizing ISC’s level of excellence.
- o The adoption of a new tuition tier for foreign missions was published.

3. Optimize student academic performance on an ongoing basis.

- o Students continue to participate in various activities to support their overall learning in and outside the classroom.
- o The High School THIMUN/PANAMUN/ISCMUN groups continued preparing students for debates with a high level of expectations both locally and internationally. Their trips are a great experience for participating students, as a learning opportunity to network and learning to be global citizens.
- o Standardized testing results are shared with stakeholders to evaluate student performance and growth.
- o Additional field trips add to the learning experience such as AMIS and the Dutch university trip for seniors (the first one was done in February 2023 and will continue to be offered to all cohorts of senior students).
- o The school nurse continues to help ensure a healthy student body by conducting class visits that cover healthy habits, and nutrition, among other health-related topics. In addition, she worked closely with the health department (GGD) to organize the vaccination process as well as the American Heart Association to provide a compulsory CPR course to the senior class.

4. Maintain effective professional development with best practices and educational research to maintain and further optimize the current situation.

- o All Elementary teachers received the initial PYP training in May 2023. There is ongoing training and scheduled time to work on PYP-related tasks.
- o The school hired a curriculum consultant to continue with the curriculum revision cycle and align existing documentation.
- o The continuation of allocating Wednesdays as meeting days continues to prove beneficial to ensure there is time to work and meet. Four quarterly in-service sessions are built into the calendar to support teacher development and collaboration.
- o The HS Principal and HS College Counselor attended the CIS Latin America Institute on International Admission and Guidance in Bogota in the fall of 2023.
- o A full staff in-service took place during orientation with two sessions offered by a consultant from North Shore Coaching, “Regulation before Education and Engaging 21st Century Learners.”
- o A First-grade teacher attended the TriAssociation Educators Conference - Bogota conference as a presenter.
- o Team of three staff members from the Student support attended the Tri Association for the fourth part of their State Department-sponsored training for Exceptional Needs. The last section of the training was held in March 2024.
- o Newly hired 4th-grade teacher completed Making the PYP Happen: Implementing Agency (Classroom 2) - Category 1 training (online).
- o IB Training for newly hired/reassigned teachers was completed in the summer of 2023.

5. Optimize channels of communication and collaboration between ISC and its stakeholder groups, taking the ISC governance principles into account.

- o The ISC Weekly since its launch in 2015, continues to be the main source of communication with ISC families. This newsletter is created by the Director and sent to all members of the community using the school’s communication portal. All issues are sent on Wednesday to be shared with the parents, and staff via email. It is shortly thereafter available on our school’s website and archived.
- o The ISC’s Admin Team continues to develop a calendar of events for the community. This calendar of events for the school year was shared with the staff members via email and the community through the newsletter and ISC website.
- o ISC showcased school events, and students’ successes in the community by showing them on bulletin boards, high school/library and cafeteria TVs, website, local newspapers, radio, television stations, and social media.
- o ISC has been using social media, particularly Facebook and Instagram to connect with a wider range of readers. A significant number of teachers have professional accounts in which they showcase student work, events, and also share reminders with parents in their class.

- o The island newspapers are invited to most school-wide events and activities (UN Day, school concerts, etc.) which showcase our events to the community.
- o ISC continues to host informational events to keep parents informed such as International Baccalaureate (IB) Night (MYP and DP), New Parent Evening/Back to School Night. We continue to support students seeking to study abroad by providing them with relevant information.
- o ISC continues to offer a yearly Open House Day in the Spring to the island community offering tours of the school and providing information about our programs. This is publicized on social media.
- o The school calendar is voted on by staff members after the initial draft is prepared by the committee based on government dates and then sent to the Board for formal approval.
- o The Parent Teacher Association (PTA) continues to bring our community together. This year they hosted a Family Day and the annual Halloween Carnival which is open to the public keeps on being their biggest fundraiser. PTA's funds go directly to support school initiatives.

5. Competitor Analysis

The local school system is modeled after the Dutch educational system.

