

# SACS ACCREDITATION REPORT

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## Section 1

### I. Introduction and Overview of Process

Dear AdvancED Quality Assurance Review Team,

It is with great pleasure that we welcome you to Colegio Menor San Francisco de Quito (CMSFQ). My tenure at the school is limited. I was hired in September of 2007 but completed the last contract year at a school in Mexico City in 2007-08. This interim year provided an opportunity to get to know and appreciate the Colegio Menor community. Since its founding thirteen years ago, a characteristic of the CMSFQ is a firm understanding of school improvement. The introduction of AdvancED protocols, indicators and standards simply provided a rich framework in which to structure these on-going improvement efforts. I feel very fortunate to participate in a community dedicated to this robust process and who demonstrate an unwavering commitment to school improvement. I am proud to lead the school and know that your stay here will be a positive influence on our community.

The prior School Director, Scott Hibbard, should be commended for initiating the accreditation process and for selecting such a capable individual to lead the accreditation efforts, Cindy Pieterick. I inherited an institution primed for the process and when I can offer some advice or productive insights. I do so but often I find myself simply appreciating the energy and efforts of faculty, staff and students who are constantly involved in improvement activities. The Administrative Team is composed of long term Colegio Menor employees and committed educators. This team leads the teachers and staff to create an environment conducive to change, flexibility, self questioning and student learning. Colegio Menor is a healthy and vibrant institution poised to fulfill its vision to be "... the premier educational provider in the region."

The Standards Assessment Report (SAR) that follows provides a comprehensive summary of our compliance with the seven standards for accreditation established by AdvancED. You will also find a brief school profile with important introductory data of our educational community, our five year institutional plan, the 2008-09 improvement goals associated with these objectives and the goals and data driven improvement plans for each academic area. This information will assist you in getting to know our community better. I am certain the contents of this document will demonstrate our understanding of accreditation, our desire to improve the educational experience of all community members, our commitment to improving student performance and, finally, a desire to live our mission and accomplish our vision.

The accreditation process stimulated a more inclusive approach to sharing information, engaging in dialogue and being more receptive to feedback throughout the Colegio Menor community. This transparency in operations and healthy dialoging is a fundamental foundation for providing information to the community and inviting the community to participate in the school improvement process. This SAR document is thus a community wide product representing the diligence and persistence of teachers, parents, students and administrators, who for the last two years met in committees, attended numerous workshops, communicated in electronic forums, and discussed at

length the situation of our school. Student, parents and teachers participated in opinion surveys, answered focus questions, and evaluated internal and external assessments to ascertain important trends and opportunities for improvement. The survey results were shared with the community, as were the school's compliance rankings with the standards, as well as improvement priority areas, the institutional objectives, and area goals.

A School Improvement Council (SIC) composed of teachers, students, parents and administrators is in place and is providing important oversight and feedback on the goal setting process and our progress toward achieving an alignment between our improvement initiatives, community priorities and the mission of the school. The Council periodically meets to provide a forum for receiving feedback from community members and for reviewing solicited information and will play a substantial role in analyzing the recommendations from the QAR team. The school improvement process is and will continue to involve the entire community.

We are proud of our institution and feel prepared yet anxious for the visit. The benefits for engaging in the accreditation process are evident as is our progress on accomplishing our goals. We firmly believe our improvement efforts will assist us in better serving the needs of our community. The process strengthens our resolve to face new challenges and to explore areas for opportunities. We are continuing to move forward and searching for ways to unite our energies to offer the highest quality academic and extra curricula programming available. Your visit will be an additional enriching experience for our community. Thank you for joining us in celebrating who we are and what we hope to be.

Sincerely,

Andrew Sherman

## Section 2

### II. School Profile

#### A. Vision

##### Foundational Principles

Goodness, beauty and truth are the foundational principles that inspired the creation of an educational institution focused on the liberal arts.

##### Mission

Our mission is to inspire students to be lifelong learners and to guide them, through a liberal arts education, to be creative, well-rounded individuals, and critical thinkers who are proud of their culture, advocates of freedom, and prepared to be successful and live harmoniously in a diverse world.

##### Vision

Our vision is to be the premier educational provider in the region through sound institutional practices, active community involvement, and a commitment to continuous improvement.

##### Continuous Improvement Process

Colegio Menor San Francisco de Quito began a formal process of self-reflection, evaluation, and continuous improvement in fall of 2007. We started with a presentation to all community members explaining the importance of accreditation and how the process would provide us with a systemic process for self-analysis, evaluation, and continuous improvement. We formed an improvement team, with a representative committee of parents, students, teachers, and administrators for each of the seven standards. This total group of seventy participants was extremely dedicated to a self-reflective process of looking at our school through various lenses in order to celebrate what we do well and determine areas for continued growth. Through a yearlong process of weekly meetings, we gathered evidence of what the school does to support the indicators of each standard, as well as address each of the focus questions. Community members were involved in gathering data and participating in dialogue about our school. During the second half of the year, our focus turned towards ranking ourselves, based on the standards and indicators, determining our areas of strengths and our areas of improvements. We ended the year with a recommendation from the committees to the Academic Leadership Team of three areas in which the school should focus their improvement plan. Based on these recommendations, the Academic Leadership Team drafted the Institutional Five Year Plan and Annual Goals. These were shared with the community for feedback, and then taken to each area to formulate area and individual goals and improvement plans that would support the institutional goals. We are now actively in the process of completing our goals and measuring our success. The spirit of working together towards a continuous improvement process that impacts student learning is part of the organizational culture of Colegio Menor, but this self-reflection process provides us with a more systematic method to better measure our advancements.

## B. Profile

### School Overview

Founded in 1995, Colegio Menor San Francisco de Quito is a private, bilingual school drawing on the best of the international and American school models, while teaching students to understand, respect and celebrate the diversity of Ecuadorian culture.

More than 1,300 students are enrolled in the four sections of the school:

Section	Students	Faculty
Early Childhood – Play Group to 2nd grade	522	34
Elementary – grades 3 to 5	249	19
Middle School – grades 6 to 8	239	19
High School – grades 9 to 12	340	32
Specials (Art, Music, PE)	-	26
Class assistants ECH	-	28
Counseling	-	11
Administrators	-	39
<b>TOTAL</b>	<b>1350</b>	<b>208*</b>
*30% North American – 70% Ecuadorian 41% With Masters Degrees (60% from US Universities)		

Class size is small, with no more than 17 students per class at the preschool level and a maximum of 22 students per class in all other grades. Colegio Menor is one of the most prestigious preparatory schools in the region and our graduates are accepted at important universities in North America, South America and Europe.

### DEMOGRAPHICS AND COMMUNITY CHARACTERISTICS

Grades Included	2005-2006	2006-2007	2007-2008	2008-2009
<b>EARLY CHILDHOOD SCHOOL</b>	479	487	504	522
<b>ELEMENTARY SCHOOL</b>	229	236	246	249
<b>MIDDLE SCHOOL</b>	255	229	230	239
<b>HIGH SCHOOL</b>	359	357	356	340
<b>TOTALS</b>	<b>1322</b>	<b>1309</b>	<b>1336</b>	<b>1350</b>

**DEMOGRAPHICS COMPOSITION - SCHOOL YEAR 2007-2008**

Nationality	Students	%
ECUADOR	1224	90.67
USA	40	2.96
COLOMBIA	37	2.74
EUROPE	9	0.67
ARGENTINA	8	0.59
CHILE	7	0.52
CANADA	6	0.44
MEXICO	6	0.44
PERU	4	0.30
VENEZUELA	4	0.30
ASIA	2	0.15
BRASIL	2	0.15
BOLIVIA	1	0.07
TOTAL	1350	100.00

**External Standardized Testing**

In fall 2008, we implemented an all-school improvement plan process that provides a template and timeline for all teachers to commit measurable efforts to identified improvement areas, based on the Stanford results. We expect to see consistent improvement in our spring 2009 evaluations as a result of this process.

ABILITIES												
Grade	Thinking			Abilities			Verbal			Nonverbal		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
2					33	45		25	44		48	47
3	46	50	52	36	37	46	27	27	32	49	50	62
5	49	60	45	47	52	40	35	41	30	58	65	50
7	58	55		60	52		47	44		70	59	
8	66	66	58	66	64	64	54	57	54	74	67	71
9	75			68			63			67		
10		74	71		88	84		84	81		86	82

CORE SUBJECTS																		
Grade	Reading			Language			Spelling			Listening			Math			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
2		44	44		42	46		37	38		26	29		53	53			
3	36	41	40	40	47	55	30	38	32	44	45	49	48	57	57	61	63	69
5	48	52	44	55	65	50	28	36	30	41	48	37	50	71	54	57	65	54
7	58	55		57	53		37	41		48	51		66	74		56	63	
8	47	46	41	57	51	48	50	51	46	52	51	41	69	72	67	67	70	69
9	65			63			50						87			70		
10		60	59		59	52		34	38					80	78		75	75

## Teachers

Colegio Menor San Francisco de Quito implements policies and procedures that allow us to recruit, retain, and develop highly qualified teachers. The teaching staff is formed by 130 members of different backgrounds and experience, though most of them are local or from the United States. Our local faculty is mostly formed by members who received their degrees in the U.S., or in local universities with a structure similar to U.S. universities. Colegio Menor utilizes and cultivates the rich blend of the expertise that our professional, seasoned teachers bring, with the fresh perspectives and experiences of new teachers. This allows us to maintain a healthy balance between continuity and change. Investing in continual professional development is another important commitment of Colegio Menor to ensure an exceedingly qualified teaching staff that utilizes the latest researched instructional methodologies to impact student learning. The following charts represent teacher tenure and qualifications.

Teacher Tenure Status 2008-2009	
Tenure	Number of Teachers
5 or more years	66
2 to 4 years	36
New	19

Teacher Education Level Statistics 2008-2009		
Degree	Number	Percentage
Bachelors	71	59%
Masters	50	41%

## **Accreditation and Affiliation**

The school is a Board operated, for profit educational institution, accredited by the Ecuadorian Ministry of Education and a member of ACCAS (Association of Colombian-Caribbean American Schools) and the Tri-Association. The current Board President and founder of the school is Dr. Carlos Montúfar.

## **Administrators**

Andrew Sherman	General Director
Sheila Roberts	High School Principal
Cindy Pieterick Garzón	Middle School Principal
Timothy Long	Elementary Principal
Ana Rosa Pólit	Early Childhood Principal
Sebastián Montúfar	Support Services Director

## **Language Model**

Colegio Menor is a bilingual English-Spanish school. Students attain high levels of proficiency in both English and Spanish through our especially designed bilingual model that begins with an English immersion program from playgroup to kindergarten then transitions to a bilingual program with English instruction in all core\* classes and language and Ecuadorian / Latin American social studies in Spanish from 1st to 12th grade.

\* Core classes are mathematics, science, and English language arts, as well as social studies at certain grade levels.

## **Curriculum**

Based on the liberal arts, Colegio Menor's curriculum provides students with the opportunity to complete a set of core courses as well as develop their knowledge and skills in art, music, and a variety of elective subject areas. At the high school level, all courses are taught as part of a college preparatory curriculum.

Colegio Menor offers Advanced Placement (AP) courses in calculus, statistics, English language, Spanish language and literature, studio art, world history and biology.

## **Facilities – Location**

Colegio Menor is located in the valley of Cumbayá, approximately a fifteen minute commute from Quito, the capital of Ecuador. Cumbayá is a developing residential area and a pleasant place to live and study. The six-hectare campus offers generous green space for recess activities, athletic competitions, and other school events. The campus includes the following facilities:

- A modern library and Curriculum Center with over 40,000 book titles and didactic materials, contributing to a collection of over 100,000 items
- Computer and science laboratories
- Specialized music facilities, including independent practice rooms
- Modern art and athletic facilities housed in the DaVinci Center

## **Student Life**

Colegio Menor students participate in a variety of extra-curricular activities including Girl Scouts, athletics, music, Model United Nations (MUN) and student government. Our community is fortunate to have highly active student councils promoting school spirit and social service projects.

Colegio Menor's Model United Nations delegations have earned prestigious awards and gained valuable experience through participation in activities in Latin America, the United States and Europe. The high school band has performed internationally at the Berklee College of Music Jazz Festival in Boston, U.S.A.

## **Community Service**

Colegio Menor is committed to community service projects. The school operates a community library in the town of Puenbo. In addition, the community service program created the Teachers Teaching Teachers (TTT) program in which Colegio Menor teachers provide pedagogical training to local public school teachers. There are also unique community service projects at each grade level.

