

SCHOOL DEVELOPMENT PLAN



Sacred Heart FBE School

**Saba
2005-2006**

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1. School Model Sacred Heart School

1. Mission Statement

- The mission of the Sacred Heart School is to empower each child intellectually, emotionally, socially, culturally, physically, and religiously in an environment conducive to self-motivated learning.
- The child will develop to his/her fullest potential as a contributing member of the community.
- Each child will be treated with dignity, respect, and appreciation of his/her individual contributions.

2. Education

- The learning process is as important as the learning product.
- The selection of themes is presented and based on research (methods, ICT, other materials).

3. Pedagogical Design

- Detect and reinforce interest of children (circle talks)
- Reinforce independent work/research from all kinds of sources
- Learn from mistakes
- Conference with parents and children together
- Promote moral values
- Enforce the code of conduct

4. Didactical Design

- Detect materials on educational/psychological values
- Observation and registration of individual achievement
- Achievement test
- Extra assistance when needed during the lesson

5. Educational Organization

- Group differentiation
- Group work
- Team teaching
- Cooperation and exchange among teachers
- Workshops in and outside of school
- External support

6. School Organization

- Cooperation is an important value
- Functions and responsibilities are divided based on expertise
- Leadership necessary with respect to content and education
- Internal Guidance

7. Service

- Contact with parents about child's achievements and school-related activities
- Information about students available
- Parents/guardians and community assistance
- School is active in the global community

2. External factors

2.1 Socio-cultural situation

The socio-cultural situation of the school on Saba is unique. Many Saban students, to smaller or bigger extends, experience challenges. Due to the small size of the island (13 km²) and the low number of inhabitants (1500) there are few provisions in the field of:

- youth care (foster homes, help with teenage pregnancy);
- professional help (psychologist, social work, educators)
- cultural stimulation (dance, drama, music);
- positive role-models.

A study has shown that the major part of the Saban youngsters experience abuse and neglect in the homes (Teen survey, *Safe Haven*, 2002).

The school is faced with several difficulties, such as:

- behavioral problems;
- learning problems;
- moral problems and
- social-emotional problems.

Because of these issues, teachers coming from abroad are faced with the challenge of how to deal with our students. The teachers had professionals dealing with these issues in their home country, or special schools to refer to were available.

On Saba there is a great need for certain professionals within the educational system. This would help solve not only some of the problems the teachers are encountering, but it would help our students tremendously to improve and to do better in and outside of school.

2.2 Demographic developments

The Sacred Heart School is located in the village of St. John's, at a central spot on the island. The school has a population of 181 students, the majority being Sabans and a minority originating from other countries, such as: Columbia, Dominican Republic, the USA and Haiti. The student population consists of children from low-, middle- and high-income families. The majority of students are from the first two categories.

The school board employs a regular staff of 14 teachers of 8 different nationalities. The Saban government supplies a subject teacher for Physical Education.

The innovations project loans out an ICT-assistant and Innovations Coordinator to the school. The staff struggles with a high annual turn-over rate.

2.3 Relation between school and parents

- Parental involvement can be of major influence on the school success of our students. At the beginning of the school year all parents are invited to come out and

meet with their children's new classroom teachers. Over the years there has always been a great turn-out for these meetings. This does not mean however, that everything is perfect. The parents of the children that need the most support, do not seem to consider their child's education important. This can be seen in lack of reinforcing what has been taught in school. Some prime examples are: lack of respect for teachers, trying to break the dress-code, not using good manners, not doing homework and not disciplining their child when this is needed.

- During the year, parents are always welcome to visit the school and to meet with the teachers.
- Three times during the school year there is an official report evening: parents are individually informed about their child(ren)'s progress. In general all parents respond to the invitation, also because the report cards will not be given to the student.
- At the present moment a PTA program has been formed.
- Weekly, on a set day and time, two parents can visit the classrooms of cycle 1.