Curaçao has four secondary public schools in Dutch (Radulphus, Albert Schweitzer, KAP, MIL) and one in Papiamentu and English (SKAIH). Students finishing the highest two levels of High School; Hoger Algemeen Vormend Onderwijs (HAVO) and Voorbereidend Wetenschappelijk Onderwijs (VWO) are eligible to apply to college or university, either locally or abroad.

Private schools on the island consist of:

- Three international English-speaking schools: The International School of Curaçao (ISC) K4-12, Curaçao American Preparatory School (CAPS) K4-12, Cambridge Assessment International Education (CAISS) K3-12.
- One private school with a combination Dutch/English curriculum Miguel Pourier Academy (secondary school).
- Seven Dutch-speaking private schools, four offer primary: Schröder School, Klein College, Pipita Basis School, de Meander and three secondary: Omega College, Vespucci College, Abel Tasman College/Agora.
- Recently, other schools have begun to introduce English into the curriculum as a language of instruction.

School	Language	Tuition fee (in ANG) per year <i>(School year 2018-2019)</i>
ISC	English	Between 14,453 (K4) and 32,185 (Grade 12)
CAPS	English	Between 9,450 (K4) and 20,970 (Grade 12)
CAISS	English	12,781 (Primary)
Miguel Pourier Academy	Dutch/English	Between 7,000 (K3) and 17,500 (A level)
Schröder	Dutch	12,781 (K4 to Grade 6)
Klein College	Dutch	Between 9,000 (K4) and 13,500 (Grade 6)
Pipita	Dutch	Between 8,400 (K4) and 9,180 Grade 6)
de Meander	Dutch	9,000 (K3-6)
Omega	Dutch	7,000 (Grades 7 to 12), 7,500 Exams Class HAVO/VWO
Vespucci	Dutch	Between 19,800 (Class 1) and 23,226 (Class 5)
Abel Tasman/Agora	Dutch	Between 13,140 (Year 1) and 15,540 (Year 5)

Reference is made to the SWOT Analysis (Chapter 5) showing the strengths of the ISC. Most of these strengths are not encountered at the other institutions.

Parents normally choose to enroll their children at the International School of Curaçao because the school's structure and education are based on the American system with an international component, being student-centered and more flexible. Feedback indicates our variety of curricular offerings, robust student service support, low teacher to student

ratio, as well as a unique educational experience, are what sets ISC apart from other schools on Curaçao.

The International School of Curaçao's enrollment is affected by the local economic situation. Enrollment numbers continue to decline, particularly the number of expatriate students.

ISC's strongest marketing tool continues to be the families and their children who have positive, happy experiences as members of the ISC community. Our social media presence is also helpful with this in providing a visual representation of our daily school life and events. Since having a strong base of local students is important to the school, we need to look for ways to attract local students. Strategies such as opening the school to the community during afternoon activities, open houses, and other public activities have been instrumental in this respect. ISC will continue with its efforts to further optimize its image in the community.