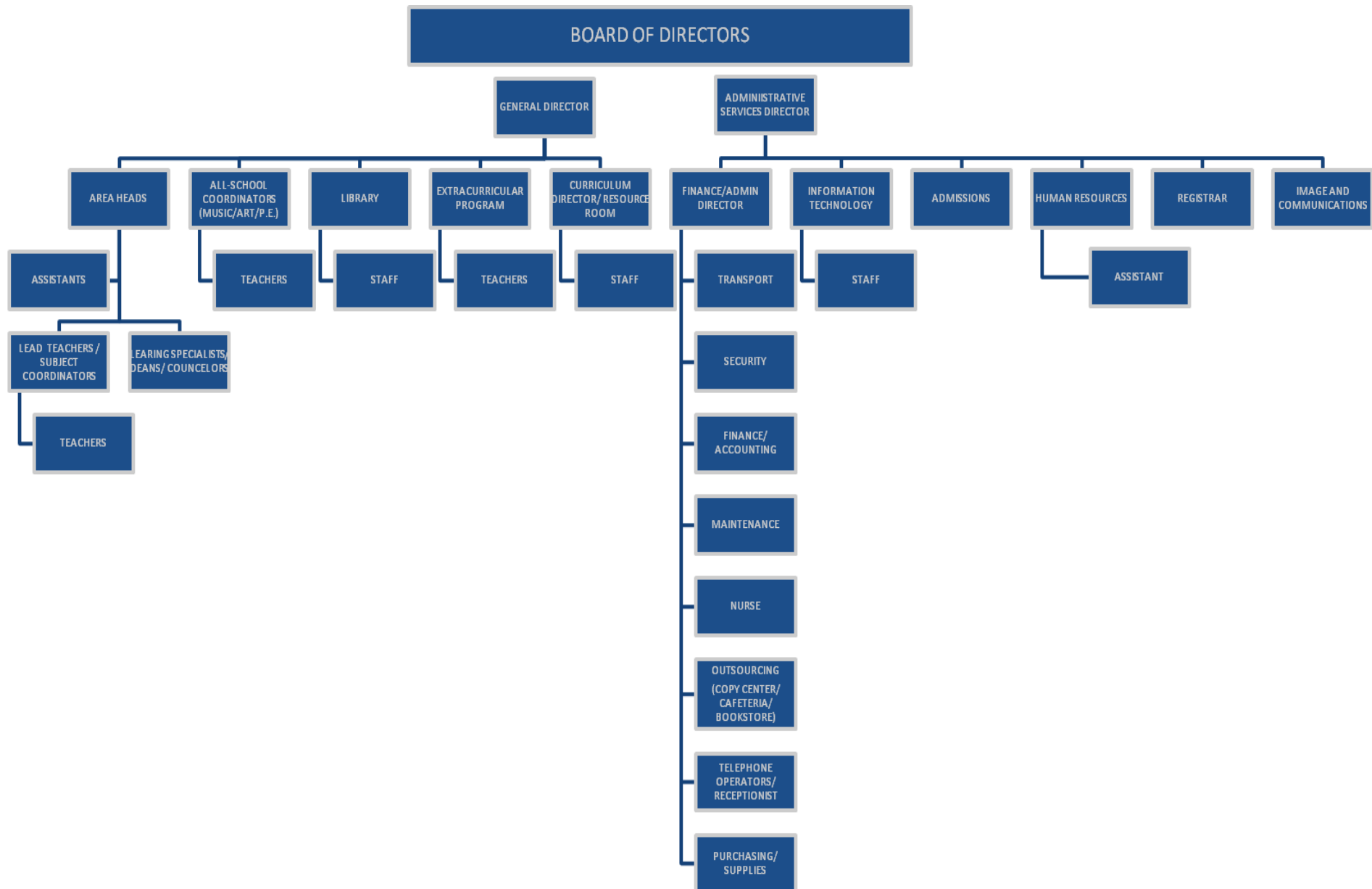
## **What Makes CMSFQ Special**

- A strong music program with ensembles, band, orchestra, piano and guitar
- An excellent art program with annual exhibits and over 30 student murals decorating the campus
- Academic trips to the Galapagos Islands, nearby cloud forests, and the Amazon Basin
- Extensive community service projects
- Innovative advising and academic support systems which require each student to be accountable for his or her own actions and educational decisions

## **Admissions**

Applications for admissions are received on an open enrollment basis. Many of the grade levels have a lengthy waiting list; please take this into consideration when applying. Admission to Colegio Menor is determined on the basis of a formal entrance exam, the presentation of previous school records, and a personal interview.

## **Leadership structure**



## Satisfaction Surveys

The following are the principal findings from May 2008 Surveys (based on 1172 responses from students, parents and staff):

### GENERAL SATISFACTION

It is a pleasure to announce that we have a high level of satisfaction.

GROUP	QUESTION	LEVEL OF SATISFACTION
Parents:	In general, I am satisfied with Colegio Menor	96%
Teachers, Faculty, Personnel:	In general, I am satisfied with Colegio Menor	91%
Middle and High School Students:	In general, I am satisfied with our school.	82%
Elementary Students:	In general, I am satisfied with my school.	90%

### STRENGTHS

1. School provides a high quality education
2. Teaching English, Math, Sciences, Art and Music
3. Students enjoy coming to Colegio Menor
4. Infrastructure/Resources (Campus, classroom setting, library, music classrooms, art classrooms)
5. Institutional commitment for continuous improvement
6. Teachers use a variety of strategies and activities to help student learning
7. Besides exams students have the opportunity to show what they've learned through projects, presentations and portfolios
8. Teachers teach the school rules
9. School provides a variety of resources for student learning like library, resource room, didactic material, work centers, database, and technology resources.
10. School provides students with opportunities to learn about all subjects including technology and art
11. School provides a safe and organized environment to learn

### AREAS FOR IMPROVEMENT

We looked closely at the areas that need improvement. The following areas are priorities and are addressed in our institutional objectives.

Colegio Menor maintains detailed information about bullying cases between students. Although these cases occasionally appear the majority of our students feel secure within campus and feel supported when they need it. To continue improving, a team consisting of teachers, students and parent reviewed policies. A policy was created about how the school responds to bullying cases.

During the past seven years, Colegio Menor actively monitors the student environment regarding alcohol, cigarettes and drugs consumption as well as sexual activity in High School. The study shows that the number of students exposed to these “risky” habits have been below the country average.

### **C. Summary of Strategic Planning Process**

Colegio Menor actively engages in a process of soliciting input from the community through surveys and other communication tools. The school also is involved in the continuous analysis of student performance data. Utilizing these sources of information, the Academic Leadership Team develops broad long term institutional plans which serve to guide the creation of annual goals. These annual plans are the catalyst for construction of area goals and individual goals. The planning template used to build these goals includes consideration of the relationship between goals, institutional objectives and the mission and vision of the school. Specific student performance data is also used to build data-based improvement plans developed by classroom teachers to impact instruction and student learning. These data-driven improvement plans are supervised by the Area Heads.

The School Improvement Council’s (SIC) role is to provide oversight of the goal setting process. The SIC meets three times a year to review the information used to construct institutional plans and provide feedback on area goals and the progress on implementation and completion of improvement initiatives. In order to encourage participation of all representative groups of community members, the SIC is composed of student, teacher, administrative, parent and school leadership representatives. The Academic Leadership Team participates on the SIC to facilitate communication between community members and the school leaders. SIC issues periodic reports on data, progress and outcomes of goal-related activities to both teachers and the greater community.

### **D. Quality Assurance**

Our institutional goals are posted on our school website for viewing by all community members. The goals were presented to all members for feedback before the final publication. In faculty meetings at the beginning of the year, all faculty members participate in forming area goals that support the institutional goals. Once area improvement plans are developed, each individual member commits to personal goals that are aligned with the improvement plans. Each grade level team or department also develops improvement plans specific to addressing areas related to assessment results. At the end of the year, based on the results provided by various evaluation tools and the suggestions from the SIC, we modify our annual goals for the following school year, making sure that our new goals align with the five year institutional plan. These coordinated efforts are characteristic of the spirit of teamwork that drives Colegio Menor’s commitment to providing a quality education to its students.

The purpose of the School Improvement Council is to:

- 1) Review data from different sources and provide feedback to the Academic Leadership Team on progress of improvement plans.
- 2) Review report, provided by quality assurance review team, and provide commentaries on the recommendations and commendations stated in the report.
- 3) Review opinion surveys and provide feedback on the relationship between improvement plans and community member satisfaction.

This council provides feedback from distinct viewpoints, allowing the Academic Leadership Team to consider community expectations when evaluating the progress and modifying the plans for achieving our goals.

Section 3  
 III. SAR Report

Standards Assessment Report

Vision & Purpose

**STANDARD:** The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school’s vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school’s vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
1.1	Establishes a vision for the school in collaboration with its stakeholders				
1.2	Communicates the vision and purpose to build stakeholder understanding and support				
1.3	Identifies goals to advance the vision				
1.4	Develops and continuously maintains a profile of the school, its students, and the community				
1.5	Ensures that the school’s vision and purpose guide the teaching and learning process				
1.6	Reviews its vision and purpose systematically and revises them when appropriate				

Focus Questions

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

The founders of the school envisioned an educational institution, based on the principles of Goodness, Beauty and Truth, and dedicated to the liberal arts. The school was designed to offer the best of United States-inspired schooling to an Ecuadorian population, and provide the students with an extensive breadth of knowledge in many disciplines. Though the vision has been reviewed over

the years, the school community continues to express an interest in maintaining and strengthening the programs that emphasize a quality liberal arts education.

As part of the accreditation process, representatives of each community group worked together, through a year long process of meetings and workshops, to revise the school's mission and vision. The school shared these newly created mission and vision statements, providing community members an opportunity for adding commentaries. These comments were considered in producing the final version of the mission and vision statements.

In order to communicate our vision and build understanding of our mission among our community members, the school publishes these statements in classrooms and offices around the campus, in our student and parent handbooks, and on the school website. We also provide community learning opportunities during our faculty and staff meetings and designate times that advisors spend with students. Our mission and vision guide the planning of school events, such as parent conferences and workshops, student community service projects, academic showcase presentations, and faculty and staff workshops and seminars. At beginning of the year Open Houses, we also take the opportunity to present our institutional and area goals. Alignment of daily activities to the mission and vision is apparent in a variety of daily activities across the school. Reference to considering a decision's impact on the mission and vision are apparent in the alignment process of a unit plan, as well as an explicit question to be answered on a purchase order. Our goal is to align quotidian activities as well as long range plans to help fulfill our mission and accomplish our vision.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

The school profile is revised annually by the admissions office and provides a brief overview of our school, including highlights of the programs we offer and information about what makes our school unique. This document is public and published on our school's external website. Our school community can access our 5-Year Institutional Plan and Annual Goals through our Website. Standardized testing results are published in our newsletter, and shared with faculty and parents. University acceptance data is also published on an annual basis.

In addition, the school recently upgraded its School Information System from Winschool to Powerschool to facilitate the storage and use of student information. This system captures student data on grades, standardized testing results, attendance, discipline, and demographic information. We are currently implementing Powerschool in Early Childhood and Elementary and will transition to using Powerschool in Middle School and High School in subsequent years. This automation of our data helps us to collect, store and analyze information on student performance.

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

One of our institutional goals is to achieve a shared understanding of our mission and vision, and to ensure that these beliefs drive our daily activities and long range planning.

We have a Goal Setting, Implementation and Evaluation Policy which delineates procedures to ensure that the mission and vision guide the learning process by establishing specific actions and

measurable outcomes for the institutional plan and area goals. Annual goals are developed from the 5 year institutional plan. Annual goals are used to create area, department, and individual goals that contribute to the school's mission and vision. Student performance is continually highlighted as one of the major institutional priorities, and data from both internal common assessments and external standardized tests are used to measure achievement of institutional objectives.

Our curriculum and cross curricular standards address our learning expectations as well as assist us in developing a high quality liberal arts academic program. Other processes and policies such as teacher Supervision, Development and Evaluation Program, our Assessment Policy and our Code of Honor reinforce the concepts established in our Mission and Vision documents.

Teachers are guided by the vision, mission, and goals of the school, aligning these with their instructional program. Through our Supervision, Development and Evaluation Program, constant feedback and dialogue occurs between the Area Head, Department Coordinators, teachers, and the students, to ensure that the learning process is aligned with our vision and mission. Our teachers also receive professional development on a regular basis that is coordinated with our 3-Year Curriculum Plan and supports our institutional objectives.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

Our school, in collaboration with all community members, reviews and revises, if necessary, the vision and mission on a continuous basis. Through ongoing curriculum development, our rigorous Supervision, Development and Evaluation program, professional development that is aligned to the needs of our faculty, and continual feedback from surveys administered to all community members, we ensure that our programs reflect current best practices, address the main concerns of the school community, and meet the needs and convey the interests of all community members. Additionally, our mission was designed to impact our student learning expectations, and is broken down into more detail in our Student Profile. Our vision includes a statement about continuous school improvement and therefore sets the expectation for constant development of programming, policies and processes to achieve high levels of school effectiveness.

### **Overall Assessment for Standard 1: Vision and Purpose**

#### **HIGHLY FUNCTIONAL / OPERATIONAL**

The CMSFQ community participated in collaborative activities to produce a revised mission and vision for the school. These documents were then utilized as the central filter for community member feedback, data on student performance, and survey results in order to build a shared purpose and direction. Our common commitment to high expectations for student learning are evident in the institutional plans, area goals and data driven improvement plans that are aligned with the mission and vision. We are committed to institutionalizing mechanisms to solicit and receive, on a continuous basis, pertinent feedback on the direction of our school by community members. By implementing these avenues for communication we will be better able to assess student performance and school effectiveness. Finally, we are attempting to incorporate our mission and vision into time, human, material, and fiscal resource allocation.