2.4 Relation between school and community

Whenever there is a school function, the community in general tends to support by giving aid to the cause. The school supports organizations in the community, such as:

- **Old Home**
School classes visit the old home regularly;
- **Library**
All grades visit the library every other week;
- **Saba Day celebrations**
The Sacred Heart School students always contribute to the celebrations by performing skits and songs;
- **Church**
Every Wednesday 1 class goes to mass, as part of the school curriculum. Major annual celebrations are celebrated in church;
- **Child FOCUS**
About 80% of the students participate in the Child FOCUS after school activities. Approximately 80% of the teachers are involved as a sports leader or homework mentor.

At times the Sacred Heart School staff mediates between students/parents and an organization in the community. The school will refer to: social work, dental care, police adoption policy, psychologist, homework tutors.

3. Where are we now?

3.1 School structure

The Anglican Kindergarten has merged with the Sacred Heart School; all children of the island go to school together. This coming year there will be:

- A preparatory reception class for 4 year-olds;
- A multiage class for 5 to 7 year-olds.

The rest of the school will remain as it was: grades 2 through 6 follow the traditional primary school curriculum. However, they do participate in projects and the teachers apply certain multiage strategies.

The school has 2 parallel classes for grade 2 and 5. The main reason for the double classes is to give more individual attention and to cut down on the amount of repeaters.

A separate class for Special Ed/Remedial Teaching is part of the school structure. Children can be referred for an evaluation test, based on which they will be placed in this classroom, if necessary.

3.2 Students

School year 2004 - 2005	Boys	Girls	Total	%
Total number of children			167	100
Number of children enrolled				
Number of repeaters	2	6	8	4.7
Number of drop-outs	0	0	0	0
Number of children continuing education	12	6	18	10.7

Categories of levels of pupils entering the school (in absolute numbers), based on K-SEALS program 2004 for K1:

Students: n = 15	Lower extreme	Well below average	Below average	Average	Above average	Well above average	Upper extreme
Cognitive development	0	4	3	6	1	0	1
Emotional development	0	3	6	5	0	1	0
Moral development							
Behavioral development							

3.3 Teaching Staff

Years of experience: n = 15	male	female	total	%
0-3	1	3	4	27
3-8		1	1	7
> 8	4	6	10	66
Total			15	100

Nationality: n = 15	male	female	total	%
Canadian	1	1	2	13
British	1		1	7
Dutch	1		1	7
USA		1	1	7
Surinamese	1	1	2	13
Trinidad	1	1	2	13
Saban		5	5	33
Aruban		1	1	7
Total			15	100

Teacher : pupil ratio						
prep	MAG	Grades 2	Grade 3	Grade 4	Grades 5	Grade 6
1:15	1:18	1:14	1:19	1:20	1:14	1:22

Proportion of teachers who consider themselves able to:	male	female	total	%
Differentiate their teaching; teach effectively in mixed-ability groups				
Work with children with emotional and other problems, as well as learning/behavioral difficulties				
Use FBE methods effectively (teaching centers, individual teaching, etc.)				
Use materials effectively				
Use managing skills				

Current teachers that received training: n = 9	male	female	total	%
1. Organization Plan	1	6	7	78
2. School Model	1	6	7	78
3. Integrated Curriculum	1	7	8	89
4. Modeled Writing	1	5	6	67
5. Guided Reading	1	7	8	89

6. Literature Circles	1	6	7	78
7. Remediation in the Classroom	1	6	7	78
8. Math course	1	8	9	100
9. Projects	1	8	9	100
10. Centers	1	8	9	100
11. School Development Plan	1	7	8	89

Proportion of teachers applying new skills in cycle 1, 2004 - 2005: n = 6	female	%
Shared Reading (Big Book)	4	67
Working in centers	5	84
Modeled Writing	2	33
Guided and Shared Math	2	33
Literature circles	0	0
Projects	4	67

The staff struggles with a high annual turn-over rate: in 2004 44% of the teachers left. Changes in the teaching staff have several negative effects within the school:

- less continuity in the educational development;
- loss of knowledge and skills (teacher training FBE);
- children do not build a strong bond with new teachers, and show disrespect.

3.4 Quality of education

- How do parents register?

Parents are invited in writing to register their children during the month of June. The school fee is Naf 100 or \$ 55. The Principal keeps a file on each child that contains the registration form and all the report grades that the child has received over the years.