6. SWOT Analysis

Strengths	What can be done to enhance these strengths?
<p>ISC is the only school in Curaçao accredited by the New England Association of Schools and Colleges (NEASC), and the Council of International Schools (CIS).</p> <p>ISC is authorized to offer the International Baccalaureate (IB) DP and MYP programs.</p>	<p>Market this strength aggressively, including the value of the IB programme and publicizing the post-secondaries that ISC grads matriculate to worldwide (and any scholarships).</p>
<p>Low student-teacher ratio</p>	<p>Continual assessment of class sizes to ensure maximum class size is maintained at 18 students with a flexible option to go up to 20.</p>
<p>ISC is an inclusive school with a strong Student Support Program.</p>	<p>Ensure continued resourcing of the SSP that it is actively marketed to potential new ISC families.</p>
<p>ISC is an inclusive school with a strong English as an Additional Language Program.</p>	<p>Ensure continued resourcing of the EAL program, and it is actively marketed to potential new ISC families, particularly with Venezuelan and Colombian communities.</p>
<p>ISC offers an American and International curriculum with English as a language of instruction.</p>	<p>Market this strength aggressively, including the strength of curriculum and publicizing the post-secondaries that ISC graduates matriculate worldwide and offered scholarships.</p>
<p>ISC adds value to the economy of Curaçao. Expatriates coming to the island with their families and children view the presence of the ISC as an asset without which they could not relocate to Curacao with their families.</p>	<p>Continue to create awareness in the government and local community on the importance of ISC for the economic development of Curaçao. Consider whether the ISC Board should have a specific Liaison committee with a defined and active government/business relations role.</p>
<p>ISC serves as an educational center and offers a variety of educational services to expatriate and local families within and outside the ISC student body (e.g., ISC offers SAT and ACT testing, CNaVT (Certificaat Nederlands als Vreemde Taal) exam, and Language Institute to both ISC and non-ISC students and adult community.</p>	<p>Market this strength aggressively, capitalizing on the uniqueness of ISC and its contributions to the island community. Strive to make Language Institute offerings best-in-class in the Dutch Antilles. Continue to create awareness in the government and local community on the importance of ISC for the economic development of Curaçao. Consider whether the ISC Board should have a specific liaison committee with a defined and active government/business relations role.</p>

<p>Stable and consistent leadership and school governance. Well-qualified and motivated teachers and staff. Teachers with advanced university degrees.</p>	<p>Market this strength aggressively, capitalizing on the uniqueness of ISC and its contributions to the island community. Evaluate recruitment policies and staffing needs on an ongoing basis to ensure optimal resourcing and value-for-money for ISC and its community. ISC Board Development Committee to have a well-defined and active public relations role to promote this strength.</p>
<p>Strong Fine and Performing Arts and extracurricular activities.</p>	<p>Promote ISC Arts in the school's community and outside via marketing materials and community or charitable events. Ensure that Curaçao's arts community is aware of ISC's dedication and of ISC's scholarship programme. ISC Board Development Committee to have a well-defined and active public relations role to promote this strength.</p>
<p>Robust and dedicated staff development budget for teachers and administrators.</p>	<p>Monitor staff development needs and prioritize school programs/initiatives that build on existing ISC strengths.</p>
<p>Comprehensive technology systems for educational and administrative purposes and flexible spaces for teachers and students to use to enhance learning. Onsite wifi and online resources and platforms give teachers and students access to online resources during the school day.</p>	<p>Assess the use and functionality of existing technology and spaces to gauge effectiveness over time. Incorporate emerging new technologies and platforms as they develop if they align with ISC's strengths and needs. Maintain and enhance access to digital resources, continually monitor subscription service usage, and adjust based on usage and community feedback. Ensure that ISC maintains readiness for online learning should we face another situation where schools must be closed to in-person learning.</p>
<p>Strong family community within ISC, including active Parent Teacher Association and orientation programs for new students/families.</p>	<p>Actively seek feedback annually from new stakeholders to assess the effectiveness of these programs and make changes as needed. Continue to partner with PTA to welcome new families to the ISC community and build ISC community and pride through annual events such as Family Day and Halloween Carnival.</p>
<p>Good communication via technology within and between school departments and directly with students and parents. These platforms allow parents to view student progress online.</p>	<p>Maintain high-quality communication between school and home and regularly assess the performance of platforms for doing so.</p>