**Practices we currently employ:**

- Meetings: Board, Academic Leadership Team, faculty, departmental, grade level
- Student, Parent, Faculty and Staff Satisfaction Survey, Evaluations and feedback process
- CT's lessons, activities, assemblies
- Academic Support Program and Behavior Program meetings with parents
- New student orientation
- GBT and Academic Awards Ceremony (Primary/MS/HS)
- Special Events (Family Day, Open House, Fiestas de Quito, Globalizarte)
- MS Academic night – culmination of cultural and environmental studies of Ecuador
- Community Service Program – house construction, community public school construction and support, “Teachers Training Teachers” program to support local public school teachers
- Student Council (governments) - MS and HS
- Goal setting, Implementation, and Evaluation Process (all-school/area/dept./personal)
- School-sponsored extra curricular activities
- Supervision, Development & Evaluation Program
- Curriculum development and implementation process (through Atlas)
- School Improvement Council Meetings (participation of admin., teachers, parents, students): monitor progress and provide feedback on institutional and area goals.
- Regular review of handbooks: based on feedback and precedence-setting cases

**Artifacts we currently have/use:**

- Vision, Mission and Founding Principles
- School Profile
- Student Profile
- CMSFQ Beliefs Statements
- Goal Setting, Implementation and Evaluation Procedures
- Institutional 5 Year Plan and Annual Goals
- Area Annual Goals and Action Plans
- Intranet meet site of Mission and Vision Revision process
- Cross-curricular Standards
- Assessment Policy
- 3-Year Curriculum Plan
- Stanford Results
- MS 3Rs doc (reflect, Respect, and Responsible): created with parents and students during a session of workshops
- Rubrics for student behavior and academic expectations
- Meeting notes: Board, Academic Leadership Team, faculty, departmental, grade level
- Open House agendas
- New student orientation agenda
- GBT and Academic awards templates(Elementary, MS, HS)
- Newsletters
- Handbooks: Administrative Policy Manual, Parent-Student Handbook, Faculty Handbook, Welcome Packet for new teachers

- Website
- Powerschool (student management data base system)
- Communication logs (parents and teachers)
- Code of Honor
- Curriculum (Atlas program)
- Final year reports (hard copy only)
- Academic Calendar
- Assessment Chart
- Survey results
  - opinion
  - substance abuse
  - bullying
  - AdvancED
- Supervision, Development, and Evaluation Program docs
- College counseling stats (university acceptance data)

## Governance & Leadership

**STANDARD:** The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

### Indicators Rubric

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:					
2.1	Establishes policies and procedures that provide for the effective operation of the school				
2.2	Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school				
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations				
In fulfillment of this standard, the school has leadership that:					
2.4	Employs a system that provides for analysis and review of student performance and school effectiveness				
2.5	Fosters a learning community				
2.6	Provides teachers and students opportunities to lead				
2.7	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership				
2.8	Controls curricular and extracurricular activities that are sponsored by the school				
2.9	Responds to community expectations and stakeholder satisfaction				
2.10	Implements an evaluation system that provides for the professional growth of all personnel				

### Focus Questions

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

The school has a well-established policy-making system in place which seeks and encourages involvement from all members of our school community. Since the founding of the school we have always attempted to create, review and edit policy through a group process that included the voice of a cross-representation of faculty and staff, and recently we have formalized the inclusion of the student and parent voice with their participation on our School Improvement Council and various committees.

Policy decisions are made by referring to the Mission and Vision Statements, Essential Agreement documents, and Handbooks. Some policies are developed top down and others bottom up, generally producing an initial draft which receives feedback from various community members before becoming a final document. Feedback and refinement typically come through focus groups or surveys. A new Administrative Policy Manual, bringing the distinct policies together, was recently published and will be subjected to further editing to align all policies to provide coherency in institutional operations.

The establishment of institutional policies applying to all-school levels is initiated and overseen by the Area Heads and the General Director who form the Academic Leadership Team (ALT). Additionally, each section can initiate discussion about policy for its area through its leadership team, made up of the Area Head, the Counselor, the Learning Specialist and, in the case of middle school and high school, the Dean of Students. These teams meet weekly to review the academic, emotional and behavioral needs of all students and a natural product of this review is a dialogue about policy and procedural change. Each team has the capacity to create corresponding procedures within its area. Ultimately, policy decisions receive a final approval by ALT to ensure alignment across the various sections.

The administrative staff completed a goal-setting and evaluation process to continuously support the institutional goals, mission and vision including establishing yearly department and individual goals. These will serve as the basis for mid-year and year-end evaluation conferences.

Information about new and modified policies is disseminated to staff through faculty meetings, weekly newsletters, all-school staff meetings that address specific policy topics, and the school intranet system (where all Handbooks and Policy Manuals are published). When appropriate, students are informed through student newsletters, Community Time (CT), weekly grade level meetings, teacher announcements and monthly assemblies. Parents are informed through the school webpage, the school calendar, monthly newsletters, emails, and regular email communications from the General Director. The school has a Public Relations Officer who focuses on positive communication within our community and is the liaison for those who are interested in our school. She is responsible for preparing key communication documents including our web-based institutional newsletter.

The implementation of policies and procedures is managed by the General Director and on a daily operational level by the Area Heads and their entire staff. We expect all faculty, regardless of the section that they work in, to not just follow but to also manage and monitor compliance with our policies and procedures. We feel we are fortunate to have the willingness on the part of other adults,

such as Administrative Assistants, Librarians, and Receptionists, who will also step up for the benefit of our community.

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

In 2007 we began administering annual student, teacher, and parent satisfaction surveys to obtain feedback about school effectiveness. The surveys provide information about our instructional programs, learning support services, school climate, and school organization. We use the results from this survey to identify key areas for school improvement. For example, survey results indicated a low satisfaction level with our extracurricular program; as a result the school has been in a process of gathering more related data and is forming a Focus Group to address this concern. Resulting recommendations for modifications will be overseen by the Academic Leadership Team with input from the School Improvement Council.

Teacher effectiveness is assessed through periodic teacher evaluations. Several years ago the school implemented a Supervision, Development and Evaluation Program in all sections, which includes regular formal and informal observations, peer observations, professional goal-setting (aligned with area and institutional goals, which are aligned with the mission), student feedback on teacher performance, a self-reflection of teaching strengths and areas for improvement, and a special individualized professional development component for teachers who have demonstrated exceptional performance in the school. The Area Heads are responsible for the coordination and implementation of the program. Recently, the implementation process was revised to ensure consistency in each section, including the production of a common formal and informal observation format. The process aligned our all-school essential agreements, job descriptions, and teacher evaluations.

Standardized and common assessment data on student performance are used to create improvement plans for curricular and teaching modifications. This process is delineated in the assessment policy and includes preparation of summary reports, presentation of the data, and analysis to identify academic strengths and areas for improvement. Thereafter, the corresponding teachers develop specific improvement plans, including strategy implementations and curricular modifications for approval by the Area Head. Teachers are guided and their work is documented by the use of the Data-Based Improvement Plan Worksheet. The process concludes with the definition of target areas and related defined goals for changes that will improve student performance. These plans are reviewed on a continuous basis and are part of the summative evaluation process.

Student performance is currently measured through the use of both external and internal tools. Some examples of the external tools we use are: Stanford standardized tests in grades 2, 3, 5, 8, and 10; the PSAT in grade 11 and an Advanced Placement program in grades 11 and 12. Some examples of internal common assessments we use are: school-wide writing prompts in Spanish and English; running records and reading fluency tests.

Report cards and progress reports are used to communicate progress and/or concerns to students and parents on a regular basis. Parent-teacher meetings are held for the first progress reports in each grading period, and all teachers schedule time to meet with parents upon request. When necessary, student support services identify learning issues and work with teachers and parents to implement modifications.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

Through the AdvancED process we developed a systematic way to involve seventy people, a representative group of all community members, in identifying our areas for improvement. As an outcome of this process, we were able to develop institutional goals based on those areas of improvement suggested from committee work.

The school offers many leadership and decision-making opportunities to faculty through the development of unit plans, enduring understandings, and other curricular decisions; through the organization of events such as Academic Fairs, Model United Nations (MUN), Student Council and Voice of the Students (VOS), and Community Service; and through positions such as Department Coordinator, Lead Teacher, and Grade Leader (the activity coordinators in High School). These leaders, along with their teams, make decisions within their areas of competence. The school is incorporating more teacher input in curricular and professional development decisions.

Experienced teachers have leadership opportunities to serve as mentors to student teachers who come from various teacher education programs. Most recently we have collaborated in programs with Boston College, Northern Michigan University, Kennesaw State University and Universidad San Francisco de Quito.

Selection Committees comprised of teachers, students, and parents are formed to choose key administrative positions. For example, such a process was used last year to select our new General Director. Other committees, such as the School Improvement Council, a Discipline Committee, a Security Committee and parent committees for school events such as Family Day all ensure meaningful leadership opportunities for community members.

Students are encouraged to take on leadership roles. In Early Childhood and Elementary, teachers assign class helpers with gradually increasing responsibility as they move through the academic program. In Middle School, students participate in student government, the Voice of the Students and Model United Nations. In High School, students take part in Student Council, Class Councils, Community Forum, and Model United Nations. Furthermore, all grades participate in Community Service projects. Across the campus, we hold an open-door policy for students, to promote frequent, meaningful contact with school authorities. In turn, these adults can guide students and serve as advocates when they want to share ideas with the corresponding Administrative Team.

Parents contribute to decision-making through various avenues: respondents to school satisfaction surveys, participants on the School Improvement Council, focus groups, and other activity committees, as well as serving as room parents.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Something exciting about Colegio Menor is that it was founded with the spirit of innovation and that spirit is incorporated into our organizational culture. For example, the school has support systems in place for academic and emotional needs, including IEP programs, and a school-wide Special Needs Procedural Manual, with slight modifications at each area to address developmental differences of the students. A key paradigm that guides our related decisions is based on identifying students in terms of learning profiles with strengths and learning breakdowns, and discourages labels such as “ADHD” and “lazy.” At the middle and high school levels we provide a Program for Academic Support (PAS) which is designed to provide assistance to those students who need more direction and consistent feedback. The program stresses a triangle of responsibility in the learning process (including student, parent, and school), self-reflection, dialogue and interventions, as needed. The goal is to create motivated, independent learners.

In the area of professional development, the school encourages individual professional growth through partial financial support for a Master’s in Education from a U.S. university and a specific professional development fund. In addition, parent workshops and book study groups are routinely offered. Our program of Teachers Training Teachers is a unique example of our community outreach to teachers in low resource government schools.

To “look outside the box” during problem solving, we have used focus groups with representation across our community members to create new programs such as the Bullying Policy and to restructure existing programs such as community service.

The school has a 3-Year Curriculum Plan for ongoing development, modification and evaluation of the curriculum, assessments, and academic programs; as part of this system, specific roles are assigned to key personnel to ensure school-wide coordination of improvement initiatives.

Grade level meetings take place across the school and focus on the needs of specific classes or individual students, and determine if modifications in teaching strategies and instruction are warranted. Also, the Administrative Team at each level considers the students emotional, academic and behavioral needs and sets clear expectations.

**Overall Assessment for Standard 2: Governance and Leadership**  
HIGHLY FUNCTIONAL/OPERATIONAL

School leaders encourage collaboration and shared responsibility for the school climate, academic programs, and improvement of the school. A school climate of satisfaction exists, and the leaders

strive to guide, support and enrich the personal and professional experience of community members. Many opportunities are provided for individual and team professional development. Leaders develop policies for all areas of the organization of the school, and diligently work to improve communication of these policies and provide guidance for implementation. While all of these favorable conditions do exist, we continue working on improving the implementation of all of the processes and curriculum in a systematic manner across the school. The evidence supports an overall assessment of “highly functional/operational” and is substantiated in the responses to the Indicators Rubric.

