

This worksheet contains all the Cognia Performance Standards and related Key Concepts. It was designed to be an aide to help you prepare for and feel confident about your Accreditation Engagement Review. You are not required to use it, nor are you required to share it with your Accreditation Engagement Review Team (the Team), but you may share it if you choose to. You can complete all of this document, some of it, or none of it. However:

- It can guide your thinking as you prepare for the Accreditation Engagement Review.
- It will help you organize your collective thoughts, documentation and information sources.
- It can provide the Team with introductory information about your institution. You can even submit it in workspace™ if you wish.
- It can help you with your **Improvement Journey**.

Each Cognia™ Performance Standard is defined by five or more Key Concept statements representing the elements of the [i3 Rubric](#). The elements are: Engagement (EN), Implementation (IM), Results (RE), Sustainability (SU) and Embeddedness (EM). The i3 Rubric is a change management tool that can help you determine how your improvement initiatives are progressing. The Team will use the i3 Rubric to evaluate the degree to which your institution meets the Standards

You might find it helpful to turn the Key Concept statements into questions. For example, the first Key Concept in Standard 1.1 below is:

- *“The institution provides opportunities for representative internal and external stakeholder groups to build a commitment to the institution’s purpose statement.”*

You might rephrase that as:

- *“How do we provide opportunities for representative internal and external stakeholder groups to build a commitment to our purpose statement?”*

Beside each Key Concept is a placeholder for you to add information about your institution related to the Key Concept. Pay special attention to the questions listed there:

- *What are our practices and procedures?*
- *How do we know how we’re doing?*
- *What documentation do we have?*

In your notes, you may want to:

- describe your processes and practices
- reference documents you will provide in workspace
- identify particular stakeholder groups the Team could talk to
- provide “look fors” the Team might see during observations.

Completion of this document, if you choose to do it, will work best if you break it into small “chunks.” You may want to have different small groups or committees review and respond to different sections or certain Standards. If you use it as a “running record” of your Improvement Journey, keep a copy posted where people can access it, add to it, update it, and make changes.

Don’t create documents or other information for just to list in this document! If you can’t identify any information for that Key Concept (or don’t want to), don’t worry about it, just leave it blank. Please keep your notes concise and targeted directly to the Key Concept statements. Also, don’t worry about rating yourself at the highest levels, even if you plan to give the document to the Team. The Team will appreciate your candidness and transparency, and your rating will not affect how the Team rates the Standards.

Here's a sample of what you could include in your descriptions.

1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>i3 Rating</b>
EN	All staff use documented standard operating procedures (SOPs) and practices related to the policy and general organizational operational processes	We have many SOPs. They are located in our PLC notebooks. We should upload a copy of our SOPs into eProve.	4
IM	SOPs are implemented, monitored and adjusted to ensure effective and efficient operations	We don't have a lot of hard data about the fidelity of implementation of all these SOPs, but just about everyone on our staff can talk about how we use them.	2
RE	Data are analyzed and used to evaluate effectiveness and inform the review and revision of SOPs	It seems that once an SOP is finished, we don't ever really talk about them anymore, or know if they're working.	1
SU	Longitudinal data and evidence from the analysis of SOPs show growth and improvement in effective and efficient implementation of routine operations	We've had some of these SOPs for years, but we really haven't checked to see what's working and what's not.	1
EM	All staff consistently hold each other accountable to the adherence and application of SOPs to ensure effective and efficient routine operations	We really need to review our SOPs, revise them and/or throw out the ones that don't work anymore.	1

1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners. (Angela-mission)			
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>
EN	The institution provides opportunities for representative internal and external stakeholder groups to build a commitment to the institution's purpose statement	<ol style="list-style-type: none"> <li>1. <a href="#">Strategic planning team sessions</a></li> <li>2. <a href="#">Strategic Plan Staff Update</a></li> <li>3. <a href="#">All Strategic Planning Presentations (including all stakeholders)</a></li> <li>4. <a href="#">School Governance</a> <ol style="list-style-type: none"> <li>a. <a href="#">Órganos de participación</a></li> <li>b. <a href="#">Agenda and minutes</a> - Directive Council</li> </ol> </li> <li>5. <a href="#">Parents Council - PTA</a> <a href="#">Invitations, presentations and minutes</a></li> <li>6. <a href="#">Strategic Plan Launch and Update Presentations</a> <a href="#">Launch Presentations</a> All Staff Welcome Message <a href="#">2019</a> <a href="#">2020</a> <a href="#">2021</a></li> <li>7. <a href="#">Strategic Plan Launch Events</a> <ol style="list-style-type: none"> <li>a. <a href="#">Staff Activity</a></li> <li>b. <a href="#">Staff Event Photos</a></li> <li>c. <a href="#">Students-Parents-Alumni (Carnival)</a></li> <li>d. <a href="#">Video Launch</a></li> </ol> </li> <li>8. <a href="#">Annual Surveys</a></li> <li>9. <a href="#">Events/Campaigns organized by students</a> <a href="#">MS/HS COJOWA Club Calendar</a></li> <li>10. <a href="#">Professional Development Sessions</a> <a href="#">Preschool</a> <a href="#">Elementary - Elementary Hub</a> <a href="#">Middle &amp; High School</a></li> <li>11. <a href="#">Communication</a></li> </ol>	<p>Sesiones de participación de trabajadores Generar actividades y beneficios para trabajadores Student dialogue/discourse on progress of mission and vision Sesiones con Staff para profundizar en el plan estratégico Interactive sessions for parents to understand strategic plan on a deeper level Analyzing data with staff to identify growth areas towards meeting strategic planning goals</p>	3.6

		<ul style="list-style-type: none"> <li>• <a href="#">COJOWA News</a></li> <li>• Social Media Calendar <a href="#">2020</a> <a href="#">2021</a></li> <li>• Publications:  <a href="#">Eaglet Magazine</a>  <a href="#">Annual Report</a>  <a href="#">Other publications</a> </li> </ul> <p>Stakeholder: Grupo de exalumnos  Comités de Convivencia y Copasst  Alianzas estratégicas comerciales como beneficio  Academic Council/Lead Teacher Meetings  Leadership Team Meetings  Board meeting agendas/minutes  Consejo de Exalumnos (meetings agendas and minutes)  Student Council  Faculty Meeting Agendas with consistent, predictable purpose statement messaging  Open House and General Assembly  Student Organizations (guidelines, organization descriptions)  Activities and projects Fundación COJOWA</p>			
IM	The institution implements a systematic process to review, communicate, monitor, and build commitment to its purpose statement	<p>1. Cognia Meetings</p> <p>a. <a href="#">Cognia Self-Assessment Participants</a></p> <p>b. <a href="#">Cognia Self-Assessment Timeline</a></p> <p>2. <a href="#">Communication Plan</a>  Social Media Calendar <a href="#">2020</a> <a href="#">2021</a>  <a href="#">Strategic Plan - Socialization Plan 2018</a></p> <p>3. <a href="#">Balanced Scorecard Learning Together</a></p> <p>4. <a href="#">Eaglet Magazine</a></p> <p>5. <a href="#">Annual Report</a></p> <p>6. <a href="#">Student, staff, parent surveys</a>  <a href="#">Annual Surveys</a></p> <p>12. <a href="#">Strategic Plan Launch and Update Presentations</a>  <a href="#">Launch Presentations</a></p>	Review Strategic Plan survey results Share results with staff to determine next steps/growth areas - data dialogues	3.5	

		<p>All Staff Welcome Message <a href="#">2019 2020 2021</a></p> <p>Previous strategic plans (purpose statements) to show evolution  Strategic plan planning documents for each strategy  Seguimiento continuo a la implementación del plan estratégico  Self assessment  Cojowa News  Professional goals  Open House, General Assembly presentations  Reuniones de órganos de participación (agenda y actas)</p>			
RE	<p>Purpose statement contains identified and measurable expectations for learners based on shared beliefs about teaching and learning  Data are collected, analyzed and used to monitor measurable expectations for learners contained in the purpose statement</p>	<p>1. <a href="#">Balanced Scorecard Learning Together</a></p> <p>2. <a href="#">Stakeholder surveys</a></p> <p>7Mindsets User Data  Xello User Data  PBI Unit Self Reflection Form</p>	<p>Create spaces during work sessions to review action plans.  Share results from balanced scorecard with stakeholders  Make action plans after analyzing data to make sure it's working towards goals.  Longitudinal conversations for standards not met in future grade levels</p>	3	
SU	<p>Longitudinal results are analyzed to assess growth and improvement in the measurable learner expectations contained in the purpose statement over time</p>	<p>1. <a href="#">Learning Together Balanced Scorecard</a></p> <p>2. <a href="#">Flight Plan Balanced Scorecard</a></p>	<p>Continue collecting data for analysis</p>	3.5	
EM	<p>Beliefs stated in the purpose statement are demonstrated in behaviors and decision-making</p>	<p>1. <a href="#">Strategic Plan Budget</a></p> <p>2. <a href="#">Parent Student Handbook</a></p> <p>3. <a href="#">Strategic Plan Timeline</a></p> <p>4. <a href="#">Positive Discipline Workshops</a></p> <p>5. <a href="#">Changes in master schedule to create spaces for strategic planning goals</a></p> <p>6. <a href="#">Collaborative Leadership Survey</a></p>	<p>Section Implementation Plans for each objective/strategy</p>	3.5	

		<b>7. External consultant support- Strategic Plan</b>  Analysis of Alma, Xello, 7 Mindsets and GC purchases. Master Plan aligned with strategic plan goals Discipline Section Meetings Digital Citizenship Reaches Rubric Assessment Policy//SBG Implementation PBL Counselors workshops/meetings with parents			
<b>Standard Summary for Website:</b>  Our mission “We are a collaborative bilingual community that shares a dedication to continuous learning within a culture of trust and mutual respect” defines our main purpose in order to accomplish our commitment with students: Fostering individual potential Developing innovative thinkers Instilling values as a way of living Providing a challenging bilingual academic environment Desde el año 2012, COJOWA a través de sus planes estratégicos Flight Plan and Learning Together han priorizado inversiones y esfuerzos para cumplir nuestra visión. Se ha diseñado, implementado y analizado estrategias y resultados en búsqueda de ofrecer las mejores prácticas en educación para nuestros estudiantes.					
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning. (Angela vision/mission)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be the next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	Actions demonstrated by all representative internal and external stakeholder groups to achieve the purpose	1. <b>Parents meetings</b> <a href="#">Values Department Activities</a> <a href="#">School Calendar</a>  2. <b>Project-Based Learning Launch and Implementation</b> <a href="#">PBL Launch Schedule</a> <a href="#">PBL Implementation Fall 2021</a> <a href="#">All Programs Implementation 2010-2022</a>	Incluir lista de las reuniones/actividades de valores/consejería	4	

		<p>3. Standards-based Grading and Xello (Power of Yet)  Xello (<a href="#">student video</a>, <a href="#">student welcome to XELLO video</a>)  <a href="#">Standards-based Grading</a></p> <p>4. <a href="#">7 Mindsets Program</a></p> <p>5. <a href="#">Digital Citizenship workshops</a></p> <p>6. <a href="#">Stuco Activities per section</a>  <a href="#">MS/HS COJOWA Club Calendar</a></p> <p>7. <a href="#">Positive Discipline Certification</a></p> <p>8. <a href="#">PTA Reps per Grade Level - Consejo de Padres</a>  <a href="#">PTA Grade Level Representatives Invitations, presentations and minutes</a></p> <p>9. <a href="#">COJOWA Alumni - New Organizational Structure: Alumni Council</a>  <a href="#">First Meeting Alumni Council 2021</a>  <a href="#">COJOWA Alumni Regulation</a>  <a href="#">Meetings minutes and presentations</a></p> <p>Advisory Period/Course Intensity Master Schedule  <a href="#">Consejo Directivo Meetings</a>  Service Learning, Social Service, Fundación COJOWA - Social Commitment projects and activities</p>			
IM	Implementation of specific actions and decisions aligned to the institution's purpose	Same as above		3.5	
RE	Process to collect, analyze and use data related to the achievement of the purpose	<p>1. <a href="#">We Are COJOWA Survey results</a>  Parents <a href="#">2020 2021</a>  Students <a href="#">2020 2021</a>  <a href="#">Sense of Belonging Survey</a>  <a href="#">Sense of Belonging Survey - Conclusions</a></p> <p>2. <a href="#">Indicator Definitions Document</a>  (includes collection and analysis process)</p>	Classroom Walkthroughs with specific look-fors related to growth mindset, reflective citizens, PBL	3.6	

		<a href="#">Strategic Plan Metrics Definition</a> 3. Compiled results from survey data w/analysis <a href="#">Annual Surveys</a>  <a href="#">Seven Mindsets survey</a> Culture of PD Survey Growth Mindset Survey PBL Reflections <a href="#">Balanced Scorecard</a>			
SU	Longitudinal results are analyzed to assess changes in and improvements of the actions implemented to achieve the institution's purpose	1. <a href="#">Learning Together Balanced Scorecard</a> 2. <a href="#">Flight Plan Balanced Scorecard</a>  Survey Results Analysis		4	
EM	Intentional alignment of actions to the institution's purpose evident throughout the institution	1. <a href="#">Annual Report</a> 2. <a href="#">Exceller Magazine</a> 3. <a href="#">Program/Curriculum Selection aligned with Strategic Plan</a> 4. <a href="#">All School Calendar</a> <a href="#">2018</a> <a href="#">2019</a> <a href="#">2020</a> <a href="#">2021</a> 5. <a href="#">Strategic Planning Budget</a>  Strategic MAP with objectives and strategies Social Media Schedule (focus Strategic Plan) List of Parent Workshops Wednesday PD Schedule	Section-specific improvement plans	4	

### Standard Summary for Website:

Nuestra visión "Learning together as reflective citizens and innovative thinkers to build a better tomorrow" ha sido un trabajo conjunto entre los diferentes stakeholders para lograr las metas que nos hemos propuesto como colegio. Como se puede evidenciar, nuestro colegio está comprometido con el continuo aprendizaje y mejoramiento durante varios años y las decisiones tomadas y programas implementados están alineados con nuestra misión y visión.

Se realiza seguimiento de los resultados y ajustes posterior a los análisis para cumplir con nuestras metas propuestas:

1. Create a culture of digital citizenship
2. Take ownership for the welfare of self and others
3. Develop a growth mindset in pursuit of our highest potential
4. Reshape the culture of professional learning
5. Collaboratively design solutions to real-world problems



6. Communicate ideas creatively to an authentic audience
7. Improve financial efficiency
8. Develop a sense of belonging among students, staff and parents to the school and commit to the responsible use of resources

1.3 The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. (Eugenia)					
i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	i3 Rating	
EN	Engagement of internal stakeholders in a data-driven and collaborative process for continuous improvement	<p><a href="#">Construction Of Strategic Plan (Google Form Surveys From All Stakeholders)</a> <a href="#">Cajawa Annual Surveys</a></p> <p><a href="#">Strategic Planning Team (Different Stakeholders)</a></p> <p><a href="#">Balanced Scorecard</a></p> <p><a href="#">Annual Data Collection</a></p> <p><a href="#">Icfes Analysis (D. Rodriguez/ Hs Icfes Team)</a></p> <p>Stakeholder Feedback Surveys (Strategic Plan)</p> <p><b>Cultivate Culture Of Learning Together</b></p> <p><a href="#">Types Rubrics</a></p> <p>Culture Of Pd Survey Results</p> <p><a href="#">Strategic Plan Launch Event</a></p> <p>Assessment Lead Teacher (Designed Pd Around Grading/Assessment/Data With Teachers)</p> <p>External Expert Pd (Assessments And Data) In Es</p> <p>Rti Process</p> <p><b>Construct An Innovative Learning Environment</b></p> <p><a href="#">Pbl - Committee Selection</a></p> <p><a href="#">Pbl Launch</a></p> <p><a href="#">Integrate Social-Emotional Learning</a></p>	<p>Update data walls with relevant info</p> <p>Data dialogues on Wed. PDs for NWEA PLCs???</p> <p>Make data a formal aspect of decisions (program selection, teacher feedback/clarity, etc)</p>	4	

		<p><b>Foster Reflective Citizens</b>  <a href="#">Selection Of 7 Mindsets- Committee Selection</a>  <a href="#">Positive Discipline- - Committee Selection</a></p> <p><a href="#">Incorporate Service Learning Into The Academic Program</a> (To Be Completed)  2021 - Community Engagement Coord.  <b>Develop A Sense Of Belonging In The Community</b></p> <p><b>Power Of Yet / Growth Mindset</b>  <a href="#">Sbg Implementation</a> Informational Rubric</p> <p><a href="#">Sbg Shifting The Culture</a>  <a href="#">Power Of Yet</a></p> <p><a href="#">Sis Evaluation</a>  <a href="#">New Sis Selection Process</a>  <a href="#">Phidias Vs. Alma Comparison</a></p> <p><a href="#">School-Wide Committee Minutes</a></p> <p><b>Empower Innovative Thinkers</b>  Pbl Reflection Form (Teachers)  Schoolwide Teacher Committees (Analysis Of Teaching Practices- Arrived At Pbl)</p> <p><b>Guarantee School Sustainability</b></p> <p><b>Strategy Launch</b>  <a href="#">Pbl Launch</a>  <a href="#">Strategic Plan Launch</a>  <a href="#">Sel Launch</a></p> <p><b>October Pd Days</b>  <a href="#">Ps October Pd Days</a>  <a href="#">Es October Pd S.H.</a>  <a href="#">October Ubd Pd Es</a>  <a href="#">October Ubd Pd Ps</a>  <a href="#">Horario Pds Octubre</a>  <a href="#">November Teacher-led PD</a>  <a href="#">PD Wednesday Afternoon Sessions 2021-22</a></p>			
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IM	<p>Development of a continuous improvement plan that contains specific goals, strategies, activities and measures based on identified needs from the review of multiple forms of data, including student achievement, perception, experience, and organizational data</p> <p>Defined processes for implementation, monitoring, and revision of the continuous improvement plan based on the analysis and use of data</p>	<p><a href="#">Strategic Plan Map with goals, objectives, and strategies</a></p> <p>Strategic planning team working with Ciclum</p> <p><a href="#">Strategic Plan 5-year pacing Timeline</a></p> <p><a href="#">Strategic Plan Surveys/ Balanced Scorecard</a></p> <p><a href="#">New strategy launch each year</a></p> <p><a href="#">2020 STUDENT WELCOME BACK ASSEMBLY</a></p> <p><a href="#">PBL Launch</a></p> <p><a href="#">Strategic Plan Launch</a></p> <p><a href="#">Sel Launch</a></p> <p><a href="#">Strategic Planning articles</a> Eaglelet /Annual report</p> <p><a href="#">Assessment at COJOWA Ms/Hs New Teacher Orientation 2021</a></p>	Section specific improvement plans (using the Strategic plan as a guide)	4	
RE	<p>Ongoing collection, analysis, and use of data to measure results and outcomes related to the goals</p> <p>Results of the continuous improvement process consistently and clearly communicated to all representative internal and external stakeholder groups</p>	<p><a href="#">Balanced Scorecard Indicators</a></p> <p><a href="#">Annual Report</a></p> <p><a href="#">Eaglelet</a></p>	Communicate regularly with community	3	
SU	Longitudinal results are analyzed to assess results and outcomes of the goals in the continuous improvement plan to show progress over time	<a href="#">Balanced Scorecard</a>		3	
EM	Ongoing commitment to the success of the continuous improvement plan is evident throughout the institution	<p>Pd Day Calendar Aligned With Strategic Goals</p> <p><b>Innovative Thinkers</b>-- 3 Pbl Projects/Year Across School</p> <p><b>Growth Mindset</b>- Consistent Refinement Of <a href="#">Assessment Practices And Sbg / Ongoing Migration To Sbg Into Ms/Hs</a></p> <p><a href="#">Nick'S Sbg</a></p> <p><b>Sense Of Belonging</b>- <a href="#">Consistent School Wide Events In Whole School Calendar</a> (Monthly Flag Ceremonies With Student Celebrations, Celebrated Events); We Are Cojowa Campaigns</p>	Section specific school improvement plan	4	