<p>Opportunities for students to participate in international events, e.g., MUN and AMIS conferences. These events enrich ISC learning and allow students to demonstrate their knowledge and develop oral and written communication skills, performance, and artistic/musical skills to a broad audience.</p>	<p>Ensure that ISC continues participating in these events and motivating students to excel as representatives of ISC.</p>
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<p>Weaknesses</p>	<p>What can be done to mitigate these weaknesses?</p>
<p>Funding. ISC is considered a "wealthy" school, which presents challenges when seeking financial support from corporations or high net worth (HNW) individuals in Curaçao. The perceived high tuition poses a challenge when asking parents to donate beyond what they already pay.</p>	<p>Consider institutional debentures for new students; ISC becomes an institutional borrower holding the debenture while the student attends ISC, returning the capital without interest upon departure/graduation. Certain operations pay enhanced tuition to ensure ISC's continued viability. Assess on an ongoing basis whether this should be the case with other operations with a large number of students at ISC and/or vested interest in ISC as a business/recruitment tool, and approach them for discussions.</p>
<p>Small class sizes may not be break-even financially and may not provide ideal numbers to enhance learning.</p>	<p>Ensure that class sizes are profitable and comparable between year cohorts. Establish a break-even minimum class size and market proactively to ensure the minimum is consistently met. Consider the practicality of temporarily combining adjacent year cohorts in under-enrolled grade levels.</p>
<p>Aging building/campus detracts from the educational experience and impacts the budget due to maintenance costs.</p>	<p>Continue to assess the feasibility of renovating the existing campus or developing a new purpose-built campus. To this end, continue to build relationships with the government and other stakeholders.</p>
<p>High costs of hiring expatriate teachers.</p>	<p>Maintain the recruitment policies currently in place. The high quality of the teachers is one of the unique selling points of ISC - market this strength aggressively, capitalizing on the uniqueness of ISC and its contributions to the island community. Evaluate recruitment policies and staffing needs on an ongoing basis to ensure optimal resourcing and value-for-money for ISC and its community.</p>

Inadequate marketing of ISC.	Empower the Board Development Committee to deploy structured, strong, consistent marketing campaigns. Realize alliances with locally established, internationally oriented companies and entities. Improve relationships with island employers, bringing in international staff so that ISC can anticipate incoming school-age families and establish direct contact with them through their employers.
High cost of electricity usage throughout the day to power air conditioning units.	Install solar panels (in phases) to reduce electricity costs. Install energy-efficient light bulbs. Possibility for an electric school bus.
High number of students from a limited pool of employers (US Government, MCB, PAL). Adverse events affecting any one of these employers may have a disproportionate impact on ISC finances and operations.	Widen the pool of companies for whom ISC is the school of choice (hiring doctors from LATAM for whom the English curriculum and EAL support are attractive) and Sandals, and increase the profile of ISC with other HORECA operators.

Opportunities	How can we take advantage of these opportunities?
The expansion of the US Embassy in Curaçao brought new families who required English medium schooling to the island. Some may be coming from the IB system.	Maintain ISC’s status as the only school in Curaçao recognized by the US State Department and remains the sole school for US Embassy and DOD families here.
Economic renewal post-Covid, including the opening of new hotels and expansion of existing businesses whose staff require English/ IB schooling.	Ensure that ISC is the school of choice for non-Dutch foreigners relocating to Curaçao. Where circumstances warrant, consider and adjust special tuition arrangements with certain large businesses.
Debentures, capital levy, adjustments to tuition payment schedules.	Institutional debentures allow ISC to become an institutional borrower, holding the debenture while the student attends ISC, returning the capital without interest upon departure/graduation.
The full IB programme is attractive to teachers interested in teaching internationally.	Leadership team to actively market ISC to newly graduated teachers. ISC will now have a full IB curriculum, and IB experience is highly valuable for teachers who wish to teach internationally. They benefit by obtaining highly marketable IB experience in a small, warm community school,