**Practices we currently employ:**

- Weekly meetings: Board, Academic Leadership Team, faculty, departmental, grade level
- School Improvement Council: with representatives from various members of the community (parents, students, teachers, administration)
- Assessment implementation procedures for measuring, analyzing, implementation of improvement plans, and reporting feedback for student achievement: Stanford standardized tests; school-wide writing prompts in Spanish and English; the PSAT; an Advanced Placement program; running records and reading fluency tests in early childhood and elementary; and on-going classroom assessments
- Bi-annual parent conferences
- Meaningful leadership roles throughout the community for both students (classroom helpers, student government leaders and representatives, Model UN, participation on institutional committees), staff (Department Coordinators, event planners, student teacher mentor, participation on institutional committees), and parents (participation on institutional committees, room parents, focus group participation)
- Professional development during orientation days and throughout the year (curriculum development, unit planning, assessment writing, lesson planning, etc.)
- Use of selection committees (with a representative group of community members) to choose key administrative positions
- Financial support for individual professional development and Masters courses and degree programs with Boston College, Northern Michigan University, Kennesaw State, and Universidad San Francisco de Quito
- Teachers Training Teachers Program
- Communication: website, intranet, web-page contact section, published events calendar
- New Teacher Orientation Program
- Community feedback during policy-making process
- Community Time, activities, and events
- Supervision, Evaluation and development Program
- IEP programs
- Active development and work with student learning profiles
- Program for Academic Support (PAS) for struggling students

**Artifacts we currently have/use:**

- Administrative Policy Manual
- Teaching essential agreements
- Faculty handbook
- Student/parent handbooks
- New Teacher Welcome Packet
- Powerschool: Student management database system (ex. report cards, PAS reports, attendance, health records, etc.)
- Atlas: Curriculum database computer program
- Job Descriptions
- Community survey results (parent, staff, student)
- Professional development workshop descriptions
- Supervision, Development and Evaluation Program documents
- Organizational chart
- Annual Budget
- School web page
- Intranet calendars/documents
- Assessment results: Stanford, PSAT, BadyG tests, AP exams
- Assessment Policy
- Special Needs Procedural Manual
- Goal Setting, Implementation and Evaluation procedures

## Teaching & Learning

**STANDARD:** The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

### Indicators Rubric

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
3.1	Develops and implements curriculum based on clearly defined expectations for student learning				
3.2	Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning				
3.3	Gathers, analyzes, and uses data and research in making curricular and instructional choices				
3.4	Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice				
3.5	Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity				
3.6	Allocates and protects instructional time to support student learning				
3.7	Provides for articulation and alignment between and among all levels of schools				
3.8	Implements interventions to help students meet expectations for student learning				
3.9	Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning				
3.10	Provides comprehensive information and media services that support the curricular and instructional programs				
3.11	Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program				

## Focus Questions

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

The school ensures that the curriculum, the instructional strategies, and assessments are aligned and articulated across grade levels by continuous revisions of unit plans and lesson plans. The Department Coordinators work with the All-School Curriculum Coordinator, who maintains a global vision of the curriculum and the changes that need to be made. Teachers regularly come together in department meetings to discuss disciplinary content, skills and standards alignment, as well as develop and modify unit plans. Teachers then work from the unit plans to develop assessments and then daily learning objectives and activities that will best support the learning expectations. An explicit part of the unit development asks teachers to consider which instructional strategies will best support the expectations of each major learning activity. Through continual meetings, a systematic procedure for unit plan development, the documentation into Atlas, and support provided by the All-school Curriculum Coordinator, our curriculum development process ensures alignment and articulation of a solid curriculum across the school. The school develops 3-Year Curriculum Plan in order to guarantee continuous work to improve the quality of the academic program as well as alignment across grade levels and clear expectations for student learning.

Atlas allows us to align our curriculum both horizontally and vertically to assure that our students receive a solid, complete, educational program. Backwards Design is a tool used by teachers to clearly state the learning expectations, implement a system that measures learning, and provide daily activities that promote the learning process. It guides teachers to first consider the best evidence for demonstrating that students acquire the desired understandings and proficiencies before proceeding to plan the actual teaching. The use of Backwards Design in the development of unit plans and lesson plans is crucial to meeting expectations for student learning by helping students arrive at deeper understandings throughout the learning process.

The school invests in professional development to provide for a continuous renewal of information on educational trends and to better prepare teachers to improve their instruction. Teachers regularly receive professional development workshops on various topics such as curriculum, assessment, instructional strategies, neuroconstructs theory and learner's profiles, providing them with opportunities to update their teaching practices and acquire more knowledge in their subject areas. They also work in teams to make sure that students are provided access to a standard curriculum, but with differentiation to provide an opportunity for every student to reach his or her potential.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

The school makes sure that all teachers are well-prepared. The implementation of new teaching techniques and the use of standardized and common assessments tools help teachers reflect upon, adjust and improve their teaching, and create a more productive student learning process.

Colegio Menor uses instructional strategies requiring active student participation. Instruction promotes both exploratory discovery and the application of concepts. We address different learning styles across the school through learning centers, hands-on activities, cooperative learning, peer tutoring, integrated thematic units, and differentiation in classroom learning activities.

Our faculty meetings are focused on student learning and periodically, the staff spends an entire day in professional development where they work on different instructional techniques and current pedagogical methodologies. Some of the training we have received in new trends in education are: Dr. Mel Levine's "Neuroconstructs Theory," Grant Wiggins' and Jay McTighe's "Understanding by Design." Principal Training Center's onsite training in "Curriculum Development", "Assessment", and "Instructional Strategies" also provided our community with cutting edge theories, trends and practices. Throughout the year we revisit these topics during faculty or grade level meetings, to help guide and ensure success of the implementation process.

Allocating time for professional dialogue and decision-making is important to Colegio Menor. We believe that these active dialogue opportunities provide the synergy necessary for continuous improvement. Area Heads meet with the General Director weekly to discuss the advancement of the institutional goals, and other institutional-level issues. The General Director also meets individually with each Area Head to discuss area-specific issues. Area Heads meet regularly with their Administrative Team, Department Coordinators, Grade Level Teachers, and faculty. There are department meetings in which teachers engage one another in dialogue about content-specific curricular issues, as well as meetings of the Department Coordinators with the All-School Curriculum Coordinator to work on curriculum alignment. Grade level meetings provide teachers a space to reflect on their teaching practices and to share their successes and concerns, as well as develop individual improvement plans for struggling students. At these meetings, Curriculum modifications and learning accommodations are suggested by the teaching team with the objective of facilitating student learning.

Our Special Needs Department in Early Childhood, Elementary, and Middle School, together with the Counselors, are involved in evaluating the students' psychological and emotional development. In Middle and High School, grades are monitored by the PAS (Program of Academic Support) Coordinator who works directly with students who are struggling (unsuccessful in one or more academic subject). Parents who have students in the PAS system meet with the PAS Coordinator and teachers to become informed of their child's strengths and weaknesses, and define each person's role in the improvement plan developed for the student.

Other activities that facilitate student achievement are: Math and Literacy Celebrations that takes place in Early Childhood and Elementary, Academic Fairs organized in Middle School, Science and Math Fairs organized in High School, and all-school music concerts, art shows, and sporting events. Additionally, the Spanish Department organizes Globalizarte where our students have the opportunity to interact with Ecuadorian artists and authors, and prepare a variety of presentations that celebrate Ecuadorian culture. All these events are organized to reflect our mission to inspire students "to be lifelong learners and to guide them, through a liberal arts education, to be creative, well rounded individuals, and critical thinkers who are proud of their culture, advocates of freedom and prepare to be successful and live harmoniously in a diverse world".

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

The school utilizes a Supervision, Development and Evaluation Program to ensure that teachers are well prepared and that they are receiving constant and effective feedback from Area Heads, Department Coordinators/Lead Teachers, and students. The goal of this program is to create teachers who are reflective about their teaching practices and proficient in the implementation of the curriculum. The Area Head is responsible for the implementation of this program, which includes a professional goals conference at the beginning of the year, informal observations, formal observations, peer observations, peer coaching, students' surveys, evaluation conference, and personal growth plans. Teacher goals are connected to the institutional objectives.

Instructional supervision is a great opportunity for Area Heads and Department Coordinators to view the implementation of the unit's objectives (enduring understandings, standards, benchmarks, skills). Formal observations provide an opportunity for the teachers to have professional dialogue with the observer (Area Head or Department Coordinator), reflecting on the execution of the lesson and general professional growth issues. The teachers are expected to have the learning objective visually posted on the board so that students are aware of the learning expectations for the lesson, and ensure that instruction is aligned with the learning objective.

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

In order to enhance student learning and use the computer labs more efficiently, we have required classroom teachers to better integrate technology into their teaching practices to enhance student learning. There is a computer support person who works full time in each area assisting teachers to look for connections between technology and the content of a given lesson. The objective is to infuse technology into the academic subjects so students can create products utilizing higher level thinking skills to generate solutions.

In Early Childhood and Elementary, students attend weekly technology classes to ensure the acquisition of skills to work independently to produce presentations and projects. Students in these early years are taught keyboarding skills, and later access the computer lab to work on research and writing projects. Through Middle School, students are continually exposed to a wider variety of programs, utilizing higher level thinking skills, by creating projects that expect them to make choices of program use that will optimize the outcome depending on the purpose of the project. High school continues with academic-related project design, and additionally opens up choices for students to explore other computer applications in electives such as digital photography, newspaper/yearbook class, and multimedia design.

Another way the school provides access to instructional technology and media services is through the use of e-mail, which promotes constant communication between students, faculty members, and administration.

Students at Colegio Menor can access the internet to help them with their investigations. To help teachers and students with their research, the school has a subscription to EBSCO data base services, which can be accessed in school library and at home through the main web page.

There are various ways the library is used by our students and staff. Our students from Early Childhood and Elementary participate in weekly visits to check out books of different genres according to student interest and reading level. At all grade levels, the librarians gather books,

encyclopedias, magazines, and other reference materials upon request and deliver this material to the classrooms. This service allows students to easily access pertinent information when they need it.

Colegio Menor is fortunate to have an extensive Curriculum Center with over 100,000 resources available to our faculty and students. This Center is generously equipped with text books, novels, and didactic materials for all subjects at all grade levels. The collection is designed to support the academic programs and teacher instruction throughout the school. This center's 3 employees assist teachers and students in the selection and check-out of materials, as well as manage the inventory. There is a constant rotation of materials throughout the year. Acquisition of new materials occurs on an annual basis and purchase is aligned with the 3-Year Curriculum Plan. The All-School Curriculum Coordinator supervises the center.

**Overall Assessment for Standard 3: Teaching and Learning**  
HIGHLY FUNCTIONAL / OPERATIONAL

Colegio Menor implements a curriculum based on clearly defined expectations for student learning providing opportunities to explore application of higher order thinking. CMSFQ takes appropriate steps to ensure that the academic program and school climate is conducive to learning and challenges each student to excel.

Teachers design and use instructional practices and innovations that invite students to actively participate in the learning process. They also implement interventions to help students be successful. Colegio Menor is a reflective community and will always strive to work towards excellence and though we are at an operational level in some indicators we are clearly moving to a highly functional rating for the standard.

**Practices we currently employ:**

- Goal Setting, Implementation, and Evaluation Process (from institutional to area, departmental, individual contributions)
- Textbook review cycle is aligned with curriculum review.
- Development and implementation of the 3-Year Curriculum Plan
- Meetings: All-School Curriculum Coordinator with the Academic Leadership Team (ALT), with Department Coordinators/Lead Teachers, Department Coordinators with their department of teachers
- Meetings: Academic Leadership Team, faculty, departmental, grade level
- Different teaching styles and strategies across the school: learning centers, hands-on activities, projects, labs, research, thematic units, integrated curriculum, readers and writers workshops, academic fieldtrips
- Assessment data analysis to provide guidance for curricular modifications and preparation, implementation, and evaluation of action plans
- Different techniques and current methodologies included into lesson plans to satisfy different learning styles. Use of latest brain research findings: meta-cognition, task analysis, Levine's Learning Profiles.
- Frequent department meetings for unit development, vertical, and horizontal alignment.
- Teacher feedback surveys done by students.
- Administrator surveys done by teachers.

- Teachers and students have access to media services that support and enhance the school's curriculum.
- Frequent parent meetings.
- Professional development for teachers
- Extra help assigned by teacher and subject
- Students with learning differences receive support from Special Needs (ECH, ES, MS) and ESL departments (ECH)
- Technology is integrated into the academic classes through research and project design
- Implementation of Atlas to update all curricular documents.

**Artifacts we currently have and / or use:**

- Mission, Vision and Founding Principles
- CMSFQ Beliefs
- Institutional 5 Year Plan and Annual Goals
- Area Goals and Data-Driven Improvement Plans
- Feedback surveys
- Three-Year Curriculum Plan
- Textbook cycle
- Assessment Policy
- Online posting of Scope and Sequence by subject
- Atlas database for viewing and analyzing curriculum: scope and sequence, standards and benchmarks, and cross-curricular standards, unit/lesson plans templates
- Powerschool: Student management database system
- Teacher Supervision, Development, and Evaluation Program
- Common assessment examples: reading comprehension, reading fluency, writing prompts
- Standardized tests results
- Area Data-Based Improvement Plans (prepared from Stanford and common assessment data)
- Bulletin Boards
- Events calendar (on intranet): indicating project presentation dates (academic fairs, departmental showcase events, concerts, etc.)
- Student, parent, faculty, staff satisfaction survey results
- Students to teacher feedback survey results (posted in individual teachers' electronic folders)
- Teacher to administrator feedback survey results (shared with faculty in a later faculty meeting)
- Workshop, PAS program survey feedback results from parents
- Discipline, PAS program survey feedback results from students
- Parent / Student Handbook: posted on website and published in student agenda
- Curriculum Center and Library resources
- Computer labs with intranet, email, programs, and internet services
- Special Needs, Counseling, and ESL procedural manuals

## Documenting & Using Results

**STANDARD:** The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

### Indicators Rubric

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
4.1	Establishes performance measures for student learning that yield information that is reliable, valid, and bias free				
4.2	Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning				
4.3	Uses student assessment data for making decisions for continuous improvement of teaching and learning processes				
4.4	Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance				
4.5	Communicates the results of student performance and school effectiveness to all stakeholders				
4.6	Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness				
4.7	Demonstrates verifiable growth in student performance				
4.8	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				

### Focus Questions

1. How is the assessment system currently used in your school to analyze changes in student performance?

We use a variety of common assessments (internal) and standardized assessments (external) to monitor student performance and to guide program development and improvement. This year will be the fourth year of Stanford test administration and feel more longitudinal data will help in our analysis and use of assessment information. A clear assessment policy is in place, with an accompanying procedural document in order to streamline the collecting, archiving, and analyzing of data from all common and external assessments. Results are compiled by teachers in common format and analyzed by Area Heads and the All-School Curriculum Coordinator in conjunction with the Department Coordinators. The results are shared with teachers who look for general trends at grade, class and individual level. Improvement plans are developed with teaching teams, Department Coordinators, Areas Heads and the All-School Curriculum Coordinator to improve instruction and set school-wide, grade-wide, class and/or individual student goals. The use of common data-driven improvement plan templates ensures that all improvement plans name responsible parties, consider effective action steps and provide measurable outcomes. Instructional modifications also occur on a daily basis through the analysis of formative and summative assessments administered throughout the learning experience of our students.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

Teachers apply classroom assessments and maintain communication with parents through email, student agendas and regular progress reports. Additionally they communicate overall achievement through formal reporting each semester (MS/HS) and trimester (ECH/ES). Standardized and internal common assessments are also used to determine areas for increased focus, reinforcement or re-teaching. The assessment procedures provide a process in which faculty and administrators are actively involved in the analysis of data through to the implementation of instructional modifications and strategies, and evaluation of the final results. These results also serve to identify individual students with learning needs, allowing teachers to create action plans in conjunction with our counseling and special needs departments. After school extra help is offered to students from 3<sup>rd</sup> to 12<sup>th</sup> grades. Parent-teacher conferences are held at least twice a year in all sections of the school and for struggling students their frequency is increased to four to six times a year. In some cases Individual Educational Plans are created to support low performing students. Agendas are used throughout the school, and at the elementary and Middle School homework stamps are used to immediately communicate with parents that a student has not completed their work so the parent can help to remedy the problem in a timely manner.