		<b>Service Learning-</b> Launch In 2021/22 (Admin Work With Inspire Citizens)  <a href="#">Sel- Sel Committee Meetings</a> <a href="#">7 Mindset Lessons Embedded Into All Section Schedules</a> <a href="#">Positive Discipline Training, Workshops, And Certification</a> <a href="#">Digital Citizenship Training/Workshops Throughout The School</a>			
<b>Standard Summary for Website:</b>  The institution engages in a continuous improvement process establishing measurable goals, monitoring progress, ensuring accountability, and highlighting advances. The Institution continuously monitors the Strategic Plan to better understand where we are as a school and to make necessary changes to ensure we fulfill our school's vision. By following this plan, we guarantee we are all going towards the same direction, together, united and stronger. A series of systems have been put in place to ensure adequate time for discussion, analysis, and support from peers or external consultants.					
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness. (Harold)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	Governing authority and institution leadership engage in the ongoing and systematic development, review and revision of policies	<a href="#">Policy Manuals (staff policy, admissions, Student-Parent Handbook (MdC), Child Protection, Biosecurity)</a> <a href="#">Consejo Directivo presentations proposing changes to student-parent handbook</a> <a href="#">Actas de reunión de Bioseguridad</a> Procedimientos de RH: <a href="#">Beneficios</a> , <a href="#">Reglamento interno de trabajo</a> , <a href="#">Protocolo de bioseguridad</a> , Actas <a href="#">COPPAST</a> y Convivencia <a href="#">Actas Consejo Directivo</a>	A policy review cycle timeline/schedule Personal Data Policy for Students	4	

		<p>Actas de junta directiva  <a href="#">Child Protection committee</a>  <a href="#">Contrato de Matrícula</a>  <a href="#">External consultants</a>  <a href="#">PEI</a>  <a href="#">Política de Cartera</a>  Personal Data Policy  Statutes  Communication and publishing of policies  <a href="#">Social Media Guideline</a>  <a href="#">Parent Chat Guideline</a>  <a href="#">Contrato de Matrícula - XV Uso de imagen</a></p>			
IM	<p>Process ensures ongoing and current compliance with all applicable laws and regulations and reflects best practice. Governing authority holds itself accountable for committing to policies that ensure integrity, effective operations and improved student learning</p>	<p><a href="#">Legal firm consultants review all policy changes</a>  <a href="#">Manual de Convivencia Due process</a>  <a href="#">Biosecurity Protocol</a>  <a href="#">Reglamento Interno de Trabajo</a>  <a href="#">Contratos Laborales</a> y procesos de nómina  <a href="#">Internal education lawyer on staff</a>  <a href="#">PEI</a>  Ongoing trainings in best practices</p>	<p>Reglamento Interno divulgado por diferentes medios.</p>	3.5	
RE	<p>Process to collect and use evidence to monitor and ensure adherence to policies is implemented by the institution and used to inform revisions to policy or practices</p>	<p>Discipline/ Community Wellbeing Committee minutes  Actas de Juntas Directivas, en el cumplimiento de los pendientes  <a href="#">Auditorías anuales del Sistema de Gestión de Seguridad y Salud en el trabajo.</a>  Revisión anual de los contratos laborales/Liquidaciones  <a href="#">Manual de convivencia yearly Changes</a>  Annual review "Contrato de Matrícula" by an external lawyer  Cumplimiento presupuestal anual con base en las políticas de beneficios y de <a href="#">bienestar</a> de los trabajadores.</p>		2.5	
SU	<p>Longitudinal data and evidence show adherence to policy and effectiveness of policy review and revision processes over time</p>	<p><a href="#">Cumplimiento en el diligenciamiento de los formatos de solicitud: Folder de archivos de: <a href="#">Personal Day</a>, <a href="#">PD Request</a>, <a href="#">Salary Advances</a>, <a href="#">Horas Extras</a>, <a href="#">Intent to Return</a>, <a href="#">Procedimiento: Contratos</a>, <a href="#">procesos de reclutamiento y contratación</a>, y <a href="#">liquidación</a> .</a>  <a href="#">Políticas de Beneficio de tarifa especial escolar.</a>  <a href="#">Seguridad y Salud en el Trabajo</a>, <a href="#">Procesos de inducción</a> para el staff en general.  Libros de acta de <a href="#">Asamblea</a>, <a href="#">Junta Directiva</a>  <a href="#">Cumplimiento de protocolo de bioseguridad</a>, <a href="#">comité de bioseguridad</a></p>		3	

		<a href="#">Política de cartera</a> <a href="#">Admissions Policy</a> <a href="#">Child Protection Committee to review cases and review policy</a> <a href="#">Induction to new staff members about child protection</a>			
EM	Governing authority commits to the establishment and adherence to policies that promote the effective operations of the institution in improving student learning	<a href="#">New Teacher Induction</a> <a href="#">BYOD/BYOC Policies</a> <a href="#">Technology Usage Policy</a> <a href="#">Parent-Student Handbook revisions (M&amp;C)</a> <a href="#">Biosecurity Protocols</a> <a href="#">Child Protection</a> <a href="#">Actas Comité de Evaluación y Promoción</a> *Plan de comunicación con padres y estudiantes <a href="#">Biosecurity Communication Plan</a> <a href="#">Social Media Schedule</a>		3	
<b>Standard Summary for Website:</b>  At cojowa, the governing authority and the leadership of the institution are involved in the continuous and systematic development, review and revision of policies. This process ensures ongoing and current compliance with all applicable local and international laws and regulations and reflects best practices. The governing authority is held accountable for committing to policies that ensure integrity, effective operations and improved student learning. The Process for collecting and using evidence to monitor and ensure that the institution implements compliance with policies and is used to inform revisions of policies or practices is clear. The governing authority is committed to establishing and adhering to policies that promote the effective operations of the institution to enhance student learning.					
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities. (Nick & Board Members)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	All governing authority members operate under a written code of ethics that identifies principles of conduct and ethical standards within the institution All governing authority members participate in ongoing professional learning (beyond statutory required	<a href="#">Board Code of Ethics</a> <a href="#">Consejo Directivo Code of Ethics</a> <a href="#">Board Training</a> Legal Consultant Contracts <ul style="list-style-type: none"> <li>• <a href="#">Gomez-Pinzón</a> (National Education Specialists)</li> <li>• <a href="#">Nicolás Pareja</a> (local)</li> </ul>		4	

	trainings) to stay current and informed regarding applicable laws, regulations, and organizational best practices				
IM	Policies clearly identify and actions support the legal and organizational roles and responsibilities of the governing authority Policies and practices provide institution leadership the autonomy for day-to-day operations of the institution	<a href="#">Manual de Convivencias</a> <a href="#">Staff Policy Manual</a> <a href="#">Admissions Policies</a> (policy document available upon request) <a href="#">Statutes</a> <a href="#">Governance Structure Chart</a> <a href="#">Aligned with Ministry of Education Guidelines</a>	Annual formal revision process established for each policy with person responsible and annual deadline	3	
RE	Processes to collect and use evidence to evaluate the governing authority's adherence to the code of ethics and roles and responsibilities	<a href="#">Cognia Surveys</a> <a href="#">Minutes from board meetings</a> <a href="#">Minutes from Consejo Directivo Meeting</a>	Board Self-Evaluation	3	
SU	Longitudinal data provide evidence of the governing authority's ongoing adherence to the code of ethics and roles and responsibilities over time	<a href="#">Cognia Survey Results</a>		4	
EM	Decisions made by the governing authority consistently reflect actions aligned to the code of ethics and legal and organizational roles and responsibilities	Legal Consultant Contracts <ul style="list-style-type: none"> <li>• <a href="#">Gomez-Pinzón</a> (National Education Specialists)</li> <li>• <a href="#">Nicolás Pareja</a> (local)</li> </ul> <a href="#">Decisions and Pending Tasks Document</a> <a href="#">Minutes from board meetings</a> <a href="#">General Assembly Agenda</a>	Board Self-Evaluation	4	

#### Standard Summary for Website:

The Colegio Jorge Washington Board of Trustees operates within the parameters established by the Colombian law, the statutes approved by the General Assembly of Parents, the Manual de Convivencias (Parent-Student Handbook) approved by the Consejo Directivo, and all other policies established by the Board of Trustees. Each year, new board members are inducted into the board with a series of orientations on essential topics, policies and receive an introduction to overall governance structure, including roles and responsibilities. The entire Board of Trustees participates in ongoing professional training regarding best practices for International School Boards. The governing body and school leaders seek legal council on a permanent basis to ensure all processes and decisions are completely aligned with laws and regulations, both nationally and locally. The Board of Trustees acts within a clear Code of Ethics. Each board member reviews and commits to this code of ethics each year and ensures the sustainability of the school in the long-term through support for ongoing growth, strategic visioning, and development of the institution. To ensure transparency with the community, board minutes are taken in each meeting, reviewed by board members, and approved in the first agenda item of the following meeting.

1.6 Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness. (Zune)

i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	All staff members participate in the supervision and evaluation processes	<p><u>Presentations:</u></p> <p><a href="#">Evaluación De Desempeño Anual Admin And Support Staff</a></p> <p><a href="#">Annual Tpes Handbook</a></p> <p><a href="#">Teacher Performance Evaluation Ppt Preschool Tpes</a></p> <p><a href="#">Tpes Teacher Handbook</a></p> <p><u>Sample Evaluation Documents:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Teachers Summative Evaluation Form - English V (Sy 2020-2021)</a></li> <li>• <a href="#">Co-Teachers - Summative Evaluation Form- English V (Sy 2020-2021)</a></li> <li>• <a href="#">Counselor's Evaluation Form- English V (Sy 2020-2021)</a></li> </ul> <p><a href="#">Tpes Announced Observation Form - 21</a></p> <p><a href="#">Tpes Unannounced Observation Form - 21</a></p> <p><u>Adm Evaluation Evaluation:</u></p> <p><a href="#">Mantenimiento-Cafetería-Conductores - Evaluación De Desempeño Sy 2020-2021</a></p> <p><a href="#">Administrative Support Evaluation Form (2020-2021)</a></p>	Goal setting and professional development plan based upon collaboration with supervisor and employee.	4	



IM	<p>Supervision and evaluation processes for all staff members are documented, include specific criteria for quality performance, and provide ongoing feedback to improve professional practice</p> <p>Evaluators have the knowledge, expertise, and training to implement the supervision and evaluation processes with quality and fidelity</p>	<p>TPES standards</p> <p>Include: Plan de Mejoramiento <a href="#">Improvement Plan - Form 2021</a></p> <p>TPES Rubrics</p> <p>TPES Handbook with specific processes to follow:</p> <p><a href="#">TPES Teacher Handbook</a></p> <p>Administration Evaluation ForM - Evaluación de desempeño anual Admin and Support Staff:</p> <p><a href="#">Mantenimiento-Cafetería-Conductores - Evaluación de Desempeño SY 2020-2021</a></p> <p><a href="#">Administrative Support Evaluation form (2020-2021)</a></p> <p>Feedback Meetings with each staff member <a href="#">Acta de reunión #1 (Employee name)</a></p> <p>Disciplinary processes include constructive feedback</p> <p><a href="#">1. Notificación Inicio de Proceso Disciplinario COGNIA 2021</a>  <a href="#">2. Diligencia de descargos COGNIA 2021</a>  <a href="#">3. Notificación Decisión Proceso - COGNIA 2021</a></p>	<p>TPES Training</p> <p>Document the continuous feedback</p>	3	
RE	<p>Results of supervision and evaluation processes are analyzed and used to inform organizational professional practices and ensure student learning</p>	<p>Improvement plans: <a href="#">Improvement Plan - Form 2021</a></p> <p>Spreadsheet where principals give HR feedback on renewal status based upon teacher performance:  <a href="#">Employees 21-22 &gt;&gt; 22-23 COJOWA Intent to return (COGNIA)</a></p>	<p>Use teacher performance and growth goals to set up professional development opportunities for the staff and for the School.</p>	2.5	

SU	Analysis of longitudinal results provide evidence of the ongoing implementation and use of data from supervision and evaluation processes, improved professional practice and student learning	Same as above		2.5	
EM	Evaluation and supervision for the improvement of professional practice is a routine and expected practice within the organization	Annual Calendar TPES Year over year evaluation process documents Beginning of the year presentations where evaluation process and calendar was shared with teachers.		4	
<b>Standard Summary for Website:</b>					
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. (Harold)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	All staff use documented standard operating procedures (SOPs) and practices related to the policy and general organizational operational processes	<p>Discipline referral process and procedures</p> <p>Teacher Recruiting Guide</p> <p>Assessment Policy</p> <p>Manejo de residuos</p> <p>Control de acceso (On track)</p> <p>Biosecurity protocol (limpieza y desinfección)</p> <p>Proceso de compras</p> <p>Evaluación de proveedores</p> <p>Manual de Convivencia</p> <p>Programación de mantenimiento de equipos e infraestructura</p> <p>Proceso de contratación e inducción (locales y extranjeros)</p> <p>Renewal process? (Intent to return)</p> <p>Política de Beneficios=impacta presupuesto</p> <p>Sistema de Gestión de Salud y Seguridad en el trabajo</p> <p>Biosecurity Protocols and Procedures</p>	<p>Descripción del protocolo y política de control de acceso.</p> <p>Purchasing guide for staff</p>	4	

IM	SOPs are implemented, monitored and adjusted to ensure effective and efficient operations	Biosecurity protocol (limpieza y desinfección) Renewal process? (Intent to return) Teacher Recruiting Guide Annual review meetings for each SOP Evaluación de proveedores Annual review of Manual de Convivencia Sistema de Gestión de Salud y Seguridad en el trabajo COPASST Actas Child Protection Committee	Documentation of review cycle <ul style="list-style-type: none"> <li>List of SOPs/Guides</li> <li>Nomenclature of each policy/forms</li> <li>Responsible person</li> <li>Date reviewed and updated</li> </ul>	3	
RE	Data are analyzed and used to evaluate effectiveness and inform the review and revision of SOPs	Access Control Induction & Recruitment Survey Sistema de Gestión de Salud y Seguridad en el trabajo School Climate Survey (analyze HR processes) Ticket System for Technology and HR Support (freshdesk) Biosecurity Protocols and Procedures	Admissions Feedback Survey Annual meetings with maintenance and cafeteria team to receive qualitative feedback on how to improve processes	2	
SU	Longitudinal data and evidence from the analysis of SOPs show growth and improvement in effective and efficient implementation of routine operations	School Climate Surveys Ticket System for Technology and HR Support Sistema de Gestión de salud y seguridad en el trabajo Biosecurity Protocol		2	
EM	All staff consistently hold each other accountable to the adherence and application of SOPs to ensure effective and efficient routine operations	Biosecurity Protocols (Actas de comité de bioseguridad) Access Control QR Codes for Health Survey Cleaning documentation on each bathroom and classroom Discipline referral form Ticket System (Freshdesk) Sistema de Gestión de Salud y Seguridad en el trabajo (Investigaciones de accidentes y mejoramiento continuo) COPASST Actas Child Protection Committee		3	

#### Standard Summary for Website:

The institution implements operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. Staff use documented standard operating procedures and practices related to the organization's general operating policy and processes. Likewise, the SOPs are implemented, monitored and tried to adjust to guarantee effective and efficient operations. Data is analyzed and used to assess efficacy and inform review and revision of SOPs. There is an outstanding commitment on the part of the staff

1.8 Leaders engage stakeholders to support the achievement of the institution's purpose and direction. (Jessica)					
i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	i3 Rating	
EN	The institution regularly engages multiple internal and external stakeholder groups, including staff, students, parents, community members, and governmental and educational policy groups to support the achievement of the institution's purpose Engagement of stakeholders includes opportunities that provide two-way communication and active and meaningful participation	<p>Communication channels:  <a href="#">School Directory</a>  <a href="#">Communications Flowchart</a>  <a href="#">PTA Representatives Whatsapp Chats</a>  Grade level parent chats <a href="#">Guidelines</a>  <a href="#">Human Resources Monthly News</a>  <a href="#">COJOWA News</a>  <a href="#">COJOWA Weekly News</a>  <a href="#">PS Weekly News</a></p> <p>Social Media:  Social Media Calendar <a href="#">2020</a> <a href="#">2021</a>  <a href="#">Facebook</a>  <a href="#">Twitter</a>  <a href="#">Instagram</a>  <a href="#">Instagram COJOWA Alumni</a></p> <p>Publications:  <a href="#">EAGLET Magazine</a>  <a href="#">Annual Report</a>  <a href="#">Other publications</a></p> <p>Surveys:  <a href="#">Annual Surveys</a> Parent, Staff, Students.  <a href="#">Survey Response Data 2019 - 2021</a></p> <p>School Government and participatory bodies:  General Assembly <a href="#">2021 Presentation</a>  Board of Directors <a href="#">Board of Directors</a> Calendar  Directive Council - <a href="#">COJOWA News: Directive Council was elected</a>  <a href="#">Minute</a>  <a href="#">Minutes Folder</a>  Academic Council  Leadership Team Meetings <a href="#">Minute</a>  Student Council <a href="#">STUCO 2020 - 2021</a>  <a href="#">2021-2022 COJOWA News STUCO</a>  PTA-Parent Council Meetings  <a href="#">Invitations, presentations and minutes</a>  <a href="#">Parent Teacher Association Website</a></p>		4	