	and ISC benefits from fresh, enthusiastic teachers and maintains its international roster.
Targeted fundraising for named special projects	Specific capital projects at ISC (active play/sports areas, solar panels) may appeal to those in the ISC parent and wider Curaçao community interested in causes for active living/green builds. Partnerships with them may provide alternative resources for ISC to obtain these facilities. Assign responsibility to specific individuals to regularly investigate whether ISC can access grants, tax credits, etc, that may support funding for such projects. Seek tight cooperation with these foundations and approach them with well-defined project proposals.
Constraints of the local education system are reflected in an increased desire of (local) parents to place their children in a private school.	Actively increase community awareness of the annual scholarship program. Aggressively market ISC strengths, including academic and deep arts curriculums, and publicize the post-secondaries that ISC alumni matriculate worldwide (and any scholarships). ISC Board Development Committee to have a well-defined and active public relations role.
ISC aims to be a “green” school which will benefit the school and the community as a whole.	Continually re-visit energy alternatives for cost reduction, i.e., installation of solar panels. Opportunity for student projects to promote ISC as "walking the walk" on green initiatives such as low-waste food offerings on campus, recycling bins, and using only sustainable materials for school events. ISC Board and leadership can help with policy updates mandating "green practices."
Attracting digital nomad families from Canada, the US, and other English- and Spanish-speaking countries, leveraging tax exemptions, safety, and location.	Direct marketing via real estate agencies and tourism channels. Aggressively market ISC strengths, including of academic and deep arts curriculums, and publicizing the post secondaries that ISC alumni matriculate worldwide (and any scholarships). ISC Board Development Committee to have a well defined and active public relations role.

Threats	How can we mitigate these threats and convert them into opportunities?
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<p>Families choosing CAPS instead of ISC</p>	<p>Ensure that ISC is the school of choice for embassies, large businesses, and all non-Dutch foreigners relocating to Curaçao (maintaining EAL is essential). Explore special tuition arrangements and/or debentures, especially with certain large companies and non-US embassies. Determine why families choose CAPS over ISC. If primarily an affordability issue, assess whether tuition reduction at ISC would bring in enough CAPS students to make that reduced tuition feasible - i.e., would it be better for ISC to (a) lower tuition to have more students or (b) maintain the current higher tuition levels with lower student numbers.</p>
<p>The emergence of new English-language primary schools is attractive to local families seeking English education, beginning with early years grades.</p>	<p>Assess the potential student pool for new schools and determine whether it is similar to or separate from ISC. If similar, assess whether this pool requires any alternative tuition payment structure and develop a marketing plan specifically targeting this pool.</p>
<p>There is a potential shrinking of the local middle class due to the increased cost of living (increased healthcare expenses, costs for small businesses, government measures, etc.) and the outmigration of younger families and upper-income families.</p>	<p>ISC Board and leadership to continually and proactively assess the appropriateness and cost-effectiveness of school facilities and staffing and adjust based on current and anticipated needs.</p>
<p>Unpredictable influx of new students from the expatriate community. Decreased number of both international and local students.</p>	<p>ISC Board and leadership will continually and proactively assess the appropriateness and cost-effectiveness of school facilities and staffing and adjust based on current and anticipated needs.</p>
<p>Economic and political changes.</p>	<p>Economic and political changes could affect the ISC school fee structure and, as a consequence, increase the number of parents who are no longer able to pay the school fees.</p>
<p>There are more alternatives for private schooling in Curaçao. Private schools that teach in Dutch attract students who want to pursue higher education in the Netherlands, and they offer their programs at lower costs.</p>	<p>Continue to be the English medium school of choice in Curaçao.</p>
<p>Others perceive ISC as an “elite,” “wealthy” school. This presents</p>	<p>Aggressively market ISC strengths and how they benefit the local non-ISC community.</p>

<p>challenges when seeking financial support from corporations or high net worth individuals in Curaçao, and perceived high tuition poses a challenge when asking parents to donate beyond what they already pay.</p>	
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7. Key issues and goals 2024-2029

1. Continue to actively promote ISC’s strengths as the premier educational institution on the island of Curaçao.
2. Optimize student academic performance on an ongoing basis.
3. Ensure high quality teaching.
4. Maintain emphasis on financial sustainability whilst maintaining quality of education.

8. Action plan 2024-2029

8.1 1. Continue to actively promote ISC’s strengths as the premier educational institution on the island of Curaçao.			
	<u>Actions</u>	<u>Responsibility</u>	<u>Time Frame of Tasks/Actions</u>
1	Promote current and past students’ accomplishments to highlight ISC’s influence in their successes.	Director, Principals, Development Officer	On-going.
2	Actively promote ISC’s unique learning experiences by using various media outlets including social media.	Admin Team and IT Department	On-going.
3	Maintain current accreditations and obtain PYP authorization to become a full IB World School.	Admin Team	On-going.