We are working to increase the opportunities for timely feedback on standardized assessment data results to parents and students by communicating institutional trends, program successes and areas for improvement through more consistent and meaningful formats such as periodic publications from the General Director's office and presentations at our open houses.

3. How are data used to understand and improve overall school effectiveness?

Area Heads, All-School Curriculum Coordinator, Department Coordinators and Lead Teachers analyze information from both internal common assessments and standardized tests and share "digested" results with teachers in order to determine areas for celebration as well as areas for increased focus and improvement. From this information improvement plans are designed and

implemented. This year, for example, specific recommendations were made for methods to improve student performance in areas of demonstrated weakness across the school (such as spelling, vocabulary, and listening in English). Areas for improvement are also identified for the purpose of staff development and form part of our Supervision, Development and Evaluation program.

Teachers on grade level teams work collaboratively to use data to identify strengths and weaknesses and adapt instruction. We have developed an improvement plan template to guide the data use process helping teams to choose instructional strategies and learning activities that will support the desired outcomes. Great care is taken in planning teams to ensure that assessments represent the best evidence of learning and that they are aligned to our school's adopted standards and benchmarks and overarching enduring understandings. Continual analysis by the All-School Curriculum Coordinator, to corroborate alignment and eliminate extraneous elements, helps to ensure maximum efficiency at the team planning level.

Support Services (special needs, counseling, PAS – academic support) carefully track and monitor the progress of students under their supervision, ensuring the timely and clear communication between external therapists/specialists and teachers as well as families. This timely reporting, tracking and communicating of data related to student learning needs and interventions, ensures that our struggling learners are receiving the support needed to meet the school's requirements for academic growth.

#### 4. How are teachers trained to understand and use data in the classroom?

The All-School Curriculum Coordinator and Area Heads work together with Department Coordinators and Lead Teachers in order to process and share data with teachers. Teachers are guided to use daily, weekly and monthly assessments to make instructional decisions. Pre-assessing and closure techniques are employed by teachers to check for understanding and identify specific learning needs. The results from internal formative and external summative assessments are used to develop class, grade, section and school-wide goals and interventions and program changes or modifications. School-wide professional development, section-wide staff meetings, grade level planning meetings and even individual classroom observations provide learning opportunities to help staff analyze data from their daily practice as well as weekly and unit assessments to make solid curricular decisions in their classrooms. Additionally, for our more formal internal common assessments (writing prompts, running records for reading, basic math skills, etc.) key people lead the data analysis and use process, following a formal procedure to help collect and evaluate the data and quickly put it in teacher's hands. Teachers then turn the data into specific improvement plans with clear goals and measurable outcomes. These procedures and the key participants are outlined in the Colegio Menor Assessment Policy.

Though we are using many solid practices across the school to help equip teachers with the necessary information to refocus and improve instruction in their classrooms, we recognize the need for continual training on how to interpret data, implement the improvement plans and evaluate success.

### **Overall assessment for standard 4: Documenting And Using Results** OPERATIONAL

We have chosen to rate ourselves operational due to the fact that most practices are functioning, but have not yet become institutionalized. While we recognize this situation, we feel that our assessment policy and procedures have helped greatly to move the whole school to consistency in data use. We have common standards and benchmarks to ensure consistent learning goals and milestones across the school. We use Backwards Design in unit planning and most assessments are aligned to our standards and key learning goals. We employ a variety of common and standardized assessments. We have put procedures in place to ensure timely turn around of assessment data. We use the results of these assessments to set short term and long term goals for the students and the institution. We train staff yearly in key areas to support institutional goals. We maintain an open and supportive learning environment that encourages and seeks student and parent participation.

**Practices we currently employ:**

- Alignment of instruction and assessment to standards and benchmarks.
- Analysis of curriculum (horizontal and vertical alignment through backward design)
- Backwards Design in unit planning.
- Pre-assessments and closure techniques to identify students' special needs in unit planning
- Evaluating student performance on a continuous basis (daily, weekly, monthly, quarterly etc.).
- Standardized Assessments (external): Stanford, BadyG (aptitudes test to check for learning prerequisites), PSAT, AP
- Common Assessments (internal): Includes but not limited to; writing prompts, reading fluency, comprehension, spelling inventories, beginning, middle, end year subject area tests (math), etc.
- Implementation of assessment procedures: specifying key players to manage critical pieces, processes and procedures for data assessment, analysis and dissemination.
- Analysis of common and standardized assessments (internal/external) to identify strengths and weakness in programs and/or instruction, individual students, grade levels, etc.
- Identification of trends and initiation of improvement plans related to data analysis.
- Supervision of staff through a Supervision, Development and Evaluation Program that includes goal-setting conferences, ongoing observations and feedback, self-evaluation dialogues, etc.
- Selection of professional development based on institutional needs.
- Report student performance to parents and students with conferences and report cards.
- Electronic grading and scheduling (Powerschool / E-Class)
- Information sessions (report card conferences, Open Houses, Orientation Sessions at start of year for new members etc.)

**Artifacts we currently have and / or use:**

- Atlas (mapping sequence program): units, assessments, standards, and benchmarks alignment
- Samples of rubrics, criteria checklists
- Comprehensive Assessment Policy
- Common & Standardized Assessments results
- Area Data-Based Improvement Plans based on common and standardized assessment results

- Summary Report for Data Based School Improvement Plan
- Teacher Template for Using Data
- Student support and intervention forms: Referrals (academic, emotional, behavioral)
- Supervision, Development and Evaluation program and procedures.
- Newsletters
- Email / letter communications from Area Heads and General Director
- Report cards, progress reports, grade reports
- Teachers class and anecdotal records (available upon request)
- Meeting minutes (posted on intranet)

## Resource & Support Systems

**STANDARD:** The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

### Indicators Rubric

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
5.1	Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities				
5.2	Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)				
5.3	Ensures that all staff participate in a continuous program of professional development				
5.4	Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school				
5.5	Budgets sufficient resources to support its educational programs and to implement its plans for improvement				
5.6	Monitors all financial transactions through a recognized, regularly audited accounting system				
5.7	Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants				
5.8	Possesses a written security and crisis management plan with appropriate training for stakeholders				
5.9	Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning				
5.10	Provides appropriate support for students with special needs				

### Focus Questions

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

Foreign teachers and administrators are recruited through different international publications, job fairs, on-line advertisements, our webpage, and on a referral basis from Universidad San Francisco de Quito (USFQ). We have a blend of international and local foreign hires, allowing for continuity and stability as well as positive staff rotation. Colegio Menor San Francisco de Quito (CMSFQ) teachers have at the minimum an undergraduate degree in their field of instruction and courses in pedagogy. We have a small number of veteran CMSFQ teachers currently on a professional growth plan to comply with the accreditation protocols. Forty-one percent of teachers hold an advanced degree. Candidates go through an application process, background check, interviews, and when possible, demonstration classes.

As soon as a new teacher is hired, they are given access to the school's community webpage and intranet. On these links, the school posts a "welcome package" that contains information and start-up documents explaining "how we do things at Menor" as well as providing detailed information about the country, city, and culture. New teachers are also assigned a school email account. This allows the new teacher to receive any general mail and to start to feel a part of the school community upon being hired. New teachers receive on-going support from Area Heads, Department Coordinators, Lead Teachers, and colleagues. They also receive an orientation at the beginning of the year that helps them understand the special characteristics of Colegio Menor. This orientation includes: history and organization of CMSFQ, benefits and responsibilities (Health Insurance, bank accounts, supermarket discount cards), and an overview of the Supervision, Development, and Evaluation Program.

A large number of staff are founding teachers and many of our current faculty have been part of our community for over five years. In order to motivate teachers to stay we offer them diverse opportunities including a Master's program in education from an American University with whom we have a special agreement, special tuition rates for their children, various professional growth experiences, and opportunities for advancement into leadership positions.

CMSFQ promotes annual professional development in and out of the country from different institutions such as: USFQ and the Principals' Training Center and Teachers' Training Center of Miami. During the school year, the school also offers workshops from educational specialists. These workshops are planned in accordance with our academic program needs. The school also has a professional development fund that teachers can access to pay for further training beyond the scheduled offerings. There is a special fund through a government agency that allows the school to access monies for institutional-level professional development.

Teachers' evaluation is implemented through a school wide Supervision, Development, and Evaluation Program (SD&E). This program is based on a process that starts with teachers' setting annual goals, and includes formal and informal observations from Area Heads, Department Coordinators and peers. A very important aspect of this process is the self evaluation that helps teachers reflect on their teaching practices. Teachers are placed in this program according to their professional needs. New teachers will receive more attention from their supervisors, while more independent teachers will be provided opportunities to share their expertise with colleagues through planned presentations. The main purpose of this evaluation system is to help teachers reflect on their practices, become independent, more effectively impact student learning and contribute

positively to the community. We are very proud of our teacher-focused SD&E program and selected to share the program as our peer-to-peer practice.

Our support staff is almost exclusively composed of Ecuadorians. They are hired through different means such as: local newspaper advertisements, employment agencies, and referrals from the school community. The evaluation system for support staff is based on the Competencies Model. This model evaluates the knowledge, skills and attitude required for a given role. In this model, team work, initiative, and a proactive disposition are as important as the basic knowledge needed to do a job.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

The school's budget is based on institutional goals and academic program needs. The budget is presented to the Board of Directors for their review and approval. The budget is structured in way that allocates sufficient funding to each area of the school. The acquisition of materials, books and technical equipment are aligned with the educational programs and learning goals. A significant portion of the budget is dedicated to the purchase of curriculum materials.

Professional development funds are also a line item of the budget. Funds are available to teachers to use for local and international professional development. The objective of this fund is to create opportunities for teachers and staff to remain current in the latest ideas and research in education.

Colegio Menor hires an external auditor through the international accounting firm, Deloitte, Haskins and Touche, to maintain a continuous review of the financial health of the institution. The Board of Directors oversees all financial management decisions.

3. How does the leadership ensure a safe and orderly environment for students and staff?

Colegio Menor produced an Emergency Preparedness Manual to fulfill the highest standards for security and safety procedures for various situations such a volcanic activity, earthquakes, kidnapping, fire, theft and bomb threats. Guaranteeing the safety and wellbeing of all members of the school community, the Security Committee actively reviews security plans, policies and equipment throughout the year. Committee members are assigned specific duties according to the needs described in the security manual and practice their responsibilities during periodic emergency drills. The school guards are required to regularly attend training programs to ensure proficiency in their response to security situations. The infirmary is managed by two certified nurses and is supported by the nearby USFQ Medical Clinic and the "Hospital del Valle" in case of any major emergencies.

CMSFQ creates a safe and secure school environment. Students are monitored by teachers and assistants during lunch and break. An anti-bullying program is in place that delineates institutional policy. The wholesome life program presents academic lessons on drug, alcohol and sex education to guide students to make healthy decisions. Each section of the school focuses on different topics according to the students' ages.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

The Counseling Department consists of five members who serve students, staff, faculty and parents. The Counselors attend to students with emotional difficulties by utilizing support groups and individual counseling methods. When necessary, they also maintain communication with outside therapists. The Counselors deliver, through workshops and other activities, the health and social development program, Wholesome Life, from early childhood to 12th grade.

Academic progress and learning difficulties are monitored by our Special Needs Department. The four special needs staff members work individually and in groups with students. These specialists implement and monitor Individualized Educational Plans (IEPs) for students. They also implement at the upper elementary and middle school levels the Feuerstein's Instrumental Enrichment Program (FIE) designed to strengthen each student's prerequisite skills for learning. The Department is also in charge of implementing and administrating the admissions test to new students entering into the Early Childhood program. We have a Reading Specialist in Early Childhood that helps students that require special attention for the initial reading process. The Reading Specialist will "pull out" students to provide them more individual help.