		<a href="#">PTA Representatives 2021-2022</a> Alumni Council <a href="#">Regulation</a> <a href="#">Meetings minutes and presentations</a>  Meetings, events and celebrations: <a href="#">All School Calendar</a> New Families Orientation <a href="#">New Families Orientation</a> Open Houses <a href="#">COJOWA NEWS Reminder</a> <a href="#">COJOWA News Open House Invitation</a> <a href="#">Porcentaje asistencia PS</a> <a href="#">Asistencia Key activities PS</a> <a href="#">ES Open House Presentation</a> Parent Teacher Conferences <a href="#">Invitation 2021</a> PS Curriculum Night <a href="#">COJOWA News Invitation</a> Strategic Plan Launch Events <a href="#">Staff</a> , Students-Parents-Alumni (Carnival), <a href="#">Video Launch</a> . <a href="#">Values Department Activities</a> <a href="#">Positive Discipline Workshops</a> <a href="#">Digital Citizenship workshops</a> <a href="#">Positive Discipline Certification and Parent Workshops</a>  Fundación COJOWA, Service Learning and Social Service <a href="#">Social Service Local Partners</a> <a href="#">Service Learning Prospective Local Partners</a>  Meetings and communications with governmental and educational authorities. Secretary of Education <a href="#">Secretaría de educación Distrital - Chat Colegios Privados</a> <a href="#">Community Engagement Coordinator</a> <a href="#">Professional Goals</a>			
IM	Engagement strategies result in measurable and active participation of all representative internal and external stakeholder groups	Social Media <a href="#">Followers Dic 2021</a>  <a href="#">% opened mailchimp communications Alumni</a> % open Mailchimp communications for parents  <a href="#">Survey Response Data 2019 - 2021</a>  Attendance at key events <a href="#">Balance Scorecard 2012-2017</a> <a href="#">Porcentaje asistencia PS</a>		3	

		<a href="#">Asistencia Key activities PS</a>  <a href="#">Application for membership COJOWA Alumni Form</a>  Participation in school Government and participatory bodies: General Assembly <a href="#">2021 Presentation</a> Board of Directors <a href="#">Board of Directors Meetings</a> Directive Council - <a href="#">COJOWA News: Directive Council was elected</a> <a href="#">Minute</a> <a href="#">Minutes Folder</a> Academic Council Leadership Team Meetings <a href="#">Minute</a> Student Council <a href="#">2020 -2021</a> <a href="#">2021-2022 COJOWA News STUCO</a> PTA-Parent Council Meetings <a href="#">Invitations, presentations and minutes</a> <a href="#">Parent Teacher Association Website</a> <a href="#">PTA Representatives 2021-2022</a> Alumni Council <a href="#">Regulation</a> <a href="#">Meetings minutes and presentations</a>  <a href="#">Social Service Local Partners</a> <a href="#">Social Service Seniors 2021</a>			
RE	Data are collected, analyzed and used to determine the effectiveness of stakeholder engagement strategies	<a href="#">Annual Surveys</a> Parent, Staff, Students. Data Analysis - Parents, Staff, Students Surveys <a href="#">Survey Response Data 2019 - 2021</a>  Attendance at key events <a href="#">Balance Scorecard 2012-2017</a> <a href="#">Porcentaje asistencia PS</a> <a href="#">Asistencia Key activities PS</a>		2.5	
SU	Longitudinal results of stakeholder engagement strategies indicate improvement and growth in the engagement of stakeholders to support the achievement of the institution's purpose	<a href="#">Survey Response Data 2019 - 2021</a>  Social Media <a href="#">Followers Dic 2021</a> <a href="#">Facebook</a> <a href="#">Twitter</a> <a href="#">Instagram</a> <a href="#">Instagram COJOWA Alumni</a>  Attendance at key events <a href="#">Balance Scorecard 2012-2017</a>		2.6	

EM	Active engagement of stakeholders is valued, supported and expected throughout the institution	<p>Creation of a new role: <a href="#">Community Engagement Coordinator Professional Goals</a></p> <p>Survey response goals (school climate 90% goal)</p> <p>Whatsapp chat reminders led by communication dept.</p> <p><a href="#">PTA Representatives 2021-2022</a></p> <p>COJOWA News reminders for parent events and participation in Escuela de Padre events, surveys, general assembly.</p> <p>Social Media post and follow ups  <a href="#">Facebook</a>  <a href="#">Twitter</a>  <a href="#">Instagram</a>  <a href="#">Instagram COJOWA Alumni</a></p> <p>High attendance average for Open House and Parent Teacher Conferences  Attendance at key events <a href="#">Balance Scorecard 2012-2017</a> OK  <a href="#">Porcentaje asistencia PS</a> OK  <a href="#">Asistencia Key activities PS</a> OK</p> <p>School Government and participatory bodies (reps from all stakeholder groups represented)</p>		3	
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#### Standard Summary for Website:

The school encourages the active participation of all its internal (parents, students, staff and alumni) and external stakeholders by promoting effective, two-way communication through a variety of communication channels, social networks and annual publications; seeking feedback through periodic surveys (fully aligned to the Strategic Plan) that are applied to parents, students and staff; opening spaces for participation for each of the stakeholders in school governance bodies; and offering opportunities for all members of the COJOWA community to connect and stay involved through school meetings, events and celebrations. The school maintains ongoing communication with the city's educational authorities and maintains mutually supportive relationships with other external stakeholders such as surrounding communities, foundations and organizations with whom we share the purposes of our strategic plan.

Effective participation and communication among all internal stakeholders is reflected in the high level of participation in key school events, school governance bodies, surveys, social networks and important processes such as the construction of the school's strategic plan.

1.9 The institution provides experiences that cultivate and improve leadership effectiveness. (Gloria)					
i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	i3 Rating	
EN	Opportunities to lead are provided for multiple stakeholders, including staff, students, and parents or community members	<p>Stuco</p> <p><a href="#">ES Stuco</a></p> <p>Personero PTA Representatives (Parent Council)</p> <p><a href="#">PTA Grade Level Representatives</a> <a href="#">Consejo de Padres</a></p> <p>Lead Teacher Team</p> <p><a href="#">Lead Teachers Goals</a></p> <p><a href="#">Bonificación Salarial Extracurriculares 2021-2022)</a></p> <p>Teacher led PD</p> <p><a href="#">Consejo Directivo (list of members from all areas)</a></p> <p><a href="#">Consejo de padres Meetings</a></p> <p>Clubs/Organizations (NHS, INteract)</p> <p><a href="#">MS/HS COJOWA Club Calendar</a></p> <p><a href="#">NHS - NJHS</a></p>		4	



		<p>Academic Council</p> <p><a href="#">PS Academic Council</a></p> <p>Student Ambassadors</p> <p><a href="#">Representantes Cocola</a></p> <p><a href="#">Lideres PS Plan estrategico</a></p>			
IM	Capacity for internal leadership is built through the implementation of formalized opportunities for ongoing modeling, coaching or leadership activities	<p>Lead teacher roles - Divided by department; experts in specific content area</p> <p><a href="#">Lead Teachers Roles</a></p> <p>Sponsors for Clubs/Organizations (Evidence: Las propuestas que presentan los estudiantes) PBL Lead Teacher</p> <p><a href="#">Student Ambassadors</a></p> <p>Teacher-led PD</p> <p>Instructional coaching model</p> <p>Culture of PD Survey</p> <p>Student Organization Leadership Meetings</p>	<p>Lead teacher induction (leadership philosophy) Cross-sectional leadership meetings for teachers</p>	3	
RE	Data are collected, analyzed and used to monitor the effectiveness of leadership activities	<p>Culture of Professional Learning Survey (questions about leadership)</p> <p><a href="#">Professional Learning Survey</a></p> <p><a href="#">Staff Learning Together</a> Encuesta de Clima Organizacional Año: <a href="#">Encuesta Clima organizacional 2016-2017</a> Año: 2021-2022</p> <p>Professionalism category from TPES Rubric</p> <p><a href="#">Professionalism category from TPES Rubric</a></p>	<p>Board self-evaluation</p> <p>Analysis and Use of the data we have</p>	2.5	

SU	Longitudinal data and results are used to indicate improvements and growth in providing experiences for multiple stakeholder groups to lead	<p>Balanced Scorecard: Culture of Professional Learning Survey</p> <p><a href="#">Balanced Scorecard Culture of professional Learning survey</a></p> <p><a href="#">Staff Learning Together</a> Encuesta de Clima Organizacional (every 5 years) Evaluación de desempeño de los líderes con personal a cargo. PTES - Evaluación de desempeño (profesionalismo)</p> <p><a href="#">TPES Standards Rubrics</a></p>		2.5	
EM	A collaborative culture that includes opportunities for shared leadership is supported, developed and protected by leaders and other stakeholders	<p><a href="#">Lead teacher application process</a></p> <p>Consejo de Padres Manual de Convivencias</p> <p><a href="#">Manual de Convivencias - Consejo de Padres</a></p> <p><a href="https://cojowa.edu.co/about-us/policies-documents/">https://cojowa.edu.co/about-us/policies-documents/</a></p> <p>indicating leadership groups (Academic Council/Consejo de Padres/Consejo Directivo (list of members) Clubs/Organizations (NHS, INteract) Academic Council Student Ambassadors</p> <ol style="list-style-type: none"> <li>1. <a href="#">Annual Report</a></li> <li>2. <a href="#">Eaglet</a></li> </ol>		4	

**Standard Summary for Website:**

Nuestra Institución reconoce la importancia y permite la participación activa de los diferentes stakeholders en actividades de liderazgo. Haciendo parte importante de nuestra cultura institucional y entendiendo que es una pieza clave para el desarrollo máximo de estudiantes, maestros y demás miembros de la comunidad. Contamos con diferentes oportunidades, eventos, grupos y organizaciones y actividades que permiten que nuestros estudiantes, padres y maestros desarrollen su liderazgo, propongan, expresen ideas, que su voz sea escuchada. Seguimos

trabajando en monitorear de manera sistemática y organizada todo lo que el colegio realiza como oportunidades de liderazgo para obtener una data sólida y sistemática a través del tiempo que permita seguir optimizando los procesos.

**Our Institution recognizes the importance and allows the active participation of the different stakeholders in leadership activities. Making an important part of our institutional culture and understanding that it is a key piece for the maximum development of students, teachers and other members of the community. We have different opportunities, events, groups and organizations and activities that allow our students, parents and teachers to develop their leadership, propose, express ideas, and have their voice heard. We continue to work on monitoring in a systematic and organized way everything that the school does as leadership opportunities to obtain solid and systematic data over time that allows us to continue optimizing processes. (traducción Google para revisión )**

1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement. (Jessica)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	Feedback is collected consistently and regularly from all representative internal and external stakeholder groups and reflects participation of the institution population and demographics Cog	<p>Surveys:</p> <p><a href="#">Annual Surveys</a> Strategic Plan and other Cognia Surveys for parents, staff and students.</p> <p><a href="#">Admissions Survey Form</a></p> <p><a href="#">Human Resources Survey (psicosocial)</a></p> <p><a href="#">Induction Surveys</a> <a href="#">New Teachers Transition Survey</a></p> <p>Staff Climate Survey (not annual) <a href="#">2016-17</a> &amp; 2021-22</p> <p><a href="#">Distance Learning Feedback Survey</a> and <a href="#">ES Responses</a></p>		4	
IM	Feedback collection methods ensure validity and reliability of the data and processes are implemented by internal stakeholders to review and analyze the data	<p>Anonymous, segmented surveys:</p> <p><a href="#">Annual Surveys</a></p> <p><a href="#">Induction Surveys</a> <a href="#">New Teachers Transition Survey</a></p> <p><a href="#">Human Resources Survey (psicosocial)</a></p> <p><a href="#">Admissions Survey Form</a></p>	<p>Script for introducing surveys to ES students, include clarification of any confusing questions</p> <p>Documentation of a formal process for review and analysis of data.</p> <p>Data analysis processes beyond the leadership team.</p>	2	

		<p>Leadership Team Data Analysis 2021 - Presentations <a href="#">Survey Response Data 2019 - 2021</a></p> <p>Agenda Minutes where survey questions are analyzed by the team prior to sending out the surveys.</p> <p>Leadership Team analysis (summary of themes and ideas)</p> <ul style="list-style-type: none"> <li>December 7 &amp; 9 Leadership Meeting Agen...</li> <li>November 30 &amp; December 2 Leadership ...</li> </ul> <p><a href="#">Data Analysis Leadership Team</a></p>			
RE	<p>Analysis and use of feedback data inform the continuous improvement process, guide actions and decision-making and are used to measure stakeholder perceptions and beliefs</p>	<p><a href="#">Save the date: PD October 2021</a>  <a href="#">PD 2021- 2022 Staff Input</a>  <a href="#">PD 2021-2022 Short Survey</a></p> <p>Surveys prior to the current strategic plan and the strategic plan.  <a href="#">Surveys regarding SIS (what we would like) and the selection process of Alma</a></p> <p>Focus groups for Staff climate survey</p> <p>PBL October PD Surveys  Curriculum October PD Surveys  Distance Learning Surveys-  Balanced Scorecard</p> <p>Distributive Leadership Model Approach</p>	<p>Form for documenting analysis of feedback data to be stored for historical data.</p>	3	
SU	<p>Longitudinal feedback results are analyzed to examine trends in stakeholder perceptions and to indicate growth and improvement in those areas linked to goals and strategies in the continuous improvement process</p>	<p><a href="#">Survey Response Data 2019 - 2021</a></p> <p><a href="#">Balanced Scorecard</a></p>		3	
EM	<p>Stakeholders expect and respond to the institution's practices to provide regular and consistent communication</p>	<p>Social Media <a href="#">Followers Dic 2021</a></p> <p><a href="#">% opened mailchimp communications Alumni</a>  % open Mailchimp communications for parents</p> <p><a href="#">Survey Response Data 2019 - 2021</a></p>	<p>Provide summary of feedback data to stakeholders</p>	3.6	

		Attendance at key events <a href="#">Balance Scorecard 2012-2017</a> <a href="#">Porcentaje asistencia PS</a> <a href="#">Asistencia Key activities PS</a>  <a href="#">Balanced Scorecard</a>			
<b>Standard Summary for Website:</b>  COJOWA has institutionalized a culture of seeking constant feedback, through surveys, from all its internal stakeholders. Throughout the school year it has the practice of applying a variety of surveys to its stakeholders: COGNIA surveys, Strategic Plan surveys, Organizational Climate surveys, and specific surveys by section and by population group. A variety of collection methods ensures the validity and reliability of the results. The data collected through the surveys are analyzed in Leadership Meetings and with groups of staff members, the decisions taken in these meetings are aligned to these results.					
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution. (Nick)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>Leaders i3 Rating</b>	<b>Staff i3 Rating</b>
EN	Personalized and equitable learning opportunities are provided for all learners to develop skills and achieve content and learning priorities	<a href="#">Individualized instruction via online learning platforms</a>  Office Hours - Reteach & Reinforcement (2.9?)  Differentiated small group instruction/Station Rotation playlists/Flipped Classroom/ Individual Confering UbD's? PBL?  Centers yes  ILPs LP Template LP Modifications Template LP Agreement	Clarity for all stakeholders on our learning language and philosophy: How does learning and teaching and COJOWA look like? and the why behind our core values and concepts.  Increase frequency of differentiation practices in the classroom (all subjects) Have an ILP as an official and known document at school Have an institutional inclusion policy aligned with local and international regulations  Teachers showing evidence of using the Individualized instruction data to inform instruction and inform parents & students	3	3.25

		<p><b>PAR MEN</b></p> <p><a href="#">Overview of Learning Center Services</a> <a href="#">Preschool Learning Center Protocols</a></p> <p>Equitable- differentiated Professional Development (Domain 3?) (menus for teachers to address needs of learners), differentiated strategies from PDs (i.e. engagement (PD sessions across sections-PS/ES); Learning center adopting new programs (i.e. trialing nesity, MaxScholar, Exact Path)</p> <p>The Learning Center works to learn about differentiation and the level to which it is implemented across the different sections at COJOWA.</p> <p>Reader's and Writer's Workshop</p> <p>Elective Courses</p> <p><b>Differentiated Small Group Instruction</b></p> <p><b>Standards-based Grading</b></p>	<p>Do we have an official way to identify learning needs and work on differentiation in the classroom?</p> <p>Train our staff in UDL to support our MTSS. and also envision and plan for enriching our high performers.</p> <p>Intentionally using data of sts learning styles and interest to inspire unit and lesson planning/project design.</p> <p>Parent involvement - Train parents in how to use online platforms to monitor their child's progress</p>		
IM	Implementation of instructional strategies is monitored and adjusted to ensure all learners have personalized and equitable learning opportunities to develop skills and achieve content and learning priorities	<p>NWEA assessment</p> <p>Data walls (do we have these yet? if not, do these fall in the need column?)</p> <p>Technology Department- consistent updates on instructional online improvements (i.e. GC updates, ALMA updates)</p> <p>Observación de clases / profesores observando profesores</p> <p>Instructional Coaching Cycles (think longitudinally)</p> <p>Classroom Walkthroughs</p>	<p>Data dialogues with staff - How are we using data to monitor student growth and guide instruction?</p> <p>Socialize with the teachers and train them more on how to use these strategies</p> <p>Clear protocols and recurring training, support and feedback on differentiation strategies (Planning, instruction, assessment).</p> <p>Clear PLCs (protocols, expectations, longitudinal evidence of this)</p> <p>Inductions and re-inductions.</p>	2	2.5

		<p>Weekly PD Work by Sections- PD is developed and determined to meet needs of school and staff to include instructional strategies</p> <p>Shared Leadership Structure- lead teachers monitor individualized programs- process and progress. Teacher leaders meet with section principals regularly to review needs</p> <p>SABER11 Mocks - prep sessions planned and grouping based on performance data and needs.</p> <p><u>Essential Agreements for Workshop model (including small group instruction and conferring)- Upload example of planning small group instruction- or Upload part of the schedule-</u></p> <p>PBL Reflection Rubrics</p> <p><u>Response to Intervention (RTI) Process</u></p> <p><u>Teacher PD: Formative assessment to drive instruction</u></p> <p><u>Grade level planning</u></p> <p><u>Teacher observation and reflection process, learning walks</u></p>	<p>Collect Pre/Post Assessment Data to monitor effectiveness of instructional practices</p> <p>Calibrate assessments in grade level teams (if teachers share a common subject matter)</p> <p>MAP Fluency Progress monitoring</p>		
RE	<p>Data are collected, analyzed and used to measure results and improve equitable opportunities for learners to develop skills and achieve content and learning priorities</p> <p>eProve™ (eleot®) (A1, A2, B2, B3, D3, D4, E1)</p>	<p>SABER11 Mocks - prep sessions planned and grouping based on performance data and needs.</p> <p>Data wall /DRA /</p> <p>RAZ kids, Newsela</p> <p>NWEA Fluency Assessment (baseline data collected)</p> <p>Math Instruction - Reflex, ZEARN, IXL - HR Teachers review, analyze and adjust instruction, identifying</p> <p>Some ES teachers use ClassDojo to track Students Behavior. They have that data.</p> <p><u>Do Now, Exit Tickets- consistent practice</u></p> <p>Fountas &amp; Pinnell Results RAZ running records</p>	<p>Eleot centered walkthrough forms for admin walkthrough and peer observations that are used to have subject area, grade level, and sections wide analysis of teaching practices. (to be implemented in SY 21-22)</p> <p>Pre/Post Assessments for all units (teachers dialogue about specific subgroups in PLCs)</p> <p>Data Dialogues reviewing data wall and personalized platform data</p> <p>Measuring standards application and evaluation</p> <p>Clear benchmarking practices (data cycles)</p>	2.5	2.4