8.2 2. Optimize student academic performance on an ongoing basis.			
	<u>Actions</u>	<u>Responsibility</u>	<u>Time Frame of Tasks/Actions</u>
1	Utilize standardized testing results and performance data to identify areas of growth and opportunities to improve.	Admin Team, Teachers, Facilities Manager.	On-going.
2	Analyze school schedules and programs to determine best practices for effective learning.	Admin Team, Director of ICT.	On-going.
3	Maintain technology infrastructure while adapting to new and emerging programs and trends to determine effectiveness and make updates as needed.	Director of ICT, Admin Team, Faculty.	On-going.

8.3 3. Ensure high quality teaching.			
	<u>Actions</u>	<u>Responsibility</u>	<u>Time Frame of Tasks/Actions</u>
1	Continue to offer professional development opportunities that support best teaching practices along with the school’s mission, vision and programs.	Admin Team.	Ongoing
2	Streamline schedules and internal activities to provide optimal planning time for teachers.	Admin Team, Faculty.	Ongoing
3	Utilize services of local professionals to support students’ well being.	Admin Team.	Ongoing.

8.4 4. Maintain emphasis on financial sustainability whilst maintaining quality of education.			
	<u>Actions</u>	<u>Responsibility</u>	<u>Time Frame of Tasks/Actions</u>
1	Reduce operational costs without negatively impacting the School’s ability to deliver a high-quality education <ul style="list-style-type: none"> a. implement a plan to install solar b. assess third-party vendor costs c. evaluate school structure compared to like-sized international schools 	Director, Facilities Manager, Finance Committee	Ongoing. Address solar options immediately.
2	Improve marketing to enhance the School’s ability to attract new students.	Director, Director of Admissions, Board’s Development Committee	2024-2025
3	Leverage the School’s existing facilities to generate additional income.	Director, Admin Team, Facilities Manager	Ongoing.

9. Financial Plan 2024-2029

School enrollment numbers will continue to depend on the strength- or weakness- of the island’s economy. Without a clear indication or markers to indicate the economy’s trajectory for the next five years, year-to-year budgets will continue to be conservative.

To help off-set lower enrollment, limiting spending in areas that will not directly impact the delivery of the School’s programs and reducing costs not related to necessary personnel is essential. Maximizing the School’s existing infrastructure to generate additional revenue and lowering utility costs with solar panels will contribute positively to the yearly budget.

10. Budget Forecasts 2024-2026

INCOME	ANG.		
Total 40 · Registration fees	370,000	390,000	
Total 41 · Tuition K4	193,569	204,372	
Total 42 · Tuition K5-G5 (ES)	1,357,945	1,498,805	
Total 43 · Tuition G6-8 (MS)	1,558,727	1,560,780	
Total 44 · Tuition G9-12 (HS)	2,730,411	2,746,028	
Total 45 · Building levy & CLC	170,000	170,000	
Total 46 · Learning Plus & Varsity	5,000	5,000	
Total 48 · Donations, NTC & grants	60,000	60,000	
Total 4315 · Financial Aid	(40,000)	(40,000)	
Total 49 · Other fees	78,700	78,700	
Total Income	6,482,352	6,661,485	
EXPENSES			
Total 51 · Employee expenditures	4,489,257	4,627,698	
Total 52 · Staff services	55,000	55,000	
Total 53 · School services	440,000	445,000	
Total 54 · Cleaning, security & maint.	450,000	450,000	
Total 55 · Office & computer supplies	98,000	98,000	
Total 56 · Communications & utilities	278,000	302,000	
Total 57 · Professional fees	24,500	25,000	
Total 58 · Other areas	127,600	138,000	
Total 59 · Bank charges	38,000	38,000	
Total 60 · Depreciation	414,000	426,000	
Total Expense	6,308,357	6,602,698	
Total 61 · Interest income & expense	60,000	65,000	
TOTAL SURPLUS/DEFICIT	7,995	-6,213	