At the middle and high school, the Program for Academic Support Coordinator monitors student academic progress and works with teachers to create interventions to address student needs. Teachers also provide extra help time after school to assist students experiencing academic difficulties.

All high school students can access information on career and post-high school academic opportunities through the College Counselor. Our College Counselor organizes visits from college representatives. Students also participate in national and international college fairs. Students also are coached on the college admissions process and provided information to guide them in their selection of an institution of higher learning.

**Overall assessment for standard 5: Resource and Support Systems**  
OPERATIONAL

CMSFQ is successful in meeting this standard at the operational level. Though sufficient human, material, and fiscal resources are allocated to implement a high quality curriculum, there still remains work to align the curriculum across grade levels and content areas. This work will include the updating of certain textbook materials, review of certain area programming and further phases of the ATLAS mapping project. Our well trained faculty is committed to enabling students to produce elevated expectations for their learning and to meeting the diverse needs of students in our community. CMSFQ continues to employ a small number of veteran teachers who are excellent in the classroom but are currently gaining important academic training in order to be qualified for their assignment. As a professional learning community, the school consistently seeks out personal development opportunities aligned with our mission and vision to permit the staff to continuously improve their effectiveness inside and outside the classroom.

**Practices we currently employ:**

- Use of Powerschool (student management database system)
- Administrative services establish clear goals that support the institutional objectives and the academic area of the school.
- Licensed staff or certified teachers are hired, based on the Human Resource recruiting policy, accreditation protocol and job description.

- Staff is assigned according to studies, experience, and competence.
- School has a professional development plan.
- School provides a professional development fund for individuals seeking professional development opportunities specific to their professional needs.
- Class sizes are conducive to student learning. Classroom size does not exceed 22 students. Teacher to student ratio is 1:10
- High degree of satisfaction among community members regarding resource allocation for educational programs and school improvement.
- Purchasing is based on institutional goals, which are driven by the mission and vision of the school.
- External auditing through Deloitte, Haskins, and Touche

**Artifacts we currently have and / or use:**

- Administrative Policy Manual
- Faculty Handbook
- Human Resources Handbook (which includes recruitment policies and job descriptions)
- Teachers' official files: Contain documentation of teacher's credentials, including certification, licensure, highly qualified status or baccalaureate degree in area of assignment, job descriptions, and professional growth plans.
- Annual professional development plans: Teachers' files with copies of certificates.
- Annual Budget
- Administration section goals

## Stakeholder Communications & Relationships

**STANDARD:** The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

### Indicators Rubric

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
6.1	Fosters collaboration with community stakeholders to support student learning				
6.2	Has formal channels to listen to and communicate with stakeholders				
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the school				
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders				
6.5	Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders				

### Focus Questions

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

In order to support student learning and be responsive to community expectations, CMSFQ promotes collaboration and communication among the community through a variety of channels. Academic Leadership Team (ALT) meetings between the Area Heads and General Director facilitate communication across the areas and address institutional goals, policy development, and any concerns that arise during the academic year. All-school meetings are held at least three times a year to maintain communication between teachers and administration. Regular area faculty and staff meetings help to disseminate information back and forth between the ALT and the faculty and staff. These meetings focus on dialogue, workshops, and the communication of information that will help further the institutional and area goals, as well as manage the daily activities of the area.

Surveys are a prime source of information for school leaders to monitor community expectation and

levels of satisfaction. Survey data is recorded and plans are designed to address areas of improvement. Parent surveys after events such as Open House and parent workshops offer valuable information for future event planning. Student to teacher feedback surveys provide valuable information to teachers so they may implement strategies or modify instruction to better meet students' academic or affective needs. Our leaders monitor school climate through inquiries about student perceptions on topics such as bullying and substance use, in order to address any concerns that might student experiences at CMSFQ.

Our school believes that member satisfaction is important, thus creating a public relations position. This person's primary responsibilities are to field any questions or concerns that community members have, find solutions or direct them to the person who is able provide a solution. Another responsibility of this person is to centralize and disseminate important information to community members.

Information is solicited from faculty throughout the year through surveys and professional dialogue in conferences. This information ranges from feedback about each Area Head's performance, to student academic and behavioral issues, as well as personal and professional issues.

Open House sessions are organized at the beginning of the year to inform parents of the institutional goals as well as important start-up information. Parents are invited to educational seminars to better understand their role in the education of their children.

Official communication includes webpage, newsletters, email, and telephone contact. Informative bulletin boards are distributed throughout the school to demonstrate student work, announce current events, provide academic information, promote student achievement, and publish upcoming activities. Other forms of official communication are student agendas (elementary, MS, HS) or communication books (Early Childhood), student handbooks (which is posted on the internet and published in the student agendas), portfolios and binders (younger years), and the course syllabi of each class.

## 2. How does the school's leadership foster a learning community?

The school's leadership, in working with all community members, has created structures and opportunities for all members to participate in fostering a learning community:

Professional development opportunities support our mission by allowing teachers to further develop skills and strategies that will impact student learning. Some of these opportunities include: master courses in Education, workshops from expert trainers locally and abroad, and in-service days during the school year to work on long-term goals and curricular planning. Teachers from all sections receive weekly newsletters from their Area Heads where important upcoming events and information is shared, and each section has an official calendar which also provides important event dates.

Parent participation is recognized as an important way of integrating parents as partners in the education of their children. Parents attend conferences regarding the education of their children, they participate on school committees, and act as representative in some grade levels to help in the preparation of a variety of social and academic activities.

Students are actively involved in various activities that further our vision and mission, such as: ONU (United Nation Organization), VOS (Voice Of Students), StuCo (Student Council), and community service projects (house building, school repairs and campus clean-up for public schools, academic and friendship sharing with local public school children, etc.). High School students create an annual yearbook, with the guidance of a sponsoring teacher. Academic fieldtrips allow students to better understand the cultures and natural resources of this diverse country. In community time each student is assigned to an advisor. The advisor's role is to help students with organizational difficulties, communicate any important information to the home, organize any upcoming events, and provide opportunities for dialogue about our core values, the school's mission, and what those look like in a real world context. An opportunity to plan for the future is provided to our high school students through the college fairs, organized by our College Counselor. These fairs allow students to inform themselves of the higher educational opportunities available to them when leaving Colegio Menor.

The school also sponsors many events that bring people together to strengthen community ties and advance our mission. Family Day; Open House; Literacy Week, "Globalizarte", art exhibits, Academic Fairs, Music Concerts, and other special events are a great way to showcase student learning process with the rest of our community members. For such events, students engage in selecting activities, organizing stands, creating materials, making schedules, etc. They apply academic and social skills in both Spanish and English, as required. Teachers, parents, and students engage in value and prevention campaigns aimed at raising awareness. These include the Anti-Bullying Campaign, the garbage recycle campaign, the Wholesome Life Program - which includes a curriculum portion geared towards students, as well as parent conferences on current topics such as anorexia, use of drugs and alcohol, and sexuality.

3. What avenues are used to communicate information to community members about students, their performance, and school effectiveness?

Colegio Menor has a range of communication channels that allow all members to stay informed of student life activities as well as institutional policy and procedures.

Colegio Menor is interested in promoting, among all community members, greater use of internet communication. Newsletters are electronically disseminated and published on the intranet in order to ensure effectiveness and efficiency in the delivery of information. The General Director publishes periodic newsletters on the webpage, reminding all community members of our institutional goals and providing updates about the accomplishment of those goals. Area Heads publish newsletters with parent reminders, as well as information related to child development and items of educational importance. Through intranet, teachers and administrators can access essential information such as school calendar, student profile, manuals, emergency phone chains, cafeteria announcements, etc. Teachers also have access to Atlas, a curriculum mapping system, allowing for continual work on updating units, aligning work to standards and benchmarks, and developing both vertical and horizontal alignment across the school.

The school publishes our school profile on the website so community members and interested visitors can have a better understand of Colegio Menor's demographics and unique characteristics. Every year the school issues a yearbook where the most outstanding academic and social activities are published for the community to enjoy.

Student handbooks, with detailed policy and procedural information, rules and expectations, are provided to all students and parents. Teachers hand out a syllabus in which they include goals, objectives, descriptions of the units of studies, required materials for the class and a timeline of learning activities. Agendas are distributed to students so that communication between the school and parents can occur on a daily basis.

Throughout the school, report cards are given out periodically during the school year. Parents are encouraged to pick up the report cards and meet personally with teachers in a scheduled conference. At risk students, in Middle and High School, receive additional PAS reports (Program of Academic Support) to monitor their progress with more frequency. In all sections intervention plans are designed for struggling students in order to promote individual success. These plans can include anything from the implementation of differentiation strategies that are available to all students in the classroom, or individualized interventions that are specific to a particular student's needs. These plans are developed with input from teachers, parents, students and the Administrative Team (Special Needs, Dean of Students, Counselor and Area Head). Communication of progress or modifications occurs in subsequent meetings.

The school provides various forms of information about a student's academic progress. Standardized testing results are shared with the community through the institutional newsletters published by our General Director. This publication provides the progress of the students by grade level. Individual standardized and common assessment results are shared with parents upon request or as part of parent conferences during the year. Progress reports and report cards also keep parents and students informed about the learner's performance.

#### **Overall assessment for standard 6: Stakeholder Communications and Relationships** OPERATIONAL

One of the most important products of the self-study process was developing channels to produce a greater understanding by community members of the needs, interests and efforts of the school to improve student learning. The process also created opportunities for collaboration among community members who sat on standard committees, participated in surveys and received copious amounts of information about the institution. CMSFQ is committed to bringing the community aspect to the forefront of our institutional activities by providing for shared leadership. Further collaborative community efforts will assist in developing and refining our school improvement initiatives and allow us to achieve a highly functional rating on this standard.

#### **Practices we currently employ:**

- Use of student agendas and communication books
- Updated webpage with dynamic intranet communication
- Meetings: All-school, area faculty, department, grade level (share student information and effective teaching strategies, prepare plans for struggling students)
- Public Relations person who solves parent concerns or directs parents to correct person
- Committees with active participation of parents, students, faculty, administration (Family Day, Security, Bullying, School Improvement Council, etc.).
- Satisfaction surveys performed for parents, students, faculty, staff, and administration.

- Orientation Sessions at the beginning of the year for new parents and students
- Open Houses at the beginning of the year to communicate institutional and area goals, as well as provide important “start-up” information
- College Counselor organizes college fairs so students may be informed of various university options for a higher education
- Opportunities for Advisor-student share moments through Community Times during the week
- A variety of avenues to connect with parents such as: letters, communication notebooks, agendas, e-mails, webpage.
- Report card conferences: teacher/parents
- Program for Academic Support (PAS) intervention meetings for struggling students which include: Administrative Team/teacher/parents/student
- Students are informed and encouraged to enroll in advanced classes according to the fulfillment of the class requirement
- Promote and evaluate community member use of webpage and email as a communication channel (instead of hard copies).
- Calendar posted on website, institutional and area newsletters posted on intranet

**Artifacts we currently have and/or use:**

- Website postings of newsletters, events calendar, student-parent handbook, etc.
- Report cards and progress reports
- Extra help attendance, letters inviting students to extra help
- Portfolios and student binders (ECH and Elementary)
- PAS reports (HS and MS)
- Parent seminars (examples: invitations, agendas, presentations)
- Templates: IEP, Improvement Plan
- Template: Professional Improvement Plan for Teacher
- Satisfaction Survey Results (Parent, Student, Faculty and Staff)
- Bulletin Boards
- Area Open House Presentations (with Institutional and Area Goals presented)
- Course Syllabus
- Unit plans visible in webpage link Atlas
- Orientation and Open House presentations
- Code of Honor with commitment signature
- College counseling – list of visiting universities during the fairs
- Community Time (CT) lesson plans
- Records of *Junta* meetings (available upon request)
- Standardized Test Results Communication

## Commitment to Continuous Improvement

**STANDARD:** The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

### Indicators Rubric

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)				
7.2	Engages stakeholders in the processes of continuous improvement				
7.3	Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning				
7.4	Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals				
7.5	Monitors and communicates the results of improvement efforts to stakeholders				
7.6	Evaluates and documents the effectiveness and impact of its continuous process of improvement				

### Focus Questions

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

Colegio Menor San Francisco de Quito developed its academic program using ideas from several institutions to ensure continuous improvement. In the beginning, consultants from the Education Department of Boston University created a set of benchmarks to provide a quality education. Since then, CMSFQ built its own curriculum using as a source, internationally recognized standards. Recently, the school has undergone a process of self-study to identify areas that need improvement. These studies have led to the development of institutional, area, and individual goals. Improvement plans, complete with measureable outcomes are part of the goals. In addition, all goals are aligned with the newly revised mission of the school. Macro-institutional goal status is reported on a semester basis.

Our assessment policy permits teachers to adjust their teaching practices based on results of learning activities and student needs. Common assessments are designed by grade level in order to ensure continuity in instruction, assessment and student performance in each academic area. Common assessments allow constant analysis of results in order to create specific interventions which in turn, promote improvements in the quality of instruction. Standardized tests provide an historic overview of the progress of our students, in addition to being a valuable tool for analysis. Our school is progressively becoming more comfortable using the analyzed data for future planning interventions at a school-wide, integrated manner. The school will continue to explore how to manage this information in a productive and efficient way.