		<p>Teachers' personal notebooks to collect data ??</p> <p>Teacher interview video(s) - How do you use data to impact student learning? What data do you use? How does that data change the way you teach?</p> <p><a href="#">Rubrics linked to learning progressions and power standards</a></p> <p><a href="#">Running Records (Fountain &amp; Pinnell)</a></p> <p><a href="#">Cognia 2.1 Results Narrative Evidence</a></p>	<p>Instructional coaching support cycles</p> <p>Widely implement Xello and use data an learning types/styles to analyze how we can better support our students.</p>		
SU	<p>Longitudinal results are used to demonstrate growth and improvement in providing equitable opportunities for students to develop skills and achieve content and learning priorities</p>	<p><a href="#">NWEA Growth Test</a></p> <p>Progress of Learning Center students over time, report cards/ILP</p> <p>11th grade SABER and 12th grade SABER mock tests</p> <p>PSAT and SAT</p> <p>Math instruction- IXL to ZEARN/REFLEX focus (from fact focused/memorization to problem solving mathematicians)</p> <p>Expansion of Learning Center - using consistent processes and making consistent yearly adjustments and improvements (pull out to push in and inclusion with direct support of LC with additional programs - i.e Nessy, Maxscholar, etc)</p> <p><a href="#">Data Wall (ES Example)</a></p> <p>UbD work done throughout the years</p> <p><a href="#">SBC Record Card Alma</a></p>	<p>Subject area benchmark tests that are vertically aligned.</p> <p>Update and share our Data Wall with all staff</p> <p>Create data wall for NWEA fluency</p> <p>Develop/Identify skills learning objectives that are vertically aligned and developed. Develop tools that measure these skills at each grade level to track growth of students and assess the effectiveness of the program. (For example: presentation, making an argument with supporting evidence, arriving at a scientific conclusion through experimentation, etc.)</p>	3	2.4
EM	<p>Personalized and equitable learning opportunities are embedded and supported throughout the institution</p>	<p>RTI Process (MS/HS)</p> <p>Summer recuperation courses (MS/HS) - Providing multiple opportunities to meet standards with additional time &amp; personalized coursework based on standards mastered/not mastered during the yet (Edmentum)</p>	<p>Data wall analysis/ Regularly scheduled data dialogues</p> <p>Work on an inclusion policy implemented and known by the community.</p>	3	3



		<p>Grade Level/Subject Area Team Meetings Agendas and/or Teacher Video (ALL, no HS) - targeted student process and student progress, lesson planning/learning opportunities shared/collaboration- supported by schedules (time) and admin (follow through and guidance)</p> <p>Implementation of Xello (Learner Profile, Learning Styles)</p> <p>Consistent usage of personalized Learning platforms (PS/ES/MS/HS)</p> <p>Differentiated small group instruction/Station Rotation playlists/Flipped Classroom (PS)</p> <p><u>Individual or small group Office Hours built into master schedule</u> (All school)</p> <p>Learning Center model- inclusion AND modification</p> <ul style="list-style-type: none"> <li>- <u>Learning Center Specialist schedule</u></li> <li>- <u>Students ILP including accommodations or modifications</u></li> <li>- <u>A description or overview of our LC model</u></li> </ul> <p><u>OVERVIEW of LC</u></p> <p>SBG and Assessment (All school, HS rolling out)-- what matters most is the key and engrained -- flexibility in learning opportunities and planning for evidence</p> <p><u>Co-Teacher Model</u></p> <p><u>Standards-based Grading (SBG) and Assessment Policy</u></p> <p>Personalized learning platforms in our digital app ecosystem</p> <p>Office hours built into the master schedule (individual and small group conferring)</p>			
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<p><b>Standard Summary for Website:</b>  COJOWA educators use data to differentiate instruction to ensure all students have personalized and equitable learning opportunities. In lower grade levels, strategies like centers and small group instruction are utilized. Balanced Literacy is implemented to provide students with the ability to read texts at their personalized reading level. Our Assessment Policy has been modified to align with Standard-based Grading (SBG) practices. SBG allows students to demonstrate their learning throughout the grading period, regardless of how quickly they master a concept. During our self-assessment, teachers confirmed that they are discussing data more often during grade-level meetings. To assist with data-driven instruction, running records are analyzed by teachers and rubrics are linked to learning progressions and power standards. Individual attention is given to students during office hours in MS/HS, which have been added to the master schedule. We have also leveraged technology to help personalize learning with online learning platforms and our digital app ecosystem.</p> <p><b>Staff Rating Reflection:</b>  COJOWA has solid pedagogical foundations to provide equitable learning opportunities to students. Teachers are coming together more often to discuss data. Some subject areas are lacking sufficient data to monitor and adapt instructional practices. Formalized processes are needed to embed differentiation practices into our school culture in certain areas.</p> <p><b>Additional Staff Insights:</b></p> <ul style="list-style-type: none"> <li>• Some skills are prioritized over others (STEM vs. Humanities; English over Span). Students must develop in all areas</li> <li>• The work which individual departments such as the science department</li> <li>• One thing I noticed that I didn't in our meeting was that some of the evidence is school level specific like the running records. Should we choose more school wide specific evidence.</li> <li>• Formalization of processes is important, but it seems to me that it is more important to support teachers with curriculum design.</li> <li>• Working on high school assessments</li> <li>• I think the 2.63 score is accurate. I think our school could improve with the equity piece mentioned.</li> <li>• Some students that have greater learning needs/gaps in understanding may pay for extra services like Learning Center- However this is not equitable because not all families want to/ or can pay an additional fee for this service. There needs to be more intervention groups and resources for learners that have wider gaps</li> </ul>					
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving. (Nick)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>Leaders i3 Rating</b>	<b>Staff i3 Rating</b>
EN	All learners engage in projects and inquiry-based activities across courses and subjects	Project-Based Learning (PBL) <ul style="list-style-type: none"> <li>• Fall 2021 PBL Projects Overview</li> <li>• PS Example Project</li> <li>• ES Example Project Video</li> <li>• MS/HS Example Project</li> </ul>	Determine targets for the appropriate number of PBL units taught in each section per year	4	3.8

		<p>Scope and Sequence and Pacing Guides (All)</p> <p><a href="#">4th grade Pacing Guide</a></p> <p><a href="#">5th grade Pacing Guide</a></p> <p><a href="#">Kinder Pacing Guide</a></p> <p><a href="#">MS/HS Year-at-a-Glance Matrix (Unit Plan database) *</a></p> <p>Fine arts program (art, drama, music)</p> <p><a href="#">STEAM Week Website</a></p>	<p>Evidencia concreta de estándares cubiertos con los proyectos (UBD)</p> <p>Evidence that PBI elements/philosophies are seeping into other areas of lesson design (lessons that are not projects).</p>		
IM	<p>Educators implement specific actions and instructional activities to ensure learner engagement and development of creative, innovative, and problem-solving skills</p> <p>The institution executes processes to monitor the quality of the implementation of learning experiences that promote creativity, innovation and collaborative problem solving</p>	<p>UTeach Coursework</p> <p>PBL Planning Guide - Golden Circle Standards</p> <p><a href="#">PBL Team Meetings - Recordings</a></p> <p>PBL Reflection Form/Rubric</p> <p><a href="#">PBL Exposition/Staff Project Show n' Tell (Meeting recording)</a></p> <p><a href="https://drive.google.com/drive/folders/1SMvq4gm14i3axzOhdJ4YRk8JWMCvFq?usp=sharing">https://drive.google.com/drive/folders/1SMvq4gm14i3axzOhdJ4YRk8JWMCvFq?usp=sharing</a></p> <p><a href="#">Video "Our Body" Circle Time Project</a></p> <p>Examples of Student Work</p>	<p>Focus on issues and problems that come from the students.</p> <p>Widen the scope of a real audience</p> <p>Broaden our concepts of learning artifacts (products)</p> <p>Drill down to find a solution to a problem (specific), not an issue (broad)</p>	4	2.8
RE	<p>Data are collected, analyzed and used to measure the development of creativity, innovation and problem-solving of learners</p> <p>eProve™ (eleot®) (A4, B2, B4, D2, D4, G2, G3)</p>	<p><a href="#">PBL Teacher Reflection Form/Rubric</a></p> <p><a href="#">PBL Project Reflection Data</a></p> <p>UTeach Feedback through Canva</p> <p><a href="#">PBL Rubric Template</a></p> <p><a href="#">Example Teacher constructed Project Rubric</a></p> <p>Balanced Scorecard Indicators</p>	<p>Identify specific indicators on the ELEOT that address the development of creativity, innovation and problem-solving of learners. Make connections with staff b/w ELEOT and PBL rubric.</p> <p>Start classroom walkthroughs using ELEOT indicators (MS/HS is planning on this...not sure about the rest of the school?)</p> <p>Classroom observations for TPES focused on PBL unit lessons</p>	4	2.27
SU	<p>Longitudinal results demonstrate growth and improvement in the development of creativity, innovation, and problem solving of learners</p>	<p><a href="#">Balanced Scorecard Indicators</a></p> <p><a href="#">Evolution of COJOWA Mission and Vision to prioritize creativity, innovation, and problem solving</a></p>	<p>Compile list of/folder of longitudinal plans showcasing growth in planning, collaboration, intentional focus on creativity, innovation and problem solving (i.e. tracking the evolution into PBL)</p>	3	2.67

		<p>PBL videos to show improvement in quality over time</p> <p><a href="#">Proyecto Nuestro Cuerpo C time 20-21</a></p>	<p>Incorporate assessment of skills into Alma report cards (creativity, problem-solving, innovation) to start tracking longitudinal data for student growth.</p> <p>Provide clear evidence/reasons for PBL as a pedagogical shift (from a longitudinal sense-- showing evidence based on results, data collection, etc) (use strategic plan artefacts)</p>		
EM	<p>Educators demonstrate shared beliefs about learner engagement and development of creative, innovative, and problem-solving skills in all courses and subjects</p>	<p>Interdisciplinary PBL planning meetings (UTEACH)- scheduled in advance and additional meetings are developed within teams throughout the week (share commitment)</p> <p>Teacher Evaluation Walkthrough Tool (data collection)</p> <p>Teacher developed and presented PBL videos for the community (shared and formally presented at Flag Ceremonies)</p> <p><a href="#">PBL Embedded in Strategic Plan</a></p> <p><a href="#">All staff trained in PBL through UTeach</a></p>	<p>Teacher reflection videos</p> <p>Bring much more problem solving concepts to real classroom situations</p> <p>Section wide/School wide workshops where teachers use their knowledge of PBL to give each other feedback on their projects and how to improve them, make them more engaging.</p>	3	3

#### Standard Summary for Website:

COJOWA has had a strong focus on fine arts for many years. School-wide courses are offered in art and music. In the preschool and elementary sections, dance/drama are part of the weekly courses. To enhance creativity, innovation and problem solving, the school adopted NGSS standards as soon as they were released. Also, the Science Dept introduced STEAM Week in 2008. This is an annual opportunity for students to share their STEAM projects with the rest of the school community. In 2020, in accordance with our strategic plan, Project-based Learning (PBL) was implemented in all grade levels across the school. PBL provides students with the opportunity to collaboratively design solutions to real-world problems and share their ideas with authentic audiences. Teachers were trained through U-Teach PBL program and they collaborate to design the grade-level projects. They also use rubrics to reflect together on how their PBL projects can be improved each year. We are measuring our progress in implementing PBL using two indicators on our balanced scorecard. One indicator monitors the number of projects begin implemented. The second indicator monitors the quality of the projects.

#### Staff Rating Reflection:

Teachers and students are committed to the development of creativity, innovation, and problem-solving. PBL is being implemented school-wide. The institution should seek areas that currently serve as models for mastery for this standard. Formal processes are required to monitor and analyze data to demonstrate results and growth of student skills.

### Additional Staff Insights:

- While the school is pushing for PBL to occur on an interdisciplinary scale, it might be useful to help teachers understand how they could use PBL planning in their own courses
- 7 mindsets - Allowing the kids to be creative with projects related to their personal missions or visions.
- STEAM Class (grado 6)
- I think that ensuring all staff are actively participating in PBL in authentic ways could be improved.
- As a new implementation at the school it has been a successful adaptation by the students and teachers as well.

2.3 The learning culture develops learners' attitudes, beliefs and skills needed for success. (Erin Leigh)					
i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	Leaders i3 Rating	Staff i3 Rating
EN	All learners are provided opportunities to develop communication skills, dispositions toward learning, experiences that teach self-direction and monitoring of their own learning progress	<a href="#">PBL at COJOWA - Example</a>  Power of Yet- staff music video, ES- song played during snack  <a href="#">7Mindsets Program Core Beliefs</a>  <a href="#">7 Mindsets at COJOWA</a>  SEL/ Values Classes on the master schedule  <a href="#">Advisory Period/ X-Block on Master Schedule</a>  <a href="#">REACHES Self-Reflections</a> (Rubric)  (Excellence) - ES_ had a Specialist day for HR teachers to reflect with each student on academic behaviors  PBL Process / Stage 2 UBD Unit Plan  <a href="#">ES - Student-led conferences</a>  College Counseling process/Senior Seminar  AP Application /Rigorous courses  <a href="#">Annual STEAM Week PBL Celebration of Learning</a>	MS/HS - Student led PT conferences; development of learning portfolios?   ES- student led conferences-- institutionalized (right now it is in pockets) - Evidence- student-led conference videos	4	3.5

IM	Implementation of instructional strategies provide numerous experiences for learners to develop communication skills, self-direction, and monitor their own learning progress	<a href="#">Sample PBL Project Unit Plan</a> <a href="#">REACHES Protocol - MS/HS</a> Institution of Google Classroom (ALL)- monitor process/progress ALMA usage (Ms/HS- monitor their process) Self-direction and skill focused presentations by Counselors (ES) - presenting to students in values, PE, library ES- PD sessions focused on "clarity, self-reported grades" in SY 19-20 7 Mindsets checks in about implementation to make adjustments for the following school-year. (review tool they provide us for this process) <a href="#">Teacher Feedback on Google Classroom</a> <a href="#">Student-led conferences/portfolios of learning - ES</a> Students utilize rubrics/protocols during class to reflect on their learning progress** Standards Based Grading*	ELEOT Walkthroughs - looking for communication opportunities, classroom culture, and self-directed student learning.	2	2.5
RE	Data are collected, analyzed and used to assess the learning culture of the institution and the effectiveness of actions implemented to develop learners' attitudes, beliefs and skills needed for success eProve™ (eleot®) (D1, D4, E1, E2, E3, F1, G2, G3)	SBG REACHES Rubrics (on rubrics) REACHES Reflection Documents Submitted by Students Peer feedback - Critique and Revision stage of PBL <a href="#">Growth Mindset Survey</a> <a href="#">7 Mindsets Survey - Balanced Scorecard</a> <a href="#">PBL Quality Rubric - Teacher reflection</a> F&P Reading Test/Raz Kids - Identifying Reading Level to Develop Student Goal	We need something that is more academically focused. We have a lot of evidence on the SEL side of things. ELEOT Walkthroughs?	4	3

		Attendance Daily Exit Tickets/Formative Assessments			
SU	Longitudinal data demonstrate improvements of the institution's learning culture and the effectiveness of actions implemented in improving the development of learners' attitudes, beliefs and skills needed for success	<a href="#">Sample Report Card</a> <a href="#">Balanced Scorecard Indicator Definitions</a> <a href="#">Growth Mindset Survey</a> <a href="#">7 Mindsets Survey - Balanced Scorecard</a> <a href="#">Annual Report</a> <ul style="list-style-type: none"> <li>- College Admissions, Graduation Rates</li> <li>- AP Test Scores/SAT/Prueba Saber Results</li> </ul>	Provide clear survey data across years focused on learning more about student dispositions	3	3
EM	Commitment to shared beliefs and actions for developing learners' communication skills and dispositions toward learning are consistently practiced by all stakeholders throughout the institution	Growth Mindset / Power of yet <a href="#">SBG Overview - ES</a> <a href="#">Assessment at COJOWA - MS/HS</a> XELLO- clear indication of learning pathway/career connection - ALL <a href="#">Sample Report Cards</a> <a href="#">7 Mindsets Advisory/SEL built into master schedule</a> GRIT Award (MS/HS) - students recognized for growth mindset Values/Study Skills <a href="#">Growth Mindset Survey - Balanced Scorecard</a> NWEA Map scores	Having a narrative that will explain how these components/programs show this is important. Perhaps we can have videos to explain this.  It would be great to have a student talk about REACHES and what they have learned/why it is important. That is so much more powerful than an adult talking about it.	4	3.5

#### Standard Summary for Website:

*Our current strategic plan has targeted this standard with school-wide initiatives that focus on social-emotional learning, project-based learning, and solid assessment practices. Two years ago, the school launched the 7 Mindsets program for PK-12. The research-based program is based upon the development of 7 Mindsets, or core beliefs, that lead to happy, successful lifestyles. To support the implementation of this program, we adjusted the master schedule to provide a sacred space for all students and teachers to connect about these topics in an advisory period (MS/HS) or Morning Meeting (PS/ES). In addition, last year we launched project-based learning school-wide. Projects are based on the PBL Gold Standard, which includes a built in process of sustained student inquiry, student voice and choice, and multiple opportunities for feedback.*

*Students are assessed on soft skills as well as content in each PBL. Finally, our school wide assessment policy is founded on standards-based grading, where reported grades show current levels of mastery rather than averages over time. Students are encouraged to harness the “Power of Yet” where they continue to strive toward mastery, even if they have not arrived there “yet.” The concept of a growth mindset is central to our ongoing feedback in Google Classroom and our official reporting in Alma (our SIS). We have initiated our data collection for these initiatives in the past two years and have noted a positive trend in the efficacy of our practices. Further analysis of our data will be necessary to make necessary modifications to our program implementation in the future.*

### **Additional Staff Insights: Overall 3**

**Grow:** There are many areas/programs/ systems in which data is collected systematically. However, there are many other areas /programs in which we can improve data collection (formats, rubrics, protocols, tests) transversally from preschool to HS. That is, that we are synchronized and everything systematized and that the data is used to improve/change or support individual growth or group needs.

**Glow:** Many programs have been embedded with success. Others have been initiated and implemented throughout the institution that will help our students to become more autonomous, creative and develop transferable skills for success. We just need time to see them fully embedded.