The OMIS-assistant processes all information in a national OMIS-system.

The teachers keep track of all relevant information on a child, such as: name, date of birth, achievements and absenteeism a grading book.

- How do the teachers use plan books?

All teachers are given a timetable to work with, in order to make sure that the subject matter in the curriculum is covered. The objectives per lesson are to be written down in the plan book, as well as a comment on whether the goal was achieved.

Every month the principal checks the plan books and makes the necessary comments. Every month the principal checks the children's work for:

- amount of work done per day;
- corrections by the teacher;
- error analysis by the teacher;
- neatness of work.

- **How are children referred to SE/RT?**

If a parent or teacher has concerns about a child's performance, the following procedure will be started:

- Discussion with the Principal;
- Teacher fills out referral form;
- Principal asks permission from the parents;
- Test by the test administrator;
- Discussion with the Principal, parents, homeroom teacher and SE/RT teacher;
- Placement in Special Ed or Remedial group, if needed.

- **How do teachers assess the students in cycle 1**

In cycle 1, while the teacher will still be using tests (chapter, unit, Spelling, TerraNova II) the assessment and progress of the child will be mostly shown in the child's portfolio.

Consideration will also be taken of:

- work in class;
- homework;
- observations, and
- checklists.

All results from testing will be documented in the teacher's grade book, recorded on the report card and monthly samples from all subjects will be submitted into the portfolio. This will then be shared with parents during report time.

- **How do teachers grade the students in cycle 2?**

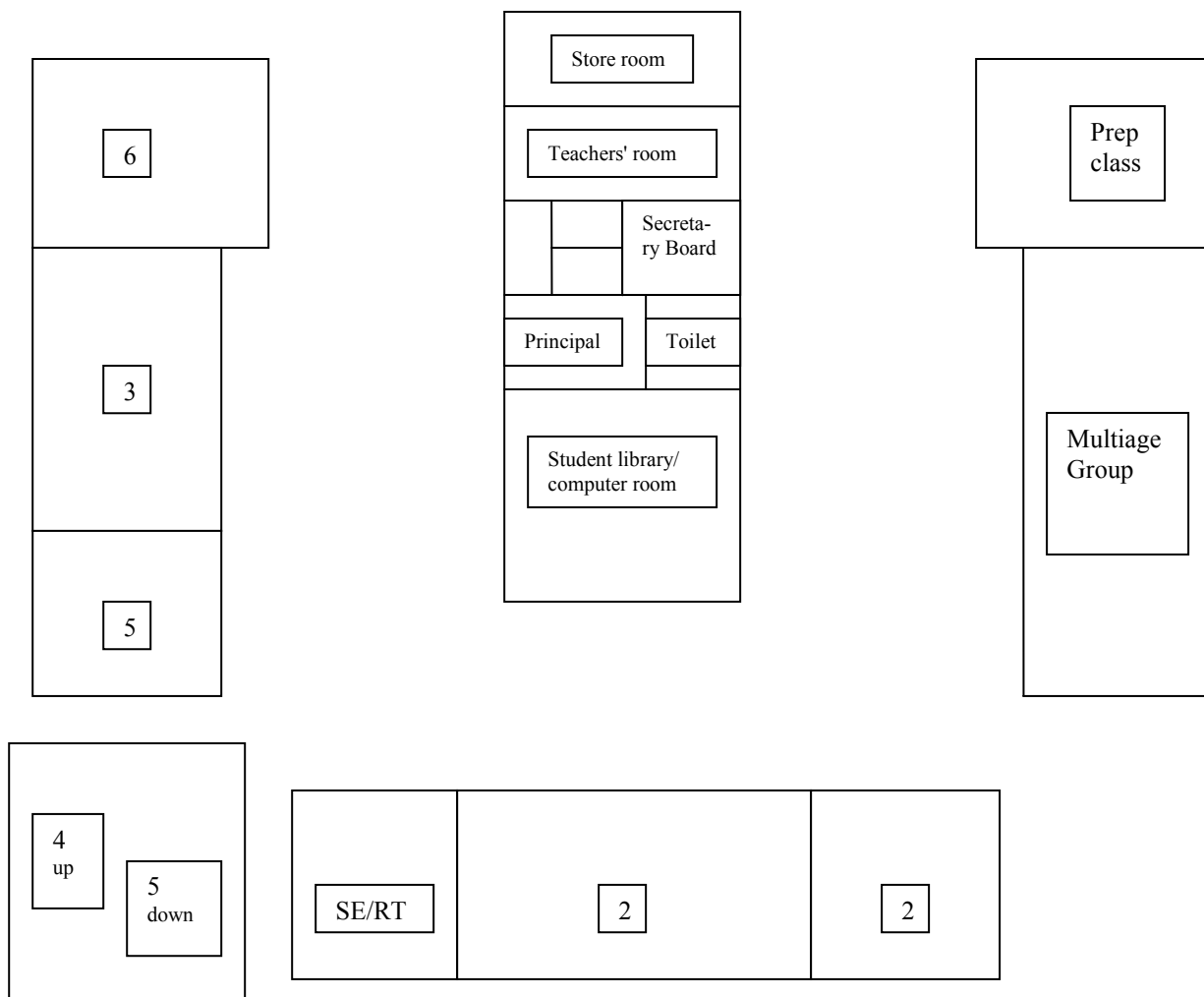
Report card grades are based on the number of items tested. Several items are used:

1. Chapter test
2. Unit test
3. Cumulative test
4. Reading comprehension
5. Spelling test
6. Mental Math test
7. Homework
8. Work in class (participation)
9. TerraNova II achievement test
10. Coordinated test (SXM) could be reintroduced

All results are recorded. End results for all different subjects are written in the child's file and record (report card).

3.5 Physical situation of building, classrooms, equipment, learning materials

The school building is designed and constructed in 1986. Classrooms are of different sizes, limiting the max number of students that can be taught in a particular room to 16, 24 or 28.



3.6 Educational organization and school management

The school is operated by SKO-Saba who delegates the work to the principal, who in turn manages the school with the help of the Acting Principal, the Trainers (2), and the School Guidance Counselor (which could be the Remedial/Special Ed Teacher).

The Principal manages the daily operations of the school. The Acting Principal takes over in case of absence of the Principal. The Acting Principal also has the responsibility of collecting the social funds and organizing social activities for the staff. The other role is to serve as a mentor for new teachers entering the school.

The Trainers, together with the Task Manager of FBE, are in charge of the staff development sessions.

The Management Team tries to make sure that every year a part of the School Development Plan and Action Plan is carried out.

The School Guidance Counselor works with the children that have a special need. He/she consults with the Social Worker and principal to try to find solutions. This person also has counseling sessions with the teachers, in order to promote a better working environment.

Community services, i.e. Psychologist and Social Worker, should be available at the school in order to assist with problems that are hampering the students from performing at their best.

All parents receive a school information booklet (school guide) and a booklet on the code of conduct at the beginning of each school year.

On acceptance of a job at the school, the teachers receive a contract which includes details as their role of a teacher.

Parental involvement is crucial for the success of an educational organization. Although parents usually come to pick up report cards, they do not always attend information evenings concerning FBE or other parenting issues.

3.7 Language policy

The Sacred Heart School is a mother tongue school, so:

- Language of instruction is English;
- Dutch is taught as a foreign language;
- Spanish speaking children: parents need to find a tutor to bring the children up to par.

3.8 Services

Organization	Contact person	Telephone number
Library	Nanny Simmons	416-3310
Medical School	Tara Every	416-3456
Doctor or Nurse	Nurse Naomi	416-3288/89
Social Worker	Anastacia Simmons	416-3283
Lion's Club	Caroline Johnson	416-3629
PTA	Tara Every	416-2586
Saba Marine Park	David Kooistra/Gia	416-3295/3435
Innovations Bureau	Jet van Heijnsbergen	416-3809
Department of Education	Franklin Wilson	416-3302
Child FOCUS	Wim Schutten	416-2318
Gym	Leopoldo Rodriguez	05227258
Developmental Psychologist	Xandra van Luijken	0545-2009
Living Water Community	Sister Monique	416-3358
Police	Inspector Victoria	416-111/ 3237
Public Works	Russell Thielman	05513261/ 416-3357
Department of Ed St. Maarten	Patricia Scott	054 23296

4. Where do we want to be?

4.1 Mission Statement

The mission of the Sacred Heart School is:

- To empower each child intellectually, emotionally, socially, culturally, physically, and religiously in an environment conducive to self-motivated learning.
- The child will develop to his/her fullest potential as a contributing member of the community.
- Each child will be treated with dignity, respect, and appreciation of his/her individual contributions.