Overall, the school has shown constant and steady progress in the inclusion of technology as a support for learning and communication amongst all community members. Training in Powerschool data management software and Atlas curriculum mapping software has been provided for teachers and the administrative support staff. Through the use of this software, teachers can better monitor a student's educational experience, successes and difficulties, as well as plan a curriculum that is aligned both longitudinally and horizontally to ensure that our students receive a well-rounded, liberal arts education.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

A revised version of CMSFQ's mission and vision was produced in collaboration with representatives of all community members during our year long self study process. Our Institutional 5-Year Plan and Annual Goals were developed as a result of the work. This plan focuses on impacting student learning and is aligned with the new vision and mission. This standards committees of parents, students, teachers and administrative personnel who were responsible for the AdvancED self-study process, gathered data, analyzed the results and selected 3 major themes that were reformulated into institutional goals. A school wide template was developed to make sure that area and individual goals are aligned with the school mission, vision and institutional goals. AdvancED self-study committee also suggested the creation of a permanent School Improvement Council in order to ensure the accomplishment of the institutional goals.

One of the institutional goals is to make sure the assessment tools used in our school and their proficient analysis provides valuable data to ensure an improvement in student performance and guide the continuous process of curriculum development. Colegio Menor reviews the results from the Stanford Standardized Tests and also from different common assessments in English, Spanish and math to determine areas of learning which need improvement. The school has developed a Data Based Improvement Plan, a valuable tool to ensure that all academic areas will be able to

analyze data and determine areas of learning that need improvement. This will guarantee that the student learning needs will be prioritized. Professional development workshops are selected based on criteria that will enhance overall student learning and contribute to the completion of institutional goals.

We work to ensure that our students reach our school's clearly set expectations. We provide our students with a curriculum aligned to a liberal arts education, rich in experiences and content that will enable them to become critical thinkers and life long learners. The use of innovative technology through the latest computer software for curriculum development and management of student reports allows an efficient and centralized use of information to provide support and monitor curriculum and student learning.

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

Our 3-Year Curriculum Plan is developed through a diagnosis of our institutional needs and objectives. Once determining the needs, improvement plans are developed. Professional development is incorporated into the plan to provide teachers with the necessary tools to carry out the improvement plans.

The school has a program for workshop-based professional development that takes place during work days at the beginning of the year, with time dedicated to revisiting the topics during faculty and grade level meetings, or additional professional development days throughout the year. Topics such as assessment in schools and Backwards Design planning, learning objectives, and task analysis have taken place during the past years. Teachers are expected to incorporate these important teaching strategies and techniques into their unit and daily lesson planning. Area Heads follow up and assess progress of implementation.

Teachers' evaluation is implemented through a school wide Supervision, Development, and Evaluation Program (SD&E). This program is based on a process that starts with teachers' setting annual goals, and includes formal and informal observations from Area Heads, Department Coordinators and peers. A very important aspect of this process is the self evaluation that helps teachers reflect on their teaching practices. Teachers are placed in this program according to their professional needs. New teachers will receive more attention from their supervisors, while more independent teachers will be provided opportunities to share their expertise with colleagues through planned presentations. The main purpose of this evaluation system is to help teachers reflect on their practices, become independent, more effectively impact student learning and contribute positively to the community.

On an individual and voluntary basis, school authorities and teachers attend various external workshops and graduate level courses. For example, Area Heads have attended the Principal Training Center and various teachers have attended the Teacher Training Center courses during the summer. In addition, many teachers have enrolled in programs that CMSFQ has sponsored to promote professional development. These programs include a Boston University Masters of Education Program and a University of Alabama Masters of Education Program. Both programs have been offered on site in Quito in cooperation with other international schools.

Lastly, teachers and administrators are kept up to date with the latest educational technology through workshops directed by school staff or external consultants. Faculty and staff receive training in programs such as E-Class, Powerschool, Atlas and others. The technology department is also continuously working toward offering the most effective and efficient school-wide network, providing staff with all the necessary tools to include technology in their daily professional practice; classroom web pages, disciplinary and academic report management and resource requests are part of the online services that support the academic staff in their professional practice.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The school's leadership developed an Institutional 5-Year Plan and Annual Goals, based on the three areas of improvement that came out of the self-study process. Each area took these goals to their staff, and developed area and personal goals that aligned with the institutional goals, ensuring the contribution of all staff members to meet these goals.

A 3-Year Curriculum Plan was developed in 2004 and in 2007. The Academic Leadership Team (ALT) and the All-School Curriculum Coordinator are responsible for the monitoring and achievement of the three year curriculum development plans. ALT is also responsible for communicating the results of these plans to the academic staff.

Since initiating the accreditation process, the school acquired a sense of wholeness as an institution. A joint effort is obvious and a strong sense of community is palpable throughout the school. Through a systematic process of reviewing the area and department goals, individual professional goals and data-based improvement plans, the school leadership will be able to determine if the institutional goals are achieved. Leadership will be able to review area, department and professional goals achievement to determine future actions that will ensure the continuous improvement process of our institution.

The General Director holds each Area Head accountable for the area goals and improvement plans developed by their staff. The plans include measurable outcomes that are reported back to the General Director through a mid and end of the year conference. Area Heads have mid-year conferences with staff members, in which achievement of goals is one of the topics discussed and evidence of achievement is shared. The Area Head's annual report addresses the level of achievement of the annual goals. This information is also shared with faculty during a mid-year and end of the year faculty meeting, and shared with the parents through our beginning of the year Open Houses, as well as published on the internet for all community members to view.

A School Improvement Council (SIC) was appointed to supervise and monitor the accomplishment of the institutional goals. The SIC, meeting periodically throughout the year, is in charge of reviewing data from different sources and provides feedback to the Academic Leadership Team. The SIC reviews reports provided by AdvancED and opinion surveys, and provides feedback on the relationship between improvement plans and community members' satisfaction.

The school uses technology as means of communication for all Colegio Menor members. The school's public relations person publishes periodic informative newsletters on the intranet in order to keep community members informed of the latest school efforts, events and accomplishments.

#### **Overall assessment for standard 7: Commitment to Continuous Improvement**

## OPERATIONAL

CMSFQ engaged in an open and collaborative process evaluating the school's compliance with the standards, discussing improvement themes and priorities and sharing institutional plans and goals. A School Improvement Council was formed to provide continuous oversight and feedback on the alignment of community expectations, student performance data, and the school's plans to improve student learning. An important aspect of the organizational culture at CMSFQ is a concern for improving student performance and school effectiveness. Implementation of accreditation protocols for continuous school improvement will promote a more active community engagement with improvement efforts. CMSFQ is committed to reflecting on and assessing the improvement process and is moving forward in creating structures, policies and procedures to make certain this reflection is healthy and productive for the school.

### **Practices we currently employ:**

- Goal setting, implementation and evaluation process
- All School Curriculum work (published on Atlas) done through department, coordinator, ALT meetings – Unit Planning, assessment development, alignment of assessments to standards and benchmarks, scope and sequence development of content and standards and benchmarks
- Common Assessments and Standardized Testing
- School Improvement Council
- High School and Middle School Behavioral System
- Supervision, Development and Evaluation for Teachers
- Special workshops for parents and support staff
- Maintaining school website, calendar, email communication to community members
- Technology Department: providing support services to faculty, staff and students

### **Artifacts we currently have and / or use:**

- Vision and Mission of CMSFQ
- Institutional 5 Year Plan and Annual Goals
- Area Goals and Improvement Plans
- Leadership Organizational Chart
- School Improvement Council Guidelines (found on meet site)
- Data Based Improvement Plan Templates
- Professional Goals Template
- Atlas – Curriculum Alignment Software
- Powerschool Software – Report Management
- SD&E plan and related documents
- 3-Year Curriculum Development Plan 2007
- 1 year Curriculum Development Presentation 2008
- Professional Development Descriptions
- Examples of workshop presentations (for students, faculty, staff, parents)
- Area and Department Meeting Minutes (on intranet)

**Section 4**

**IV. Improvement Initiatives**

**F. Institutional 5 Year Plan and Annual Goals**

Appendix 1

**G. Area Goals and Improvement Plans**

Appendix 2

**H. Summary Sheet for Data-Based Improvement Plans**

Appendix 3

**I. 3-Year Curriculum Plan**

Appendix 4

**J. 2008-2009 Curriculum Plan Timeline**

Appendix 5

## Section 5

### V. Peer-to-Peer Practice



**COLEGIO MENOR  
SAN FRANCISCO DE QUITO**

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## TEACHER SUPERVISION, DEVELOPMENT & EVALUATION PROGRAM GUIDELINES

### Philosophy and Program Goals

In the spirit of our mission, we believe that our teachers should participate in the learning process, not only to advance student learning, but also to continue their own growth as professionals. Therefore, we strive to cultivate, recognize, and celebrate good teaching. To that end, we expect all teachers to maintain high standards in all that they undertake in the school community and to participate in an ongoing program of supervision, evaluation, and professional growth.

*The main goals of the Supervision, Development and Evaluation program (SD&E) are to:*

- Ensure maximum student learning
- Assure quality instruction
- Communicate specific skills and practices that characterize effective teaching
- Support new teachers
- Identify and maintain teacher strengths
- Diagnose areas for improvement and refine teaching skills
- Provide professional development to enhance teacher knowledge
- Foster teacher-supervisor dialogue and practices of self-reflection
- Develop teacher self-evaluation and peer evaluation skills
- Ensure that the required curriculum is delivered
- Determine if teacher performance meets standards
- Provide information for employment decisions

### Standards of Effective Teaching

Professional standards define what a teacher should know and be able to do to enhance student learning. Our evaluation program is based on the five core standards of effective teaching from the United States National Board for Professional Teaching Standards\*:

- Teacher knows the subjects s/he teaches and how to teach those subjects to students.

- Teacher is committed to students, their learning, and the learning environment.
- Teacher is responsible for managing and monitoring student learning.
- Teacher thinks systematically about his/her practice, learns from experience and seeks professional growth.
- Teacher is a positive member of our learning community.

*\*These standards have been expanded into specific indicators in the “Colegio Menor All-School Essential Agreements”.*

### **The Supervision Process**

The supervision process is ongoing and **formative**. Teachers are encouraged to try new methods and materials, take risks, and share ideas. The observer coaches, facilitates, mentors, collects data, and provides feedback that cultivates quality teaching and thinking strategies. The observer may be the Area Head, Department Coordinators, Lead Teacher, or other member of the area Administrative Team.

### **The Evaluation Process**

The evaluation process is conducted at the end of the teacher supervision and development cycle. Evaluation is **summative** and the teacher’s overall performance is reviewed. In the evaluation stage, data is analyzed to improve teaching practice and to make contract renewal decisions. For detailed information related to teacher contract renewal, improvement plans and/or dismissal procedures please refer to the Faculty Handbook.

### **Key Participants and Roles**

- **Area Head:** The Area Head is the principle observer and evaluator for his/her section of the school. He/she is responsible for managing the general timeline of the process and ensuring that all necessary documentation occurs. The Area Head is an active participant in ALL aspects of the SD&E Program.
- **Department Coordinators and/or Lead Teachers:** These members will actively participate in formal and informal observations, unit/lesson plan review and may be included in teacher evaluation and feedback conferences.

### **Supporting Participants and Roles**

- **Human Resources Director:** The Human Resources Director will ensure that Area Heads complete and document the teacher evaluation process at the end of the academic year.

- **General Director:** At the beginning of each academic year, he/she will conduct an SD&E orientation conference for all new staff members. The General Director may also participate in teacher improvement plans when necessary.
- **Dean of Students:** The Dean conducts informal observations and administers the student evaluations of teachers.
- **Counselors and Learning Specialists:** Counselors and Learning Specialists may be asked to conduct informal observations, to participate in peer observations and coaching, and/or to administer the student evaluations of teachers.

### Supervision, Development & Evaluation Program Plans

The SD&E Program allows flexibility for all teachers by providing three plans to accommodate all levels of professional development needs.

- **Standard Plan:** The objective of the Standard Plan is to nurture and develop instructional competencies that directly impact student learning in the individual classroom. Typically, teachers in their first years at Colegio Menor will be placed on this plan. Additionally if a teacher changes placement or requires more support or feedback for any reason, he/she may be assigned to the Standard Plan.
- **Independent Plan:** The objective of the Independent Plan is to inspire and guide teachers to develop professional growth plans that go beyond the individual classroom and directly further the institutional goals and objectives. Typically teachers who have several years of outstanding service at CMSFQ will be placed on this plan. The Independent plan provides the opportunity for additional structured dialogue with supervisors on personal and professional goals as well as opportunities to showcase successes with the greater community.
- **Improvement Plan:** The objective of an improvement plan is to support teachers who are not meeting our professional practice expectations as defined in the All-School Essential Agreements. An improvement plan, which will identify specific goals and requirements for continued employment, will be presented by the Area Head and/or other immediate supervisor(s). In some cases the General Director may participate in this process.

***NOTE:** For a full breakdown of the requirements for the Standard and Independent plans, please see the SD&E Program Overview.*

### Elements of the Supervision, Development and Evaluation Process

1. **Orientation:** All new staff members will attend an orientation conference with the General Director. At this time they will receive the necessary SD&E program documentation.