2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. (Erin Leigh)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What’s missing?</b> (Is further evidence necessary? If so, what might be the next step in this area? Any evidence that could be easily developed?)	<b>Leaders i3 Rating</b>	<b>Staff i3 Rating</b>
EN	All learners interact with their adult advocate and peers for the purpose of developing relationships and having support for their educational experiences	<a href="#">Advisory Program MS/HS</a> <a href="#">Teacher Induction to SEL Program</a> Homeroom Teachers - Morning Meeting/Closing Circle Senior Seminar Office hours   In-school extracurricular activities (MUN, Eagles Activities) Academic Coaching - Counseling Services - Mediations REACHES one-on-one conferences Utilizing Harold for positive behavior systems/management Informal Office Hours before class/school start	Formalize Restorative Practices as common practice	4	4



		<p>Student Organizations, e.g., NHS, MUN, STUCO, etc.</p> <p>Study Hall</p>			
IM	<p>The institution implements and monitors a formal structure that has clearly defined activities, resources, and time for learners to develop positive relationships with adults and peers</p>	<p><a href="#">Advisory Program MS/HS</a></p> <p>7 Mindsets Curriculum/Xello</p> <p><a href="#">Master Schedules PS 21-22</a></p> <p><a href="#">Positive Discipline Training for Teachers</a></p> <p>STEP, Prevention Programs, Café con las Glorias, Vyda. REACHES Program</p> <p>Student Organizations such as MUN, NHS, STUCO, etc., and Eagle Activities</p> <p>Restorative practices*</p>	<p>Implement Classroom Meetings (MS/HS)</p> <p>Implementation Progression/ checklist-Self-reflection session with teachers</p>	3	3.5
RE	<p>Data are collected, analyzed, and used to determine the effectiveness of the program to ensure learners develop positive relationships with adults and peers that support their educational experiences</p> <p>eProve™ (eleot®) (A3, A4, B5, C1, C3, C4, F1)</p>	<p>REACHES Goal setting and reflections</p> <p>Reaches (Data Alma )</p> <p><a href="#">7 Mindsets Survey Results</a></p> <p>REACHES Goal setting and reflections</p> <p><a href="#">We are Colowa - Sense of Belonging Survey</a></p> <p>Counseling and Values events record **</p> <p>Harold's Discipline Records</p>	<p>MS/HS: Need a survey to self-assess the effectiveness of the advisory classes</p> <p>Student satisfaction survey?</p> <p>Positive discipline survey?</p> <p>Positive discipline teacher reflections: What did you learn? How has your practice been affected because of this continued pd? How can we continue to support your growth in this area?</p>	3	2.5
SU	<p>Longitudinal data and evidence from the implementation of formal structures demonstrate learners' improvements in the development of positive relationships with adults and peers that support their educational experiences</p>	<p><a href="#">Balanced Scorecard</a></p> <p><a href="#">7 Mindsets Survey</a></p> <p><a href="#">We are Colowa - Sense of Belonging Survey</a></p> <p><a href="#">Survey Analysis - Sense of Belonging</a></p> <p>Positive discipline efforts - # of staff members trained/ # certified trainers</p> <p>Harold's Discipline Records (Values Coordinator)</p>	<p>Show analysis of survey results</p>	3	2

EM	Commitment to and consistent actions by staff and students related to the development of positive relationships occur throughout the institution	Responsive Classroom REACHES meetings/reflections, celebrations School-wide implementation of 7 Mindsets Eagles Activities and Extracurriculars  Positive Discipline - Classroom Management		3	3

#### Standard Summary for Website:

*In our previous accreditation visit, one area of growth was providing spaces for students to connect with adult advocates. We subsequently restructured our master schedule in 2017-18 to include “X-Block” in MS/HS and “Morning Meeting/Closing Circle” in ES. This was a set period of time every week for students and teachers to build community in different ways. ES immediately saw positive results in small homeroom settings where students and teachers could begin and end their day together. In MS/HS, many of the X-Block activities were large group (150 students or more), and although students and teachers had more time together, we saw room for improvement in forming long-term relationships with authentic connections. We began looking into using X-Block for a formalized AdvFisory period, which launched in the 2019-20.*

*Concurrently with this decision, we organized a school-wide committee to research effective SEL programs that would help teachers engage with students in meaningful ways. The adoption of the 7Mindsets SEL Program resulted from this research, as well as Positive Discipline for Teachers and Parents. Teachers would use the X-Block time every Wednesday to facilitate conversations around growth mindset, goal-setting, acceptance and empathy for others, and finding connection points with peers using the 7Mindsets curriculum. Once our program was selected, all staff was formally trained by 7Mindsets facilitators for immediate implementation in Fall of 2019-20. Our staff has also received formal training in Positive Discipline strategies so that positive relationships between students and adults are encouraged throughout the school day.*

*To further support the adoption of this program, we created another class period dedicated to SEL in ES. In MS/HS, we created advisory groups of 10 students each that were assigned to a staff member during X-Block. Each advisory remains together throughout MS and then is “reshuffled” for HS to encourage relationship building and trust, both with adults and peers.*

*At this point we have collected 2 years of data since we began implementation via parent, student, and staff surveys. This data is visible on our Balanced Scorecard. Our next steps include facilitating a formalized data dialogue process that involves staff so that next steps can be determined. We also need to collect data regarding fidelity of the 7Mindsets program as this might also influence the data that we have collected via our surveys.*

#### Additional Staff Insights: Overall Rating - 3

*Glow: Commitment as an organization to develop and strengthen positive relationships and social-emotional skills in our school and community. Programs and structures implemented to ensure success.*

Grow: Expanding our data collection to include teachers and staff to determine the effectiveness of the programs within the school. Involve teachers in the analysis of the effectiveness of the program.

2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. (Eugenia)					
i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	Leaders i3 Rating	Staff i3 Rating
EN	All educators implement the curriculum developed and adopted by the institution	<a href="#">Sbg In Alma (All Standards Are In Our Sis)</a>  <a href="#">Course Syllabi Kinder</a> <a href="#">Syllabi 4th</a> <a href="#">Syllabi Hs Biology 9th</a>  <a href="#">Power Standards Clearly Defined And Linked To Units</a>  <a href="#">Ubd Unit Plans</a>  <a href="#">Power Standards</a>  <a href="#">Ms/Hs Power Standards</a>  <a href="#">Power Standards 1° - 12° Ciencias Sociales</a>	HS implementation of standards  Develop Essential Agreements for best instructional practices in all sections	4	4
IM	Processes are used to monitor the quality and fidelity of the implementation of the adopted curriculum across the institution	<a href="#">Syllabus Kinder</a> <a href="#">Pacing Guide 3rd Grade</a>  <a href="#">Ubd Unit Plans</a> <a href="#">Ubd. Unit 1. Sociales 6 A Y B</a> <a href="#">Spanish 8° Ubd 1</a> <a href="#">Spanish 12° Ubd 1</a> <a href="#">Hydrography 5</a> <a href="#">11° Ubd 1 Sociales</a>  Data Wall (Ps)  <a href="#">Revision Anual Malla Curricular (Ps)</a>	NWEA  Data dialogues - Protocols to review and analyze data.  Clear processes for unit development and re-teach expectations  <a href="#">Classroom Walkthroughs</a>	3	3

		<p><a href="#">Map Growth</a> <a href="#">Map Fluency</a></p> <p>Curriculum Office Processes- Targeted Meetings- Included In Grade Level Meetings, Presenting To Staff (Monthly)</p> <p>Saber Data - Icfes Team Meetings Subject Area Assessment Calibration - Teacher Reflection Workshops</p> <p>Lead Teacher Check-Ins For Program Fidelity In Subject Area Teams</p> <p><a href="#">Teacher Workshop: Ubd Revision And Critique PBL Collaborative Planning and PD- Benchmark Assessments in ES- 11/17/21</a></p> <p>Alma (Weekly Info Ps)</p> <p><a href="#">Dia E 2019</a> <a href="#">2020 Segunda Pregunta</a></p> <p>Instructional Coaches</p>			
RE	<p>Data are collected, analyzed, and used to evaluate the quality and effectiveness of the curriculum to meet the institution's learning expectations, and student preparedness for the next level and to provide data for potential revisions to the curriculum</p> <p>eProve™ (eleot®) (B2, B3, C3, E3)</p> <p>B. High Expectations Environment: 2. Learners engage in activities and learning that are challenging but attainable. 3. Learners demonstrate and/or are able to describe high quality work</p> <p>C. Supportive Learning Environment:</p>	<p><a href="#">Nwea - Map Grow &amp; Fluency Data Kinder B MAP Reading Fluency English Reports Spring 21</a> <a href="#">IA FALL MATH GROWTH</a> (<a href="#">Map Es*</a>, <a href="#">Map Ps*</a>, <a href="#">Map Ms/Hs.</a> *)</p> <p>Comité De Evaluación Y Promoción (Ps) Meetings By Levels To Connect Standards (Ps) Saber 11 Data - Dia E</p> <p>Teachers: Assessment Of Standards Within Online Learning Programs (Ex. Pearson Assignments Are Linked To Standards, Teachers Can See Level Of Attainment For Each Student Over Time, Zearn Lessons)</p> <p><a href="#">Es- Math- Zearn And Reflex</a>- Clear And Consistent Analysis Of Standards, Standards Covered And Standards Based Instruction And</p>	<p><a href="#">Data dialogues - Protocols to review and analyze data.</a></p> <p>Benchmark exams to measure student growth toward standards. Or a program that can be used to measure growth (perhaps the implementation of NWEA subject tests is enough)</p> <p>Individual reflection protocol for teachers to consider student performance data and make changes to the curriculum based upon that.</p> <p>PLCs or Pre/Post Assessment data</p>	2.5	3.5

	<p>3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks</p> <p>E. Progress Monitoring and Feedback Environment: 3. Learners demonstrate and/or verbalize understanding of the lesson/content.</p>	<p>Standards Based Programs Used (I.E. Zearn-Monitoring Modules Completed And Progress, Reflex- Monitoring %Math Fluency)-- Teachers Then Actively Engage With Individual Students/Families For Growth</p> <p>Es- Literacy (Using Raz And Epic Books To Monitor Reading Level -- Students Reading Every Day And Time Is Reported Online And Reading Log</p> <p><b>Pruebas Estandarizadas: Saber, Psat, Sat, Ap.</b> (<a href="#">Map Es*</a>, <a href="#">Map Ps*</a>, <a href="#">Map Ms/Hs.</a> * <a href="#">Saber.</a> * <a href="#">Sat/Psat Seniors 2021*</a>, <a href="#">Psat/Sat 2022*</a>, <a href="#">Psat/Sat 2020*</a>, <a href="#">Ap 2015-2019*</a></p>			
SU	<p>Longitudinal data and results provide evidence of the effectiveness of the implementation of the curriculum and the institution's curriculum revision process</p>	<p><b>Data Wall By Levels</b> (<a href="#">Map Es*</a>, <a href="#">Map Ps*</a>, <a href="#">Map Ms/Hs.</a> * Grade Level Data Dialogues (Over Years) Map Saber Exam Results  Sat/Act?  Toefl?  Ap Scores  <b>Pbi</b> <a href="#">Pbi Lesson Planning Guide - Grade 12 S1 (2021-2022) Sociales</a></p>	<p><b>Formalize the process by which teachers select, review, and analyze data to improve implementation of curriculum.</b></p>	3	3
EM	<p>All educators inherently understand, practice, and protect both the institution's curriculum and commitment to its learning expectations</p>	<p><b>Formal shared leadership structures (teacher leadership roles)</b>  (ES) leading and monitoring teaching and learning  Teacher Handbook</p>	<p>Evidencias reuniones por departamento o niveles para estudio y análisis de programas y estándares(protocolo )</p>	3	3.5

		<p>Curriculum leader and teachers meetings and workshops (PS)</p> <p>PD menus New Teacher Orientation/Induction</p> <p>Instructional Coaching model</p> <p>Curriculum Program (Units and Matrix)</p> <p>MS/HS</p> <p>MS/HS</p> <p>Department/Team processes to decide curriculum or program changes, which is overseen by the section administration. (What evidence would we provide for this? Minutes of decision process to adopt specific programs?)</p>			
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#### Standard Summary for Website:

At COJOWA, teachers implement a curriculum that is based on high expectations and prepares learners for their next levels. This curriculum is revised yearly and adjusted to the students needs. By having shifted towards SBG, Teachers have the flexibility to plan innovative learning experiences having the Grade Levels Standards and Goals always in mind. Students have the opportunity to go at their own pace, developing skills while learning different contents in different areas. COJOWA has committed professionals who are really interested in fulfilling the School's Vision: Learning together as reflexive citizens and innovative thinkers to build a better tomorrow.

Note: Some documentation that has been linked to this standard need update.

2.6 The institution implements a process to ensure the curriculum is aligned to standards and best practices. (Eugenia)					
i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	Leaders i3 Rating	Staff i3 Rating
EN	All educators are engaged in a process to align curriculum to standards and best practice	<p>Unit plans (planbooks)</p> <p>UbD's showing alignment in between the standards, the unit planned by the teacher, and the assessments <u>Unit Plan</u></p>	<p>Curriculum Office and Principal monthly check-ins on progress</p> <p>MS/HS - Develop essential agreements</p>	3	3.5

		<p>Alma ( power standards)</p> <p><a href="#">Syllabus</a>  <a href="#">Course Syllabi Kinder</a>  <a href="#">Syllabi 4th</a>  <a href="#">Syllabi HS Biology 9th</a></p> <p>Standards Based Grading PD - menu of PDs spread throughout the year led by Assessment Lead Teacher- wraparound services include reviewing and analyzing grading periods for fidelity</p> <p>Curriculum Office planning meetings with ES - targeted meeting to align standards to pacing guides, syllabi, etc</p> <p><a href="#">ACADEMIC GUIDE - GRASP</a></p>			
IM	<p>Systematic process is implemented to ensure the written curriculum is aligned to a recognized and rigorous set of standards and is implemented with quality and fidelity</p>	<p><a href="#">Unit plan revision/reflection - Teachers/Admin review annually</a></p> <p>Clear selection process and monitoring process of Standards</p> <p><a href="#">Revisión anual con currículo de estándares</a>  (Alma )(PS)</p> <p>Annual review of pacing guides</p> <p><a href="#">Malla curricular (matrix)</a>  <a href="#">MS</a>  <a href="#">MS/HS</a></p>	<p>Thinking through how to best monitor this and aim for fidelity (i.e. Instructional Coach role)</p> <p>Review of ALMA longitudinal data and begin dialogue with teams (SY 21-22) for SBG.</p>	3.5	3
RE	<p>Data are collected, analyzed, and used to evaluate the curriculum to ensure the curriculum is aligned to expectations and results in learner achievement of the learning expectations  eProve™ (eleot®) (B2, B3, C3, E3)</p> <p>B. High Expectations Environment:</p>	<p><a href="#">Report card (SBG)</a></p> <p><a href="#">Ejemplo report card PS</a></p> <p><a href="#">Example report card MS</a></p> <p><a href="#">Online data tracking and alignment to standards (Reflex, Zearn, Pearson Science, Amplify)</a></p>	<p>Assessments could be codified by standard. (not just the assessment in its entirety/as a whole, but each question/component of the assessment.)</p> <p><a href="#">Eleot walkthroughs with specific look fors that address best practices in order to collect data on what best practices are evident.</a></p>	2	3

	<p>2. Learners engage in activities and learning that are challenging but attainable.</p> <p>3. Learners demonstrate and/or are able to describe high quality work</p> <p>C. Supportive Learning Environment: 3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks</p> <p>E. Progress Monitoring and Feedback Environment: 3. Learners demonstrate and/or verbalize understanding of the lesson/content.</p>	<p>Data wall</p> <p><a href="#">MAP ES*</a>, <a href="#">MAP PS*</a>, <a href="#">MAP MS/HS</a> *</p>	<p>Data Dialogues - using online platform data and alignment to standards</p> <p>Continue to work on rubrics, train our teachers and give them time to develop rubrics for their classes that measure skills that align to the SBG system. For those that are not yet implementing SBG, work on rubrics that will help them transition towards SBG. The data from these rubrics can then be used for both RE and SU levels.</p>		
SU	<p>Longitudinal data and evidence indicate ongoing implementation of a process to ensure the curriculum is aligned to standards and best practice and results in learner achievement of the learning expectations</p>	<p>MAP ( está basado en los estándares CC que manejamos)</p> <p>ES/MS/HS Year-at-a-Glance Curriculum Matrix for multiple years</p> <p><a href="#">MAP PS*</a></p> <p><a href="#">MS/HS*</a></p> <p>(course syllabi, unit plans, power standards) (What data is being used to support/drive these discussions?- this would be evidence that units taught are aligned to power standards.... we would need data as a next step :))</p> <p>Teacher Orientation/Induction</p> <p><a href="#">ES Curriculum New Teacher Orientation 21/22</a></p> <p><a href="#">Acompañamiento de consejería / Learning Center</a></p>		2	4
EM	<p>All instructional staff directly and indirectly responsible for the curriculum protect and hold each other accountable</p>	<p>Essential Agreements (PS/ES)</p> <p>Annual power standards review/reflection conversations</p>	<p>Reuniones con evidencia documentada entre líderes de niveles ??</p>	2	3



	for its consistent application across all classrooms and content areas	<a href="#">Under Standards revision</a>  Dept meetings review vertical alignment and essential knowledge/skills to ensure readiness for next grade level  <a href="#">November Teacher Led PDs</a> <a href="#">Vertical Alignment Spanish</a> <a href="#">PBL PD 11_17-Spanish</a> <a href="#">PBL Works Essential Project Design Elements</a>  <a href="#">Lead Teacher Model</a> <a href="#">Formal shared leadership structures (teacher leadership roles)</a>	<a href="#">Helping teacher leaders learn healthy language of peer accountability</a> (Sy 21-22 with Teacher Leads)		
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### Standard Summary for Website:

The institution implements a process to ensure the curriculum is aligned to standards and best practices. COJOWA offers a dual program that prepares students for both the U.S. high school diploma and the Colombian Bachillerato degree. It is accredited by Cognia and the Colombian Ministry of Education. Common Core Standards, C3 Standards, Next Generation Standards, National Association for Sports and Physical Education Standards and Colombian Ministry of Education Standards guide instruction. COJOWA sets the students in the center and empowers them to creatively and collaboratively design real life solutions to real life problems.