4.2 School Development : problems that need to be addressed

Within a period of 3 years the following should be established at the Sacred Heart School.

4.2.1 School structure

The Ursula Dunkin Kindergarten has merged with the Sacred Heart School. All 4 year olds are in the Preparatory Class at SHS. The 5 and 6 year-olds will continue in the FBE system in a multiage group.

A partition wall was removed to accommodate the multiage class of 35 students.

4.2.2 Students

Taking into consideration:

- all the problem areas the school staff has identified, and
- the high number of repeaters,

we need to develop services and materials as described below.

4.2.2.1 Multidisciplinary Team

The multidisciplinary team is a group of professionals consisting of a:

- Psychologist/ a family therapist
- Doctor
- Social worker
- Speech therapist
- Orthopedagogue (Special Ed MsS)

This group has to be available once a month to assess students and advise the staff.

4.2.2.2 Student assessment card

Per term a student assessment card is kept for each group by the classroom teacher. The card describes 4 areas of development, as also mentioned in the mission statement (School Model):

- Cognitive
- Social-emotional
- Moral
- Behavioral

Number of students	Lower extreme	Well below average	Below average	Average	Above average	Well above average
Cognitive development						
Social-emotional development						
Moral development						
Behavioral development						

Cognitive development is assessed by means of standardized testing and the student tracking system.

Social-emotional development is scored according to the guidelines for primary and secondary assessment as mentioned in the core curriculum.

Moral development is assessed by checking the following items:

- Considerate and tolerant towards others;
- Well mannered, and
- Acting on understanding of the difference between good and bad.

Behavioral development is tracked by keeping record of:

- Absence from school;
- Illness;
- Late for school;
- Homework done;
- Punishment/rewards.

4.2.3 Staff

Items to work on in the upcoming school year are: teachers differentiate in their lessons in the classroom, adequate recruiting policy, staff well-being (mentor and new teachers).

4.2.4 Quality of education

With regards to the quality of our education, the Sacred Heart School Staff and Board will develop under guidance of the Trainer, or purchase with the aid of the Innovations Bureau:

- Self-evaluation scheme
- Student tracking system
- Standardized Test
- Classroom assessment (portfolios)
- Classroom materials suitable for projects and MAG

4.2.5 Physical situation, equipment, learning materials

Suitable teaching/ learning materials	Math	Literacy and Lang. Arts	Health	Social Studies	Science	Spiritual Devel.	Social-Emotion. Devel.	Cultural and Visual Devel.
Prep class	X	X	X	-	X	X	X	/
Multiage cl.	X	X	X	/	X	X	X	/
Grade 2	X	X	-	/	X	X	-	/
Grade 3	X	X	-	/	X	X	-	/
Grade 4	X	X	-	/	X	X	-	/
Grade 5	X	X	-	/	X	X	-	/
Grade 6	X	X	-	/	X	X	-	/
SE/RT	X	X	-	-	X	-	-	/

4.2.6 Educational Organization and School Management

4.2.6.1 Educational Organization

The organization will remain the same as described in chapter 3.1 and 4.2.1. Based on the advice of the Policy Department in Curaçao (ARPO) it may be adjusted for 2006.

Teachers are required to:

- remain in the classroom during lessons by a subject teacher;
- meet with the SE/RT teacher during gym time;
- assist other teachers in their classroom;
- observe other teachers in their classroom.

4.2.6.2 School Management

School management will be accomplished by continuous communication with all parties involved. All meetings will be planned in the Management Matrix (appendix 2).