2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations. (David)				
i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	Leaders i3 Rating	Staff i3 Rating
EN	All educators are engaged in the monitoring and adjusting of instruction to meet individual learners' needs and the institution's learning expectations	<a href="#">Online platforms (COJOWA Math--Current Status of Curriculum/Resources, Usage of ZEARN , REFLEX Math-- Screenshot examples of student Usage, Epic Series Library- Example of Virtual Classroom Usage, Pearson)</a>  Small group instruction - identified/built in moments to meet with targeted student populations  PBL *****- students can solve real-world problems and add choice in their learning	<a href="#">Provide teachers training on Xello so that they can be more engaged with the implementation.</a>  Student interest surveys provided by teachers  Seating charts based upon student learning styles, levels, etc.  Have an additional focus on supporting high students additional opportunities	3	3.5

		<p>(PBL Vertical Alignment in ES (PBL Collaborative Planning and PD- Benchmark Assessments in ES- 11/17/21) (Initial 2021 PBL group work brainstorming session- 9/1/21t)</p> <p>Office hours/Re-teaching</p> <p>Ongoing personalized feedback via Google Classroom</p> <p>Differentiated small group instruction/Station Rotation centers / Individual Confering</p>			
IM	Processes are executed to monitor and adjust the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs	<p>Small group instruction ES_System Analysis-Team Leaders- Teaching Expectations- Tight and Loose for Distance Learning Literacy Essential agreements Literacy Refresh 2022-Monitoring and Adjusting Practices</p> <p>PIAR process and Learning Center application processes ( a segue to)</p> <p>Implementation of online learning platforms: Zearn, Reflex, as well as online resources that students can access independently (COJOWA Online Tools- Sample Tools)</p> <p>Instructional Coaching/Literacy Coach Cycles</p> <p>PBL Teacher Reflections</p> <p>Evidence of differentiated assessment.</p>	Shared document for grouping students in small group instruction	2	2.5
RE	<p>Data are collected and analyzed to identify improvements in student learning based on the use of data to monitor and adjust instruction eProve™ (eleot®) (A1, B2, C3)</p> <p>A. Equitable Learning Environment:</p>	<p>Fountas and Pinnell (running records)</p> <p>Unit Assessments (pre/mid/post) (examples- 5th, pre, post)</p> <p>NWEA Data used to inform instruction (examples- MAP Fluency, Fall feedback) (MAP Data Dialogue PD)</p>	<p>Modified PLC model that can be sustained</p> <p>Formal process to make the jump from data collection to analysis and adjustments to instruction.</p>	2	2.5

	<p>1. Learners engage in differentiated learning opportunities and/or activities that meet their needs</p> <p>B. High Expectations Environment: 2. Learners engage in activities and learning that are challenging but attainable.</p> <p>C. Supportive Learning Environment: 3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks</p>	<p><b>Data Wall</b></p> <p>ALMA</p> <p>PBL ??</p> <p>MS/HS Coaching Cycle data (engagement, time on task, differentiation - this varies depending on what the teacher's SMART goals included)</p>	PD in differentiation - Defining what best practice looks like at COJOWA, expectations, and supporting teachers to create sustainable structures within classes		
SU	Longitudinal data from instructional monitoring processes demonstrate improvements to student learning and changes to instructional practices based on the use of data over time	<p><b>Data Wall, ES Curriculum Map</b></p> <p>Tracking pacing</p> <p><b>Teacher reflections</b></p> <p>Do we have analysis of improvement in math and/or reading with the implementation of Reflex and Zearn as well as W/W/W in English?</p>	Year end/beginning of the year curriculum reviews that are focused on providing differentiation for students.	1.5	2.2
EM	The use of data to meet the individual learner's needs is actively supported and practiced by all educators	<p>Pre-assessments</p> <p><b>Fountas and Pinnell</b></p> <p>Running Records</p> <p>DRA</p> <p><b>RTI forms /PIAR process</b> (supporting all learners) - Identifying students' needs and <b>LC protocols</b></p> <p><b>Counselor identification of student needs (academic and social)</b></p> <p><b>Student presentation example:</b></p>		2	2.6

#### Standard Summary for Website:

COJOWA continues to place an emphasis on monitoring and adjusting instruction to meet individual learners' needs and our learning expectations. Our strategic plan was designed for our community to participate in resources that will assist on this journey including the consistent use of adaptive online tools and our pedagogical shift into project based learning. Implementing these programs with fidelity coupled with having a

focus on small group instruction affords our staff the opportunity to review and adjust instruction based on student needs. Our curriculum matrices organize our instructional timeline to include summative assessments in addition to the regular formative assessments that happen daily. In support of all learners, COJOWA has adopted and complies with the PIAR process at all stages of development providing our staff, students and families with clarity on the individualized learning process

#### Additional Staff Insights:

Strength-PBL & formal assessments are supported and required for teachers and to meet individual needs. Teachers are engaged in data process. Learning center processes are clear and helpful.

Growth- Clear expectations and access to curriculum to meet student needs. Teachers should also be trained on MAP data usage in order to meet students' needs. Using specific data to show year-to-year growth (longitudinal). New teacher integration and support.

2.8 The institution provides programs and services for learners' educational futures and career planning. (David)					
i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	Leaders i3 Rating	Staff i3 Rating
EN	All learners are engaged in programs and services to identify interests that will enable future educational and career planning	<p>Xello (student video, student welcome to XELLO video)</p> <p>Proyecto de vida in ES</p> <p>Individual meetings with Academic Counseling in HS</p> <p>College fairs</p> <p>Career focus on pasantia (Pasantia/Senior Seminars, small communications)</p> <p>HS Electives Program</p> <p>HS AP/Accelerated Courses</p>	ES- Xello rollout at the beginning of the year and followed up on (accountability-tech and counselors) ; show evidence of using data to inform instruction (increasing student engagement and active learning)	3	4
IM	Implementation and monitoring of formal programs and services to support educational/career interests, student planning for success at the next level, and development of individual learner goals for educational and career planning	<p>Xello (student video, student welcome to XELLO video)</p> <p>Senior Seminar</p> <p>Academic Counselor: Guidance in course selection/registration (Counselor Evaluation)</p> <p>Evaluation/Promotion Committee</p>	Clear curriculum expectations for implementing Xello school-wide	3	3.3

		CJW sponsored College Tours (Junior Trip)			
RE	<p>Data are collected, analyzed and used to evaluate the effectiveness of programs and services for students' educational futures and career planning in meeting learner needs eProve™ (eleot®) (C1, C3, D2, E1, G3)</p> <p>C. Supportive Learning Environment: 1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful. 3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish task</p> <p>D. Active Learning Environment: 2. Learners make connections from content to real-life experiences</p> <p>E. Progress Monitoring and Feedback Environment: 1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored</p>	<p>Xello - Interest Surveys, Career Research</p> <p>% Students who are admitted to the Univ. of their choice?</p> <p>Electives program in HS is tailored to most frequently chosen majors of COJOWA grads</p> <p>AP Scores?</p> <p>Students/Parents/Counselors review Proyecto de Vida</p> <p>College/Univ. visits are tailored to student interests</p>	<p>Programmed informational sessions and monitoring. (Records of sessions and feedback survey). (Being more intentional in offering information to students regarding careers paths.)</p> <p>Exit survey for Seniors regarding college counseling - Completed in Senior Seminar class</p> <p>Integrate Xello and Alma to align course selection with student career goals</p>	2.5	3
SU	<p>Longitudinal data and evidence show growth and improvement in students' educational futures and career planning based on the implementation of quality programs and services</p>	<p>Evolution of Proyecto de vida</p> <p>HS data on the number of students that are attending colleges and universities, the number that got into their first choice.</p> <p>Evolution of pasantias in HS. (video testimony)Form</p> <p>A reflection from the MS/HS counselors on how they support students in this process.</p>	<p>Qualitative data from Proyecto de VYDA is passed on from ES to MS and used as foundation for future planning (migrate data into Xello whenever necessary)</p>	2.6	2
EM	<p>Planning for educational futures and careers is embedded in programs and activities across all areas of the institution</p>	<p>College Counseling Program</p> <p>Pasantias - Student reflection, counselor explanation of how it has evolved.</p>		3	2.5

		<p>Xello use across sections (support with project design, instruction, delivery, etc)</p> <p>Proyecto de vida ES (as part of 5th grade promotion)</p> <p>PBL (vertical alignment collaboration planning PBL PD) (constructing an innovative environment)</p> <p>Standards Based Grading Practices Presentations SBC</p>			
<p><b>Standard Summary for Website:</b>  COJOWA is well known for consistently providing programs and services for learners' educational futures and career planning. From preschool thru high school our students are engaged in XELLO, an online platform giving our students an age appropriate window into futures and careers. Our staff use this information to develop tailored learning experiences and will continue to connect students' interest with our PBL units. Our counseling department across all sections continue to develop and share learning experiences to guide our student's development towards bright futures and careers.</p> <p><b>Staff Rating and reflection</b>  Strength- Engagement and our <b>Counselor Department</b></p> <p>Growth- we saw a lot of places for growth for some of these. Specifically for sustainability. We could log scores for AP, SAT scores. Track applicant numbers for how many students apply to accelerated classes, NJHS, NHS, AP classes etc.</p> <ul style="list-style-type: none"> <li>• Create common practices to support data collection and analysis (with school wide expectation)</li> <li>• Weekly data talks and best practices sharing at PD's</li> <li>• Access to learning center support to support growth and improvement</li> <li>• Use MAP data to inform instruction and small group focu</li> </ul>					
2.9	The institution implements processes to identify and address the specialized needs of learners. (Annual)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>Leaders i3 Rating</b>	<b>Staff i3 Rating</b>
EN	Educators are involved in the identification of students who might need specialized services, programs or resources	<p>AP Course Recommendations from teachers</p> <p>Evaluation/Promotion Committee</p> <p>ILPs - Grade Level Team Meetings to review each learner's needs</p>	<p>Triaje con clasificación? (PS )</p> <p>Review curriculum through the lens of stages of development.</p>	3	4

		<p>MS/HS - RTI Protocol</p> <p>MS/HS - RTI Process</p> <p>RTI Meetings where teachers analyze student achievement and develop a plan with goals and strategies to support the students in meeting those academic goals. (MS/HS)</p> <p>Protocolos escritos y socializados para identificar y remitir alumnos a Lc. entre maestros ,consejería y padres de familia (PS )</p> <p>ES Teachers refer students to the LC based on: classroom performance and data (running records) and internal assessments.Plans for Individual Reasonable Adjustments are created and followed through.</p> <p>Meetings each grading period in PS, ES, MS and HS with teachers to follow up on students.</p>			
IM	The institution implements and coordinates programs, services, and resources to address learners' needs in the social, emotional, developmental, and academic areas and monitors and adjusts to ensure quality implementation	<p>Counselor Interviews (describing thorough process of identification, testing, analysis, selection, family involvement, student support services, tracking student data, etc)</p> <p>Academic Contracts that result from the work of RTI</p> <p>Communication log from Academic Coach/Counselor that shows contact with student and family in the RTI process.</p> <p>Protocolos para identificar y remitir alumnos a Lc. entre maestros , consejería y padres de familia (PS ) Incluye observación , y pre tests acordes a la edad .</p> <p>Socio-emotional and personal development work with REACHES, 7Mindsets, Consentidos Protect tu corazón, Vida, Xella and Positive Discipline</p> <p>Learning Center and Academic Coaching supports students in their general education</p>		3	3

RE	<p>Data are collected, analyzed, and used to monitor and adjust services and to evaluate the effectiveness of programs and services in meeting the specialized needs of learners eProve™ (eleot®) (A1, A4, C3, E2)</p> <p>A. Equitable Learning Environment: 1. Learners engage in differentiated learning opportunities and/or activities that meet their needs 4. Learners demonstrate and/or have opportunities to develop empathy/respect/ appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions</p> <p>C. Supportive Learning Environment: 3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish task</p> <p>E. Progress Monitoring and Feedback Environment: 2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work</p>	<p><b>Classroom</b></p> <p>PIAR process and Learning Center application processes</p> <p>External evaluations that are required to be in LC</p> <p>Tracking of additional programs and student progress in those programs (i.e. Nessy)</p> <p>Schedule of RTI meetings to show follow up on student growth and performance. RTI protocol that is followed in this cycle can also be presented.</p> <p>Academic coaches explaining the process of RTI and the use of data to identify students and track their growth (video)</p> <p><u>MS/HS RTI Tracker Spreadsheet (This shows student progress per grade level with input from multiple sources)</u></p> <p><b>Application/referral forms for learning center/academic coaching and PIAR/ILP development process for each student</b></p> <p><b>External evaluations and parent feedback (parent meetings) that are considered when developing a support plan for students.</b></p>	<p>Analyze Academic Coaching grades in Alma (monitoring skill-based growth for students; identifying areas where greater support is needed)</p> <p>Data on students performance to measure impact of programs, strategies applied.</p> <p>Inclusive learning staff and student survey (Inclusion and differentiation in the classroom)</p>	2.5	3
SU	<p>Longitudinal data and evidence show growth and improvement in meeting the specialized social, emotional, developmental, and academic needs of learners based on the implementation processes for identification and provision of services</p>	<p><b>Student files</b></p> <p>Academic coaching file, include one that shows a student that was exited from the program, showing evidence of growth and effectiveness of the program.</p> <p>Folder de alumnos, informe trimestral adicional al reporte académico. (PS)</p> <p>Develop a chart of student process and progress to and thru HS (by counselors)</p>	<p>RTI or LC student progression Data Wall and organize existing evidence folders.</p>	2.6	3



		<p>Progress reports of student who are supported by learning center or counseling from year to year.</p> <p>Work of the counselors in the development of a life plan in ES all the way to university applications in HS.</p>			
EM	Staff demonstrate consistent commitment and aligned actions to meet the specialized social, emotional, developmental and academic needs of individual students across the institution	<p>Citas documentadas con padres. (PS)</p> <p>Reuniones documentadas de maestros , consejería y LC (PS)</p> <p>Intervenciones del LC dentro del aula de clases. (PS)</p> <p>Interview with LC staff (detailing focus, embeddedness of process with HR teachers, etc)</p> <p>Conversations about REACHES values between teachers and students.</p> <p>Training and certification for the leadership group in Positive Discipline</p>	<p>Support map route. (Where to - how to for teachers)</p> <p>Review MTSS referral protocols</p>	2.8	3

#### Standard Summary for Website:

COJOWA has systems in place to identify the language, socioemotional, and academic needs of students. Programs also exist to help support students in these areas such as the RTI process, learning center/academic coaching, REACHES, 7 Mindsets, Xello, and SSL. Teachers identified through a process of self reflection that they could be more greatly committed to these programs in order to increase their effectiveness.

#### Staff Rating Reflection:

Glow: Engagement - processes are carried out throughout the school allowing the engagement of all teachers


Grow: Implementation - more commitment is needed from all teachers to implement these processes at a higher level.

#### Additional Staff Insights:

While the school frequently implements new programs, more work needs to be done to identify how well these programs are serving student learning, and whether adjustments need to be made.

I wonder if ILPs are made available. As I am new, I am not sure if there is a formalized process for determining if a student needs support and how that is addressed. While I have had meetings with the academic coach about students, the data and information is not as structured, or clear as I would like.

2.10 Learning progress is reliably assessed and consistently and clearly communicated. (Gloria)					
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>Leaders i3 Rating</b>	<b>Staff i3 Rating</b>
EN	All educators consistently and frequently communicate learning progress to appropriate stakeholders, including the learner, in clear and understandable language and formats	<p>SBG - Alma Standards linked to Assessments  <a href="#">Standards-based Grading (SBG) and Assessment Policy</a></p> <p>(PS/ES = Trimester Report Cards, MS/HS = Quarterly Progress Reports/Semester Report Cards)            Google Classroom Feedback</p> <p>PT Conferences  <a href="#">All school calendar</a></p> <p>1-on-1 Conferring sessions with students</p>	<p>What does “consistently and frequently” mean for us?</p> <p>Evidence of formative assessment to communicate progress to learners</p>	3	3.0
IM	Processes are executed to monitor the implementation of the common grading practices aligned to specific criteria that represent attainment of content knowledge and skills across all classrooms and programs	<p>Assessment Policy  <a href="#">Standards-based Grading (SBG) and Assessment Policy</a></p> <p>Assessment Policy Overview - Teacher Induction            SBG Calibration - TCRWP</p> <p>Formal progress report card review - Alma  <a href="#">Report Card (Alma)</a></p> <p>SBG Professional Development- Systematically scheduled and presented midway and prior to reporting</p>	SBG Calibration Workshops for Literacy in MS/HS	2.5	2.8

RE	<p>Formative and summative data are collected, analyzed, and used to monitor learning progress and the implementation of the common grading practices across all classrooms and programs eProve™ (eleot®) (B3, E1, E3, E4)</p> <p>B. High Expectations Environment: 3. Learners demonstrate and/or are able to describe high quality work</p> <p>E. Progress Monitoring and Feedback Environment: 1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored 3. Learners demonstrate and/or verbalize understanding of the lesson/content. 4. Learners understand and/or are able to explain how their work is assessed</p>	<p>Teachers use GC and online platforms to assess content mastery. Principals periodically review feedback provided on GC. (Maybe have teachers/Curriculum Coord record a video discussing how they use this) (<a href="#">COJOWA Online Tools</a>)</p> <p>ES - Student portfolios/Student led PT Conferences (grades 3-5) ES- all data (core subject areas) are collected, analyzed and presented to students individually (periodically), group and at strategic times (progress reports, prior to report cards)</p> <p>MS - SBG data is used by teachers to analyze progress of students both throughout the semester and summatively at the end of the semester.</p> <p>HS - Alma for summative data analysis.  <a href="#">Report Card (Alma)</a> <a href="https://cojowa.getalma.com/home">https://cojowa.getalma.com/home</a></p> <p>PS : Comites academicos trimestrales</p> <p>RTI preparation meetings are used to analyze performance of students by counselors, academic coaches and administrators in order to identify students that need additional support. Alma data is used to conduct this analysis.</p> <p>Teachers provide high quality exemplars for students. Rubrics are provided for Assessments.  <a href="#">Ejemplos Rubricas</a></p> <p> <a href="#">COJOWA Innovative Thinkers Rubric: 3.1. ...</a></p>	<p>Standards are broken down into learning objectives that are clearly communicated to students. Students then use these learning objectives to track their growth and learning toward a skill or a specific area of content. <a href="https://docs.google.com/presentation/d/17Ub6LS-v-26WftC6uq2ich_RYEKEcpVziAo21vfYq-A/edit#slide=id.p">https://docs.google.com/presentation/d/17Ub6LS-v-26WftC6uq2ich_RYEKEcpVziAo21vfYq-A/edit#slide=id.p</a></p>	2	3.5
SU	<p>Longitudinal data and evidence demonstrate improvements in assessing and reporting learning based on the implementation of clear criteria, use of</p>	<p>Alma - Standards Tracking (available starting next year)</p> <p>% Attendance PTConf</p>	<p>Revisit alignment between assessments and learning objectives based upon data of student performance. Extend this to curriculum planning and implementation.</p>	2	3.0

	formative and summative data, and communication processes	<p>Highlighted Essential Knowledge and Skills docs</p> <p>Laura Puente records a video explaining the use of data in the different sections.</p> <p><b>Data walls</b>  <a href="#">Wall, ES Curriculum Matrix</a></p> <p><a href="#">Documentos curriculares PS</a></p> <p>revisar esto:  <a href="#">Surveys</a></p>	Recorded Student-led PTC		
EM	Educators consistently support and protect grading and assessment practices that represent attainment of content knowledge and skills across all classrooms and programs	<p>Core Curriculum - <b>Power Standards guide</b></p> <p><a href="#">MS/HS Power Standards</a></p> <p><a href="#">Power Standards 1° - 12° Ciencias Sociales</a></p> <p>Ongoing calibration sessions for TCRWP</p> <p><b>Assessment Lead Teacher- detailed role to safeguard assessment practices</b></p> <p>Teacher induction</p>	<p>Assessment training for MS Assessment lead teacher</p> <p><b>Assessment policy overview with teachers in August - MS/HS</b></p>	2.5	3.0

#### Standard Summary for Website:

Nuestra institución cuenta con un proceso de evaluación organizado y confiable que de manera consistente reporta a los diferentes stakeholders como van los procesos académicos. Dentro los procesos de mejoramiento se realizó un trabajo conjunto con líderes de diferentes niveles para analizar y estudiar diferentes plataformas que nos permitieran llevar un monitoreo más preciso de las evaluaciones y las rúbricas que usamos. Alma es nuestra plataforma actual. Las políticas de evaluación y rúbricas que se utilizan son compartidas y dentro del calendario anual están determinados los momentos de preparación, evaluación y devoluciones de resultados que incluye también informar a los estudiantes sus progresos. Seguimos trabajando en la unificación de procesos y formatos de recopilación de datos y monitoreo a través del tiempo en cada sección y en optimizar las políticas de evaluación y las rúbricas que se utilizan.

**Our institution has an organized and reliable evaluation process that consistently reports to the different stakeholders how the academic processes are going. Within the improvement processes, a joint work was carried out with leaders of different levels to**

analyze and study different platforms that would allow us to carry out a more precise monitoring of the evaluations and the rubrics that we use. Alma is our current platform. The evaluation policies and rubrics that are used are shared and within the annual calendar the moments of preparation, evaluation and return of results are determined, which also includes informing students of their progress. We continue to work on unifying the processes and formats for data collection and monitoring over time in each section and on optimizing the evaluation policies and rubrics that are used. (traducción Google para revisión )

#### Staff Rating Reflection:

(positive) DATA WALL

Parent-Educator conferences or meetings

What do we do with all the information to execute the qualification process? How can we better ourselves?

How is it monitored if the protocol of qualification is followed?

Adicional evidences :

razkids,

ILP- PIAR (ES)\*

Eureka

F and P

Meetings of teachers to deliver classes (HS)

#### Additional Staff Insights:

Information should be passed down between teachers of the same class/grade/subject area more consistently, esp. for new teachers coming in.

Consistent contact with assignments and progress on Google Classroom and personalized email contact with students and parents.

I am wondering about the word reliably. How do we ensure our teachers are reliable in their markings across grade levels and campus-wide?

We're implementing Standard Based Grading, Maybe we need some basic training.

I thought this group brought up a good question asking about the how protocol of qualifications is followed.

As teachers we effectively and consistently monitor our students progress

2.11 Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning. (Gloria)					
i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	Leaders i3 Rating	Staff i3 Rating

EN	All educators are engaged in processes to use formative and summative data to improve student learning for individual and collective groups of students	<p>ES - All teachers Gather and analyze formative (teacher made assessments- goformative,online tools, etc), and summative (online tools- "mid module assessments," etc)</p> <p>PS Teachers meeting to see data and organize center (groups by levels)</p> <p>PS "Español diferenciado " to high level performance in spanish (PK &amp;K)</p> <p>Station Rotation/Conferring with teacher</p> <p>GANAG Lesson planning</p> <p>MS/HS - Teacher video explaining what formative assessment tools they use and how they use them (Perhaps Güeto and Isa Heredia)</p> <p>UBD Performance Tasks Rubrics</p> <p>PBL project rubrics</p> <p>GoFormative Screenshots</p> <p>Google Classroom</p> <p><a href="#">Ejemplos Google Classrooms</a></p> <p><a href="#">Ejemplo Mensaje a padres como acceder a Google classrooms</a></p> <p>Zearn checks for understanding</p>	<p>PLCs (modified and sustainable version)</p> <p>TPES - Student Growth Goal component Teacher leaders lead work on data collection &amp; analysis</p> <p>PS data collection &amp; analysis from ALMA and MAP / Data Dialogues</p> <p>Create a screencast of each platform and how it is being used in classrooms(teacher created)</p> <p>Sample reports from online platforms (Zearn, goformative, etc) that are used for differentiation purposes/screen shots</p> <p>NWEA Map Scores - Data Dialogues with Grade Level Teams</p> <p>Develop student learning portfolios</p>	3	2.5
IM	Processes are used by educators to monitor and verify learners' progress toward meeting learning expectations and modify instruction to transform learning experiences for students	<p>Pacing Guides</p> <p>UBDs</p> <p><a href="#">UbD Revision Checklist</a></p> <p><a href="#">Ejemplo formato UBS PS</a></p>	<p>GANAG - Teacher Induction - Lesson plan review</p> <p>ELEOT - Classroom walkthroughs - specific data to CFU</p> <p>Have a teacher interview on how they use formative evaluation in their classrooms.</p>	3	2.3

		<a href="#">Ejemplo PS Professional Development</a>  Recorded videos from teacher evaluation process  PearDeck reports	Workshop - Teachers bring one lesson plan to share... teachers provide feedback on GANAG lesson design  MS/HS - Develop Essential Agreements for best practices in instruction ES- Add onto Essential Agreements for differentiation		
RE	Instructional staff analyze and use student learning data to monitor the effectiveness of changes in their instructional practices and improve and verify individual student progress toward meeting learning expectations	Teacher interviews where they explain what data is used and how it is used. (SABER Team?)  NWEA and RAZ Kids data to assess fluency, reading levels; NWEA and ZEARN to assess students' mathematical thinking skills and how they are used to drive instruction.  <a href="#">SABER 11</a>  RTI processes  <a href="#">RTI Middle School</a>  <a href="#">RTI High School</a>  <a href="#">PIAR process</a> (supporting all learners) - Identifying students' needs and  <a href="#">LC protocols</a>  Video recordings of classes (teacher evaluation videos)	Diane Sweeney IC Cycle - Student Centered  Develop a sustainable PLC model  Teachers develop pre/post unit benchmark tests to assess student learning  Implement surveys to give pre, during and post data on changes to instructional practices (after PDs)  Standards Mastery analysis/review in Alma Curriculum	2.5	2.07
SU	Longitudinal data provide evidence of ongoing improvements to instructional practices and improvement in student learning based on data-driven changes to instructional practice	Data Wall <a href="#">ES Data Wall</a> ,  <a href="#">ES Curriculum Matrix</a>  <a href="#">Documentos curriculares PS</a>	Data Dialogues - NWEA  Eleot Walkthrough data connected PD showing improvement and changes to educational practices.  Educational platform review process - analysis of how platforms are/are not supporting student growth	2	2.3

		<p>Eureka Math? SABER 11 and NWEA? How do we connect this with changes made in this area?</p> <p>Alma</p> <p>Vida universitaria.(estudiantes en universidades)</p> <p>ICfes?</p>			
EM	<p>Educators in all classrooms and instructional programs commit to and demonstrate their consistent use of data to verify learner progress and modify instructional practices to improve student learning</p>	<p>PBL rubrics and changes/improvements to PBL units based upon teacher reflection?</p> <p>Small group instruction</p> <p><a href="#">Grouping form observation</a></p> <p><a href="#">Horarios K Centers / trabajo en grupos pequeños</a></p> <p>RTI</p> <p><a href="#">PIAR process</a> (supporting all learners) - Identifying students' needs and <a href="#">LC protocols</a></p> <p>Assessment Lead Teacher</p> <p>Assessment Calibration sessions for F&amp;P and Rubrics among teachers</p>	<p>PL <a href="https://drive.google.com/file/d/0ByRhN4Fd8dhKRVBPdEdBaVdqb1U/view?usp=sharing&amp;resourcekey=0-BktoaFD-JNrHWNrv9smntw">https://drive.google.com/file/d/0ByRhN4Fd8dhKRVBPdEdBaVdqb1U/view?usp=sharing&amp;resourcekey=0-BktoaFD-JNrHWNrv9smntw</a>Cs or Reflective coaching model</p>	2	2.0

#### Standard Summary for Website:

Nuestra Institución cuenta con las herramientas y los espacios que permiten que los educadores recolecten información de los procesos académicos y formativos a través de diferentes fuentes para el monitoreo del aprendizaje de los estudiantes.

La cantidad de datos e información de cada estudiante es sostenida en el tiempo, actualizando e implementando mejores programas constantemente. Seguimos trabajando en ofrecer más espacios a los educadores para el análisis de data, monitorear y guiar estos procesos , optimizar estandarizar la información y los formatos, para de esta manera aprovechar más toda la gran cantidad de data y para que su análisis tenga un alto impacto en las prácticas de Instrucción y en aprendizaje de los estudiantes en cada salón de clases.

**Our Institution has the tools and spaces that allow educators to collect information on academic and training processes through different sources to monitor student learning.**

**The amount of data and information of each student is sustained over time, constantly updating and implementing better programs. We continue to work on offering more spaces to educators for data analysis, monitoring and guiding these processes, optimizing the**



**standardization of information and formats, in order to take better advantage of all the large amount of data and for its analysis to have a high impact in Instructional practices and in student learning in each classroom. (traducción Google para revisión )**

### **Staff Rating Reflection:**

GLOW: There is a lot of data and information on the processes and from all areas. Teachers are consistent in gathering information. Good longitudinal results.

GROW: More time is needed to analyze the data and to take action to continue improvement in students.

It is necessary to standardize the information and optimize it (formats are repetitive and not communicated in a timely manner) This way improvements are carried out and the progress of the students is evident).

### **Additional Staff Insights:**

Answer 1: While we may collect data, we (the teachers) are rarely involved in analyzing the data to identify how programs ought to be changed or improved to support student learning.

Answer 2: The results of the student and staff surveys should be made available to teachers, as well as the changes that will be made due to those results.

Teacher consultation and reflection on programs.

It would be beneficial for the school leaders to share survey results with teachers (we are cojowa surveys and reaches surveys, for example).

I agree with this group and I don't have anything else to add.

In the time I have been here I have seen great evidence of the school changing, updating and implementing better programs constantly. They seem to have a strong desire for growth and I believe it shows even in just the 3 years I have been at COJOWA.

Examples include but are not limited to:

Alma, Eureka, standards based grading, Lucy Calkins, Pear Deck.

I have also seen them stop using ones that we were not utilizing anymore such as Phidias and Albert.

The school is an international school and therefore has regular teacher turnover which makes what I am thinking difficult. However, it would be neat to have more teacher input in administration decisions or have meetings where we as a team are trying to solve problems the school may have, such as the snack process, recess duty, etc.

De acuerdo con la unificación de formatos para mostrar las evidencias.

2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning. (Annuar)
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i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	Leaders i3 Rating	Staff i3 Rating
EN	Staff members are involved in the institution's formalized cycle and timeline to evaluate all academic and organizational programs and services	<p>Staff, student, and parent surveys to measure progress toward meeting the goals for our strategic plan. <a href="#">Annual Surveys</a> Parent, Staff, Students.</p> <p>PS Annual meetings to review programs and services.</p> <p>LC all school meetings</p> <p>Yearly UbD reviews, Pacing Guide Reviews</p> <p>5 year strategic plan cycle.</p> <p>Participation of all groups in the development of our 5-year strategic plan plan.</p>	<p>conexión PS &amp; ES para revisión programas y servicios / Reunión sistemática anual.</p> <p>Socialize the assessment policy with the teachers</p>	1	4
IM	The institution implements formative evaluations (e.g., action research, program evaluation) to improve and refine its programs, practices, and organizational conditions that impact student learning	<p>MS/HS - Program review with department members (informal meetings in departments)</p> <p>Analysis of SABER data per department/subject area</p> <p><a href="#">PBL Rubric centered Teacher reflexions</a></p> <p><a href="#">Dia E</a></p> <p>Lead Teachers engaging teachers in reflection</p> <p>Surveys to evaluate the implementation and effectiveness of 7Mindsets.</p> <p>Use of PBL rubric to measure implementation of the PBL program.</p>	<p>Need to reignite the use of a formal evaluation tool and return to the program evaluation cycle (by subject/department)</p> <p>Data wall discussions tha center on student growth and how that reflects on the implementation of the curricular programs as well as the programs themselves.</p>	1	2
RE	Data from evaluations of programs and services are used to improve the quality and fidelity of the implementation of programs and services and inform decision-making regarding the effectiveness of the programs and	<p>Survey Data</p> <p>Analysis of RTI program, number of students that are being exited and identified.</p> <p><a href="#">The transition from PHIDIAS to ALMA</a></p>	Include a formal review process for each subject area into biannual department meetings (perhaps before purchase orders for the following year?) include pre/post student data and user report (per teacher/student)	1	2

	services in improving student learning and organizational effectiveness. Evaluation processes include ongoing and systemic analysis and use of trend and comparison data related to student learning and organizational programs and services.	Use of data through the RTI (Response to Intervention) program to analyze student growth in Learning Center/Academic Coaching and to exit students from this program. Middle School, Elementary School			
SU	Longitudinal results of the evaluation of programs and services demonstrate ongoing implementation of evaluations of multiple programs and services and evidence of the use of that data for decisions regarding programs and services	Balanced Scorecard (PBL effectiveness)  Program review and selection formative processes  MAP/SAT/SABER  Analysis of test results (MAP, SAT, ACT, SABER)  Raz Kids, Formal Assessment of Students Reading Level (F&P or DRA)	Analyze standard mastery for each subject area via Alma at the beginning of the year. Target specific skills/content in adopted programs related to standards. At the end of the year, evaluate student progress.	1	2
EM	The institution demonstrates actions of embodying a data-driven culture for decisions regarding academic and organizational programs and services	ALMA Google Classroom  Choosing Alma as a student information platform based on feedback from teachers, students and parents.  Digital Learning class in MS and Technology (Digital Citizenship) in ES (Google for Education, Google Classroom, Google Drive, etc.) as part of the new strategic plan.	Active involvement of PLCs (action research, program evaluations)  Mid year/End of the year formal reviews (programs and services)  Review each program (reach out to the programs themselves for ways to measure efficacy and effectiveness) - ie. look at user reports, reports, analysis	1	3

#### Standard Summary for Website:

Although the processes of reviewing programs take place within the institution the processes have thus far been informal and would benefit from structured formats that result in summaries and indicate what actions were taken. This would help both as a way to communicate how data is analyzed and used in decision making, which we found the staff does not have clarity on, and it would serve as evidence of the processes that take place. In brief, we do review programs but need to do a better job documenting the reviews and communicating the results of the reviews.

#### Staff Rating Reflection:

Glow: Participation - We collect a lot of information and everyone participates.

Grow: Results - We need to share, analyze and use the data in order to make better decisions as an institution.

#### Additional Staff Insights:

None					
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness. (David)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	All staff participate in relevant and job-embedded professional learning to improve professional practice	<p><a href="#">Uteach (Kickoff Presentation to staff, PBL Launch Video from Dr. Glab UTEACH /PBL Launch Schedule)</a></p> <p>7 Mindsets?</p> <p><a href="#">Wednesday PDS by sections (Schedule)</a></p> <p>LC Meetings with curriculum</p> <p>Spanish Meetings with curriculum</p> <p>Positive discipline training and workshops</p> <p>LINC?</p> <p>Positive Discipline Workshops</p> <p>Google Certification</p> <p>SBG Calibration &amp; Training Sessions</p> <p>LC with Dr. Jung</p> <p>Coaching cycles</p> <p>Balanced Literacy PD</p> <p><a href="#">October week PDs (Teacher Leadership, 2, Agenda)</a></p> <p>PD- Engagement with outside consultants (i.e Austin Levinson)</p> <p>AP Training with College Board</p>	<p><a href="#">Digital citizenship workshops</a></p> <p>School wide curriculum vision and teaching and learning philosophy aligned to design curriculum.</p>	4	
IM	Professional learning activities are planned and delivered based on	<a href="#">Survey Results- Professional Learning PD (PBL) Survey</a>	Define best practices for instruction with staff. Develop classroom walkthrough tool	3	

	<p>data-driven needs assessments and data aggregated from supervision and evaluation processes to improve student learning and organizational effectiveness</p> <p>The institution's professional learning activities are monitored and adjusted to ensure staff have sufficient and quality opportunities to apply the intended learning</p>	<p>UTeach feedback via Canva</p> <p><a href="#">Professional Learning Survey- to create PD schedule</a> used to create teacher led PD based upon their needs.</p> <p>Wed PD Calendar (subject specific and needs specific PD developed and iterated on)</p> <p>Teachers Teaching Teachers PD Sessions (based on teacher survey)</p>	(ELEOT) to target growth areas for instruction section-wide, dept. wide and/or individually		
RE	Data are collected, analyzed, and used to assess the effectiveness of professional learning activities to improve professional practice, content and pedagogical knowledge, and organizational effectiveness	<a href="#">Professional Learning Culture Survey for Strategic Plan 2020 2021</a>	Define best practices for instruction with staff. <a href="#">Develop classroom walkthrough tool (ELEOT)</a> to target growth areas for instruction section-wide, dept. wide and/or individually. <a href="#">Collect baseline data, reassess post intervention.</a>	2.6	
SU	Longitudinal results from the evaluation of professional learning activities indicate improvements to professional practice, content and pedagogical knowledge, and organizational effectiveness over time	<p><a href="#">Balanced Scorecard- Professional Learning (Growth Mindset)</a></p> <p>TPES</p>		2	
EM	Relevant and job-embedded professional learning is an expectation and a regular practice across the institution and is supported with time and fiscal resources	<p><a href="#">Wednesday PD Calendar</a></p> <p>Grade-level meetings</p> <p><a href="#">PBL Team Meetings 1 2 3 4</a></p> <p><a href="#">Professional Development Budget</a></p> <p><a href="#">Strategic Planning Budget</a></p>		4	

#### Standard Summary for Website:

As an institution, we plan and deliver professional learning that is intentionally designed to improve the learning environment, learner achievement, and our effectiveness. As part of our yearlong planning process our staff participate in relevant and job-embedded professional learning to improve professional practice. For instance we have identified an area of instructional focus — PBL— and as such, our professional development opportunities have specifically focused on this area in order to help all staff. In order to ascertain the information to develop both meaningful PD and action steps, we rely on data that we receive from surveys to guide us. Each year we conduct a professional learning culture survey that helps identify areas of growth and strength. This information can also be charted across our balanced scorecard as you will note below. As an aspect of our professional expectations, having weekly targeted PD for our staff is an integral part of the processes within our institution.