- Every month staff meetings are held with all teachers, including subject teachers.
- Every week the staff has a mandatory training session with the Local Trainer. Foreign consultants may also be brought in by the Innovations Bureau.
- Every month the Board meets with the Principal and Acting-Principal on matters pertaining to the school.
- The Principal together with the Librarian plans a yearly list of activities.
- The Principal together with the police plans the traffic activities that are supposed to take place in the second term.
- The Social Worker meets with the Principal bi-monthly to discuss student behavioral problems.
- The Living Water Community meets with the Principal to plan the yearly activities.

- The Principal is in charge of the daily administration. The OMIS-assistant assists with the setting up of the database and recording all data.

Parental involvement in education has a positive effect on the achievements of students. Teachers will keep track of the development of this involvement by filling out the following data for their group:

Parents/Guardians present	Prep class	Multi-age clas	2	2	3	4	5	5	6
1. General info evening									
2. Report card 1									
3. Report card 2									
4. Report card 3									
5. Return info slips									
6. Active part. in class									
7. Homework help									

In order to strengthen parental involvement the school will reach out to the parents more through the following actions:

- Invite parents to introduction topics;
- Revise the school newspaper and/or school booklet;
- Parent participation during class time;
- Send questionnaire for parents' interest in skills training;
- Request information on adult education course (Franklin Wilson);
- Communication between teacher-parent-student should improve:
 - less fear and insecurity;
 - less aggressive behavior.
- Social Worker's involvement can help with parents' aggressive behavior towards teachers and children;
- Raising awareness of morals and values through drama and lectures; self-respect and self-esteem;
- Communication through letters;
- Information through FBE brochure.

4.2.7 Language policy

The Sacred Heart School is a mother tongue school, meaning that all lessons are taught in English and Dutch is taught as a foreign language.

The language policy describes the following goals:

- Saban students should be able to speak in their own mother tongue, but also understand and write Standard English.

- Students should be on a minimum level when leaving the school at 6th grade.
- Spanish speaking children should be able to speak, understand, and write English after receiving extra help from a teacher. They will have to get the extra help on a daily basis.
- Reinstall the school policy on Dutch as a subject in cycle 1, based on TPR.

4.2.8 Services

The Sacred Heart School has to work together with many relevant institutions on the island and abroad. Over the years the school has built up a school support network of relations with the police, physician, psychologist, social worker, etc. The communication should be an open one with all parties in order to benefit the children.

- **Police** gives talks to the students about drugs and the dangers they can cause. The police will speak to youngsters about other criminal behavior and the importance of going to school.
- **Daycare center:** the principal of the SHS will meet bi-monthly with the Head of the Laura Linzey Daycare Center, to discuss projects, exchange materials and communicate about the requirements of FBE.
- **Physician/hospital** has had a few tasks with the principal regarding students. We are looking forward to a more active role from the physician in the lives of the students. They have started with dental care. The next step should be a sexual awareness class in the upper grades and general check-ups for all of the children.
- **Psychologist** is not available on the island. Problems are usually referred to a psychologist on St. Maarten. The feedback on the child's behavior takes too long. The objective for 2004 - 2005 is to have a multidisciplinary team in place. There are several parents and children on the island who will need the help of a psychologist.
- **Social worker** also plays a supportive role with pupils and parents who tend to demonstrate negative behavioral patterns. The social worker supports the school as time-out for students who cannot cope in class with their behavior. She can be called on to come to school for lectures.
- **The Innovations Bureau** will continue to support the staff development through local workshops. Materials needed for FBE will be ordered through the Innovations Project by the Bureau. The OMIS assistant will support the school management in keeping track of student data.
- **Library** is available to all students and teachers to use bi-weekly during school hours. The library is supported to organize bookweek celebrations.
- **Business community** will support the school in any fundraising events.

- **PTA** should hold monthly meetings to discuss ways to support the school. School will cooperate with the PTA in designing a parenting program: parents are invited to school monthly.
- **Child FOCUS** provides after school activities for all students.
- **Church** will guide the teachers in how to promote moral development in the classroom.
- **Government: Department of Education** could function as a liaison between the school and the Inspectorate.