3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness. (Annual)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	All professional staff participate in structured and ongoing collaborative learning communities	<b>UTeach teams</b>  Grade level planning times in MS  <u>Grade level team time during Wednesdays</u>  <b>RTI Time with grade level teams</b>  Positive Discipline Book Club Team  Pulse Check Group (ES- School Teacher Leadership team)	<b>Develop a sustainable PLC model (or similar) in all sections</b>	3	
IM	Process to monitor the collaborative learning communities' engagement in activities to analyze and use data to improve student learning and provide training, resources, and time	<b>PBL Rubrics and team analysis</b>  RTI Data collection  PS Team work with curriculo to analyze standards and programs.	Develop PLC-like norms for our teacher groups that allow us to both evaluate the functioning of the team and also for the teachers to self-reflect on how their teams are working together.	2	
RE	Data are collected, analyzed, and used to monitor and assess the effectiveness of the collaborative learning structures to improve student learning and professional practice	Professional Learning Culture Survey/ Rubric		1.5	
SU	Longitudinal data and evidence show improvements in the effectiveness of collaborative learning communities and demonstrate improvements and growth in student learning and professional practice over time	<b>Balanced Scorecard: Professional Learning Culture Survey</b>		1	
EM	A culture of collaboration is established, promoted, and protected to improve learner performance and organizational effectiveness	PS : Objetivos de nivel al iniciar cada año escolar ( tema work)  Grade level planning in teacher schedules <u>MS/HS</u> , Elementary, PreSchool	<a href="https://drive.google.com/drive/folders/1LYVWcqtNLFyZMdNsYPi08XRnNfqChmeQ?usp=sharing">https://drive.google.com/drive/folders/1LYVWcqtNLFyZMdNsYPi08XRnNfqChmeQ?usp=sharing</a>	3	

		<a href="#">Teachers Schedules</a> <a href="#">PS teachers schedules with level planning time</a> PS Weekly grade level meetings PS Planning time by levels ( schedules) Weekly Grade level team meetings <a href="#">Weekly PS staff meetings and PDs</a> <a href="#">Ejemplo agenda PD ps</a> Biweekly Teacher Leadership Meetings Weekly HR and Specialist Teacher Meetings			
<b>Standard Summary for Website:</b> COJOWA has a weekly time that is committed to teacher team/subject area work and professional development. The structures of a traditional PLC are not evident in all sections, although grade level and team planning are taking place from Circle Time to grade 8. All teachers participate in teacher designed and led professional development.					
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness. (Erin Leigh)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	New staff and all other appropriate staff members participate and engage in structured and ongoing formal mentoring, induction, coaching and modeling programs, and opportunities	<a href="#">Induction/Orientation Process (Folder evidence)</a> New Staff Mentor/Mentee Program (ES Induction) <a href="#">Instructional Coaching model</a> Growth Plan/Improvement Plans <a href="#">TPES Observations with feedback</a> Orientation PDs Opportunities- Apply for Teacher Lead Positions Instructional platform training (Pearson, Eureka, etc) <a href="#">Child Protection Induction (Evidence)</a> <a href="#">Induction of the occupational health and safety system (Evidence, Presentation)</a>		4	

IM	Mentoring, induction, and instructional coaching activities are implemented and monitored to ensure quality and fidelity in achieving the purpose of the programs and activities in improving professional practice and student learning	<a href="#">Lead teacher PD</a> Annual review of induction program <a href="#">Instructional Coach Job Description</a> Classes observations <a href="#">PD Budget to show commitment</a>  <a href="#">Instructional coaching cycles / calendar (goal setting, monitoring, analysis etc)</a>  <a href="#">End of Coaching Cycle Teacher Self-Evaluation Example</a>		3	
RE	Data are collected, analyzed, and used to examine the impact of the mentoring, induction, and coaching programs on improving student learning and professional practice	TPES ELEOT Walkthrough Data <a href="#">New teacher induction survey</a> <a href="#">Professional learning survey</a>  <a href="#">Coaching Cycle Teacher Observation Data</a>	Evaluation/Assessment of orientations.  Coachee feedback/reflection form	3	
SU	Longitudinal results demonstrate growth and improvements in student learning and professional practice based on the implementation of mentoring, induction, and coaching	<a href="#">Balanced Scorecard: Professional learning survey</a>  TPES data  Student performance data  ( <a href="#">MAP ES*</a> , <a href="#">MAP PS*</a> , <a href="#">MAP MS/HS</a> * <a href="#">SABER</a> * <a href="#">SAT/PSAT SENIORS 2021*</a> , <a href="#">PSAT/SAT 2022*</a> , <a href="#">PSAT/SAT 2020*</a> ,		2	
EM	Support and guidance from mentors, coaches, peers, and/or leaders about observations, lesson plans, instructional delivery, student learning, and organizational norms is an embedded practice of the institution's culture	<a href="#">Grade level team meetings</a> <a href="#">Lead teacher roles and leading PD</a> <a href="#">Peer observations/Learning Walks</a> Budget for Instructional Coach/Literacy Coach position <a href="#">Curriculum support/mentoring - PD Days (PS)</a> <a href="#">Example Agenda 2021</a> Observations (Informal check ins w/ glows) Identifying positive practice (teacher spotlights) <a href="#">Wed PD Calendar</a>	Learning Walk Data Dialogues - identify section-wide or dept-wide instructional goals with staff  Add as a priority on PD calendars  Vertical department meetings	3	

**Standard Summary for Website:**



COJOWA has been continuously improving our induction process for new staff members. The academic portion of induction includes an introduction to school-wide initiatives and the programs/policies that support those initiatives, such as Standards Based Grading, 7Mindsets, Positive Discipline, and Project Based Learning. We also provide an overview of our school's assessment policy, curriculum documents/guides and unit plans, and department specific program information/training (example Pearson Realize, Eureka Math, Amplify Science, Teachers College Readers and Writer's Workshop). Our Lead Teachers help in this process, alongside Section Principals and Instructional Coaches.

Throughout the year, teachers participate in ongoing professional development (please see the Wednesday PD Calendar for details) on Wednesdays and in grade level team meetings during the week. We also have 3 full Professional Development days that are tailored to supporting staff with school-wide initiatives. This year's PD Days, for example, were focused on developing effective PBL units using the Understanding by Design Unit Plan template by Wiggins and McTighe.

We have two instructional coaches on staff (one for PS/ES and one for MS/HS) who work to support individual teachers and small groups through 4-5 week coaching cycles. These coaching cycles paused during the pandemic but are now resuming as we have returned back to campus. Our next steps will include coach-facilitated learning walks, where small groups of teachers will enter into 3-4 classrooms at a time to focus on specific lookfors tailored to one type of instructional strategy or skill (for example, one learning walk might focus primarily on integrating technology, while another learning walk might focus on differentiation).

3.4 The institution attracts and retains qualified personnel who support the institution's purpose and direction. (Zune)					
i3	Key Concept (What are we looking for?)	Evidence (How do we know? What are our practices and procedures? What documentation do we have?)	What's missing? (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	i3 Rating	
EN	Leaders engage in ongoing processes to identify staffing needs and retain qualified staff	Budget planning Salary Scale with annual increments  <u>TPES</u> <a href="#">TPES Teacher Handbook Improvement Plan - Form 2021</a>  Intent to return procedure  <a href="#">Formato Intención de Regresar - Año Escolar 21-22 &gt;&gt; 22-23</a> <a href="#">Intent to Return Form SY 21-22 &gt;&gt; 22-23</a>  Salary offer <a href="#">Ejemplo de Ofertas Salariales</a>  COJOWA Recruitment Guide		4	

		<a href="#">COJOWA Recruiting Guide</a> Principal meetings (to be retained or not to be retained, that is the question)  Resigning Bonus Staff Assignment Analysis  Teacher/student ratios Teacher leadership positions (retain talent)  Climate survey 2016-17 2021-22  Ongoing Education/ PD Support: <a href="#">PD Form - Formato de Solicitud de Desarrollo Profesional 21-22</a> <ul style="list-style-type: none"> <li>• Focused professional development [i.e. UTEACH] and certificates</li> <li>• University/ Continued Education Support</li> <li>• Professional development budget per section</li> </ul>			
IM	Formal processes are implemented to identify personnel needs, including an assessment of talent, qualifications and sufficient numbers to ensure learners' needs are met Formal processes and actions are implemented and monitored to attract, recruit, and retain qualified personnel who meet the needs of the institution and the learners	Climate survey Intent to return procedure Recruitment websites,fairs Reference followup Psycho-occupational evaluations and Headhunters consultants Specific technical tests per position Ventures for Excellence Interview Questions Summary of Salary and Benefits with FAQ sheet Staff Assignment Analysis for each section Teacher/student ratios COJOWA Recruitment Guide	Consider a psychological test/analysis for potential expat candidates.	4	
RE	Data are collected, analyzed, and used to evaluate the effectiveness of processes implemented to recruit and retain qualified staff	Teacher feedback survey: Recruiting and Induction	Exit interview or survey for teachers leaving  Teacher retention data  Offer acceptance/rejection rate data	1	
SU	Longitudinal data and evidence indicate growth and improvements to the recruitment and retention of qualified			1	

	staff based on the implementation of processes and strategies				
EM	All staff commit and demonstrate actions related to building a culture that supports the recruitment and retention of qualified staff	New teacher Meet and Greet Meetings with current staff members and potential candidates. New staff orientation meetings Submit the Intent to return Strategic plan- wearecojowa	Staff candidate referral program Teacher Recruiting microsite	2.5	
<b>Standard Summary for Website:</b>					
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness. (Ivan)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be the next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	All staff are engaged in the integration and planning for the use of digital resources into teaching, learning, and operations	<a href="#">BYOD/BYOC Program</a> <a href="#">Digital Learning Program</a> Technology Integration Positions Google Classroom <a href="#">Distance Learning Program</a> <a href="#">Teacher led professional development on the implementation of digital platforms</a> <a href="#">Section-wide programs Zearn Reflex</a> <a href="#">Google for Education Tools</a> <a href="#">Admin Platforms / Digital Transformation</a> <a href="#">OnTrack/BioFood/Zearn/Alma/Snipet/Freshdesk</a> <a href="#">Al-Ma</a> COJOWA YouTube Channel Recorded Events Chromebooks Implementation iPad Ecosystem for young learners		4	
IM	Processes are implemented to ensure the use of digital resources are integrated into the teaching, learning and operations Processes are implemented to provide sufficient human, material, and fiscal	<a href="#">Google Certification Program</a> <a href="#">Orientation Week Technology PD</a> <a href="#">Technology induction training</a> <a href="#">DLP - Middle School</a> <a href="#">Digital Tools Document/Distance Learning</a> Entrenamiento uso Alma ?		3.5	

	support for the integration of digital resources into teaching, learning and operations Job-embedded training and support is implemented for all staff to use appropriate digital resources that are aligned to their role in the organization, with training monitored and adjusted as needed	iPads - PS and 1,2 / Chromebooks 3 and up (BYOD / BYOC), TVs and projectors <b>Teacher led professional development on the implementation of digital platforms</b> <b>BYOC - Parents Workshop</b> <b>Software Ecosystem</b>  <b>Technology support staff, Information specialists</b> <b>IT Assets Renewal Cycle</b>			
RE	Data are collected, analyzed, and used to evaluate the use of digital resources for improving organizational effectiveness and student learning eProve™ (eleot®) (G1, G2, G3)	TPES <b>Software Usage Statistics</b> Review of learning platforms Review of Technology Budget, based on the teacher requests and/or School needs. <b>IT Assets Renewal Cycle Analysis</b> <b>Assigned devices / IT Inventory</b>	Link usage statistics with software renewal process  Include qualitative notes alongside each software to capture the conclusions of the discussion to support decision to renew or not each software	3	
SU	Longitudinal data and evidence demonstrate the effective processes for operational practices and digital resources and results of the use of digital resources to improve teaching, learning, and/or operations	Software Usage Statistics <b>Review of learning platforms</b> Review of Technology Budget, based on the teacher requests and/or School needs. <b>IT Assets Renewal Cycle Analysis</b> <b>Assigned devices / IT Inventory</b>		3	
EM	All staff commit to and demonstrate actions to integrate digital resources throughout the institution to improve student learning and organizational effectiveness	<b>Google Certifications</b> Google for Education Tools <b>Teacher led professional development on the implementation of digital platforms</b> Digital tools in all classrooms (document cameras, projectors, iPads, etc) <b>Software Usage Statistics</b>		4	
<b>Standard Summary for Website:</b>					
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution. (Ivan)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area?)	<b>i3 Rating</b>	

			Any evidence that could be easily developed?)		
EN	All students and staff access the institution's information resources and materials that support their needs, interests, and the teaching and learning programs	<p>Google Drive Tech Ecosystem Curriculum documents and files Annual Budget</p> <p>Fomento Tech Budget School Website Online Platform Renewal Spreadsheet Section Budget</p> <p>COJOWA News COJOWA WebSite Google Classrooms Alma Hardware inventory (IPADS, Chromebooks, headphones, computers) Library School-wide Wifi Access</p>		3.5	
IM	Implementation of processes to ensure the acquisition of resources and materials align to the curricular and instructional programs and support the needs of staff and students	<p>Purchasing Procedure (including several levels of approval)</p> <p>Section Budget (signatures check for alignment)</p> <p>Online Platform Renewal Spreadsheet IT Assets Renewal Spreadsheets Fomento Budget</p> <p>PD with internal and external consultants aligned with institutional goals</p>	Formalize the protocol for purchasing resources with documentation of alignment with an institutional goal	3.5	
RE	Data are collected, analyzed, and used to determine the effectiveness and quality use of the resources and materials provided to support institutional programs and guide decision-making regarding resources	<p>Software Statistics of Usage</p> <p>Online Platforms Renewal Spreadsheet Alma SIS Analysis Data from standardized testing (Students performance) Annual Report Student Performance Data Teachers / Students Online Tools Evaluation Form (New! January 2022)</p>	Program effectiveness survey/evaluation as part of the purchasing process	3	
SU	Longitudinal data and evidence demonstrate the ongoing quality and effectiveness of the use of resources and materials to support instruction and student and staff needs and interests	<p>AP Score Trends ICFES Score Trends NWEA Map Trends Annual Report Alma reports</p>	Classroom walkthrough data Student performance data	3.5	

EM	A commitment to access and use quality resources and materials throughout the institution to support the curriculum, programs, and student and staff needs and interests	Finance Committee Section budget Online Platform Renewal Spreadsheet <u>Formento - Additional funding from tuition to support quality resources</u> Evaluation committee <u>PD for program and tech usage</u> Google Certification <u>Induction process</u>	Classroom walkthrough data	3.5	
<b>Standard Summary for Website:</b>					
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction. (Cristina)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How do we know? What are our practices and procedures? What documentation do we have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	Leadership and representatives of other key stakeholder groups are engaged in the process of planning for strategic resource management	<u>Purchasing Process Involves Principals And Teachers. Reviewed By Director</u> <u>Annual Budget</u> <u>Finance Committee</u> <u>Admissions Committee</u> <u>Master Facility Planning Committee</u> <u>Annual Technology Budget Involves Teachers And Principals</u> <u>Check-Out Process With Teacher Feedback On Maintenance And Technology Needs</u> Teacher Participation Is Program/Software Selection Processes <u>Alignment Of Annual Enrollment Predictions With Budget</u> <u>Software Review And Evaluation Process With Lead Teachers And Principals</u> Board Meetings		4	
IM	Formal planning processes are developed for long-range resource management, including financial projections, enrollment projections and/or demographic shifts, and facility	<u>Annual Technology Checkout</u> <u>Board Of Directors Meetings</u> <u>Finance Committee</u> <u>Long-Term Cash Flow Analysis</u>	Additional long-term financial planning to ensure we are prepared to meet our institutional goals of the future	3	

	<p>planning (including maintenance and upgrades to existing facilities) Processes to monitor the implementation of the long-range plans and revisions to long-range plans based on internal data or changes in external factors such as funding or demographics</p>	<p>Enrollment Projections &amp; Enrollment Analysis From Last 5 Years Facilities Master Plan <a href="#">IT Assets Lifecycle And Renewal Plan</a> <a href="#">IT Support Tickets And Incident Reports</a></p> <p><a href="#">Assembly - Budget Approval</a> Investment And Maintenance Control <a href="#">Analysis Of Construction Of Kinder Facilities On Main Campus (Drive Folder With Analysis)</a></p> <p>Student-Teacher Ratio Document For Ps</p> <p>Financial Analysis For When To Open A 3rd Classroom In A Grade Level</p> <p>Enrollment &amp; School Fees Benchmark</p>	<p>Enrollment planning, including fee structure, is in need of a long-term review/planning</p> <p>Master Facilities Plan</p>		
RE	<p>Data are collected, analyzed, and used to evaluate the implementation of the long-range plans in achieving desired results and contributing to the effective stewardship of institution resources</p>	<p><a href="#">IT Assets Inventory</a> <a href="#">IT Assets Lifecycle And Renewal Plan</a> <a href="#">IT Support Tickets And Incident Reports</a> <a href="#">Software Inventory</a> <a href="#">Fomento Tecnológico Budget</a> <a href="#">Preventive Maintenance Master Plan</a> Purchasing Plan / Process <a href="#">Long-Term Cash Flow Analysis</a> <a href="#">Budget Control</a> Enrollment &amp; Class Size Analysis</p>		3.7	
SU	<p>Longitudinal data and evidence demonstrate the impact of implementation of long-range planning to effectively manage resources</p>	<p><a href="#">Balanced Scorecard</a> <a href="#">Financial Statements</a> Digital Ecosystem Growth And Alignment</p>		3	
EM	<p>Leadership and the governing authority demonstrate their support for and belief in the institution's purpose and long-range plans by committing to effectively manage and use its resources</p>	<p><a href="#">General Assembly</a> <a href="#">Master Facilities Plan With Strategic Plan Goals</a> <a href="#">Alignment Of Strategic Plan With Funding For Pd, Tech, Purchases, Facilities</a> <a href="#">Participation Of Board Members In Strategic Planning Process</a></p>		3	
<p><b>Standard Summary For Website:</b> Cojowa Maneja Un Plan Estratégico A 5 Años Y Un Flujo De Caja Proyectado A 15 Años. Igualmente Tiene Definidas Unas Necesidades Dentro De Un Plan Maestro Que Garantiza Que Los Recursos Sean Invertidos Basados En Estas Necesidades Que Proyectamos Tener En El Futuro..</p>					

3.8	The Institution Allocates Human, Material, And Fiscal Resources In Alignment With The Institution's Identified Needs And Priorities To Improve Student Performance And Organizational Effectiveness. (Cristina)				
i3	<b>Key Concept</b> (What are we looking for?)	<b>Evidence</b> (How Do We Know? What Are Our Practices And Procedures? What Documentation Do We Have?)	<b>What's missing?</b> (Is further evidence necessary? If so, what might be a next step in this area? Any evidence that could be easily developed?)	<b>i3 Rating</b>	
EN	All staff have the opportunity to provide input into the identification of necessary resources that align with the institution's goals and priorities	<p>Planning The annual Budget</p> <p>Purchasing Process- Distributed Budgets For Departments And Teachers</p> <p>Budget Document Showing Different Staff Members Responsible For Managing Each Section</p> <p>Check-Out Process With Teacher Feedback On Maintenance And Technology Needs</p> <p>Teacher Participation Is Program/Software Selection Processes</p> <p>Software Review And Evaluation Process With Lead Teachers And Principals</p>		4	
IM	Processes are executed with quality and fidelity to ensure human, material, and fiscal resources are aligned, allocated, and used based on identified needs and key priorities	<p>Annual Budget Planning</p> <p>Fomento Tecnológico Budget Monthly Planning</p> <p>Software Renewal Procedure</p> <p>Purchasing Control Per Category (Purchase Order Document)</p> <p>Finance Committee Review</p>	A consolidated long-term technology plan	4	
RE	Data are collected, analyzed, and used to assess the impact of the use of resources in meeting the identified goals and key priorities of the continuous improvement plan to determine return on investment	<p>Balanced Scorecard</p> <p>Leadership Team Meeting - Meeting Notes</p> <p>Analyze Final Execution Of The Budget</p> <p>Annual Report</p> <p>Transportation And Eagles Budget</p>		2	



SU	Longitudinal data and evidence demonstrate the impact of the use of resources on the achievement of the identified goals and key priorities of the continuous improvement plan	Balanced Scorecard Budget Control Annual Report		3	
EM	Resource allocations are consistently aligned to the identified goals and key priorities of the institution and their use is strongly protected	Induction Agenda Finance Committee Review Fomento Tecnológico Budget Monthly Planning Purchase Order Document With Several Layers Of Review And Approval Purchasing Control Per Category  Section Alignment With Implementation Of Adopted Programs (Induction Agenda/Schedule)		3.5	

**Standard Summary for Website:**

El colegio maneja un presupuesto y una proyección donde la junta directiva y la dirección del colegio están involucrados, y estos están alineados con nuestro plan estratégico. Los diferentes rubros de este presupuesto están controlados por los diferentes líderes de nuestras institución garantizado el adecuado manejo de los recursos disponibles.