2. **Professional Goals Conference:** A critical piece of professional development is the elaboration and attainment of goals. Once or twice a year teachers will meet with the principle observer to go over their professional goals and review their progress.
3. **Teacher Evaluation Conference:** At least once a year the teacher and his supervisor(s) will meet to discuss and reflect upon professional practice utilizing the All-School Essential Agreements and the five standards for effective teaching. The Teacher Evaluation Form is used to guide and record this dialogue by celebrating areas of success and identifying priority areas for continued growth. The form is completed collaboratively by all parties involved in the conference and copies are filed in the area and HR offices. (At the discretion of the Area Head, any teacher confirmed as NOT returning for the next academic year may be exempted from the remainder of the SD&E process.)
4. **Peer Observations:** Teachers are required to do peer observations during the school year. Peer observation assignments will be determined by the Area Head. The observer should complete the peer observation form and provide a copy to his/her colleague and the Area Head.
5. **Student Surveys:** By the end of the first semester, students in grades 3 to 12 will be asked to fill out age-appropriate surveys regarding their teachers' performance. To preserve confidentiality this survey will be administered by someone other than the teacher. The results will be compiled and returned to the teacher for reflection, permitting him/her to get a "barometer reading" of student perceptions. Additionally, global results may be compiled by the Area Head to identify strengths and areas for continued growth.
6. **Classroom Visitations:** These are valuable opportunities to gain insight into daily activities and teaching.
  - **Walk-Through Observations**
    - They are brief, unscheduled visits.
    - A walk-through provides a "snapshot" of general teaching practices within the section or school in general, and is not meant to provide individual teacher feedback.
  - **Informal Observations**
    - Generally these are unscheduled visits.
    - Teachers may suggest specific times when they have a special lesson, activity, or event planned.
    - The observer will provide feedback in person or in writing. This should take place the same day of the observation if possible.
    - A copy of the feedback should be placed in the teacher's file.
  - **Formal Observations**
    - The formal observation process includes pre and post-observation conferences and is conducted by one of the key participants.

**Before the formal observation:**

- All participants will agree on the time and date of the formal visit. The duration of the lesson should be between 30 and 50 minutes.
- A pre-observation conference will be scheduled 1-2 days before the lesson.
- At this conference, the teacher will present a copy of his/her lesson plan to the observer and explain any necessary information about the lesson.

**After the formal observation:**

- The post-observation conference should be scheduled no later than three school days after the lesson.
- In preparation for the post-observation conference, the observer will complete a lesson observation form and the teacher will complete a self-reflection form.
- The purpose of the post-observation conference is to guide self-reflection in order to reinforce and refine effective teaching.
- All documentation will be placed in the teacher's file.

## Section 6

### VI. Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

#### Focus Questions

1. As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

After considering the evidence presented in the dialogues about our school's compliance with the seven standards, we realized how important it is to reflect on our institutional mission and vision. This reflection allowed us to create a common understanding of who we are, and our shared purpose. This revisiting and rewriting process helped us to frame our collaborative efforts to fulfill our mission and achieve our vision. We also see the importance of aligning our work to support and carry out the mission. Our work now is to reinforce the importance of the mission as a filter for framing our activities. Therefore, one of our primary institutional objectives is to integrate the mission into our ongoing development of curriculum and institutional practices.

Another major theme that came out of the self-study was an awareness of the richness of our school's resources and the need to better optimize their use. The process allowed us to see the diverse variety of practices in place, fulfilling our compliance with the standards; yet, it became clear that we will need to work as a community to promote the availability of resources to better enhance the daily instruction and align material acquisitions and program development with student learning needs.

Our engagement with the community in this process enhanced our appreciation of their contributions. In committee meetings, and survey data, the level of commitment to continuous improvement was obvious. We are committed to explore ways to sustain the benefits of this exchange by creating programs to sustain a more active and participative community.

2. Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

Since the founding of the institution community members demonstrate receptiveness to innovation. The infusion of change into the fabric of the organization is the response of the owners' trust in the ability of professional educators to make sound pedagogical decisions. The integration of flexibility and change as essential characteristics of the organizational culture provides agility in the decision-making, allowing for the adoption of cutting-edge programs and contemporary thinking about students and learning. This is supported by a commitment to allocating sufficient resources for professional development.

Colegio Menor is composed of dedicated educators who are proud to participate in a professional learning community. The primary goal of institutional activities is to promote student learning and the professional growth of teachers. This includes programs dedicated to meeting the needs of

different learners, and a teacher-centered Supervision, Development and Evaluation program, both of which embrace our commitment to “inspire lifelong learners.”

Our faculty is dedicated to understanding that each student is unique. Colegio Menor teachers use student performance data to make important decisions to address student needs. Teachers employ support systems and instructional strategies to create a school environment that appreciates diverse learning styles and is conducive to the success of each student. The Colegio Menor faculty recognizes that behavioral situations provide unique opportunities for student learning.

3. What would you consider to be your school’s greatest challenges?

Through the review process, we have identified a need to better establish institutional practices. A number of successful practices exist, but are not implemented to the same degree throughout the school. We understand that in order to achieve institutional coherency, we need to better communicate the rationale of, and provide the tools necessary for the implementation of these practices. We recognize the challenge of being a large institution that is divided into sections, but we have the interest to respond to this situation.

In developing our Assessment Policy, we realized that more attention needs to be paid to better use of assessments as tools for collecting data and building improvement plans. We understand our current limitations in these areas are a result of adopting new paradigms focused on demonstrating evidence of learning. To address this situation, the school is committed to a multi-year emphasis on training teachers in assessment design and the production and evaluation of valuable data.

Since the founding of the school, curriculum development has been a dynamic process. The reflective nature of the accreditation process allowed us to note that while offering a quality educational program, there still remains disparate pieces that need to be brought together. Further work in aligning the curriculum across content areas and grade levels will require significant amounts of time and energy. Significant dialogue will need to take place on student learning needs and academic priorities. Further exploration of the capabilities of our curriculum mapping software should be a valuable resource in this alignment project.

4. How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

The self-assessment revitalized the vision and mission of our school, and our community’s commitment to the message contained in those words. It also provided us with a clear understanding of the needs of our institution, allowing us to construct our Institutional 5-Year Plan. This plan provided a foundation for areas to construct annual goals. The accreditation process also challenged us to seriously consider student performance data and design data-based improvement plans. We also developed an internal review process that includes oversight by a representative group of community members. This School Improvement Council, with the participation of the Academic Leadership Team, engages in a forum to provide pertinent observations about the relationship between performance data, community satisfaction, and annual area goals.

**Appendix 1**  
**Institutional 5 Year Plan and Annual Goals**

2008-2013	YEAR 1: 2008-2009
<p><u>A shared understanding of our mission and vision and these beliefs drive our daily activities.</u></p> <ul style="list-style-type: none"> <li>• A common understanding of the components of our mission statement.</li> <li>• Institutional priorities and decision-making at all levels support and are aligned with the Mission and Vision.</li> <li>• Align all institutional documents to convey current reality of school community.</li> <li>• Policies guide the institutional decision making process, across all organizational levels, to carrying out our mission and arriving at our vision.</li> <li>• Curriculum is constructed and implemented by considering mission and vision of institution.</li> <li>• Formulate, implement and solidify a goal setting process throughout the institution.</li> </ul>	<p><u>Promote a shared understanding within our community of what the mission and vision mean and ensure that these beliefs drive our daily activities.</u></p> <ul style="list-style-type: none"> <li>• Begin to create a shared understanding of the new Mission and Vision               <ul style="list-style-type: none"> <li>○ “Mission Possible!” campaign.</li> <li>○ Change all materials that have reference to the mission/vision (framed documents, webpage, handbooks, etc) so that current Mission/Vision is disseminated.</li> </ul> </li> <li>• Revisit and realign related documents (e.g. Student Profile, old Vision)</li> <li>• A written policy manual developed to guide institutional decision making process, across all organizational levels, to carrying out our mission and arriving at our vision.</li> <li>• Document our goal setting process and standardize procedures throughout the institution.</li> </ul>
<p><u>Technology, assessment tools, and data monitor and guide curriculum, student learning, activity programs and administrative practices.</u></p> <ul style="list-style-type: none"> <li>• Electronic management of curriculum to support vertical and horizontal alignment of academic program.</li> <li>• Application of administrative software tools to manage school operations and track student performance.</li> <li>• Use standardized and common assessment data to improve student learning and make curriculum decisions.</li> <li>• Facilitate and maximize use of technology for instructional purposes.</li> <li>• School personnel demonstrate knowledge, understanding and skills required to utilize appropriate technology to productively carry out job responsibilities.</li> <li>• Continuous development and review of a multi-year curriculum plan.</li> </ul>	<p><u>Optimize the use of technology, assessment tools, and data to monitor and guide curriculum and student learning.</u></p> <ul style="list-style-type: none"> <li>• Finalize, document and implement Assessment policy and procedures</li> <li>• Finalize inputting all units and supporting documents into Rubicon (SUSY WILL PROVIDE FEEDBACK)</li> <li>• Initial implementation of Powerschool functions to replace all current Winschool applications plus Attendance for all sections</li> <li>• Create action plans based on longitudinal Standardized Test and Common Assessment data</li> <li>• Audit the current use of technology for educational purposes.</li> <li>• Determine the basic skills required to be proficient in the use of technology according to job descriptions.</li> <li>• New 3-year curriculum plan including cross-curricular standards</li> </ul>

<p><u>A community of informed and active participants</u></p> <ul style="list-style-type: none"> <li>• Streamlined and effective communication in operation throughout the institution.</li> <li>• Create partnerships to increase awareness and acceptance of school practices, policies programs and procedures.</li> <li>• Solicit input and feedback as part of relevant institutional decision making processes</li> <li>• Community involvement in a wide variety of school activities.</li> <li>• Public relations office plays a key role in creating positive and realistic perceptions of school.</li> <li>• Scheduled periodic campaigns on essential school climate issues: positive student interaction (anti-bullying), alcohol and drug prevention and sexual awareness, and student safety and security.</li> </ul>	<p><u>Foster a community of informed and active participants</u></p> <ul style="list-style-type: none"> <li>• Continue collecting data in operational areas in need of improvement and involve community members in analysis of opportunities in order to develop an action plan.</li> <li>• Ensure an up-to-date external webpage.</li> <li>• Assess volume of information being sent electronically to be able to delineate policies on email communication.</li> <li>• Identify key areas for parent and staff education on policies, practices, programs and procedures and establish appropriate forums to build awareness.</li> <li>• Ensure readiness to receive the SACS accreditation team in March of 2009 including finish remaining evaluation tasks and the self-study report.</li> <li>• Create structured opportunities to increase community involvement such as including parent and student membership on Family Day Committee.</li> <li>• Increased parent and teacher attendance at school sponsored events.</li> <li>• Assess public relation needs of the institution in order to review and adjust activities of the public relations office.</li> <li>• Assessment and evaluation of extra-curricular program.</li> </ul>
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Appendix 2  
Area Goals and Improvement Plans

**EARLY CHILDHOOD GOALS: 2008-2009**

Promote a shared understanding within our community of what the mission and vision mean and ensure that these beliefs drive our daily activities.

**GOAL 1:** Professional improvement goals for this school year will be established the following way:

Professional Practice

- This goal should directly impact student learning.
- Goal must also demonstrate connection with mission and/or vision of the school.

Institutional Objectives

- This goal is directed toward seeing how our individual work is related to institutional objectives.
- Personal goal must align with one of the three institutional objective areas.

**ACTION STEPS:**

Provide all staff with the guidelines to write their goals. Post area head goals as example in the intranet. Establish deadline to hand in goals. Hold individual conferences with teachers to review goals. Teachers will have goals conferences with assistant teachers. Goals will be kept in each teacher's file. Hold a second goal's conference, the second semester to receive feedback from teachers on how they're doing.

**RESPONSIBLE PARTIES:** All ECH teaching staff (teachers, assistant teachers, lead teacher, PG, PK coordinator, head)

**TIME FRAME:** September 19, 2008

**MEASURABLE OUTCOMES:** Goals produced by all staff kept in teacher files

**GOAL 2:** Revise unit plans and document how they help us in carrying out our vision and mission

**ACTION STEPS:**

Units are revised two weeks before they are taught, and teachers in each grade level will take turns writing the unit's connection to our mission/vision and this will be analyzed with the whole team. This will be published in the parent newsletters that are sent home PG-K.

**RESPONSIBLE PARTIES:** Lead teacher, PG, PK coordinator, head, teachers

**TIME FRAME:** All year long, before each unit is taught

**MEASURABLE OUTCOMES:** Units in Atlas

**GOAL 3:** Post mission and vision in a visible place in classrooms and offices. Make reference to them during Open House and other community building activities

**ACTION STEPS:**

New, updated versions of mission and vision will be provided by the school. Area administrative assistant will make sure every class and office has one posted in a visible space.

**RESPONSIBLE PARTIES:** Area head, administrative assistant

**TIME FRAME:** September, 2008

**MEASURABLE OUTCOMES:** Posted mission and vision in classrooms and offices

Optimize the use of technology, assessment tools, and data to monitor and guide curriculum and student learning.

**GOAL 1:** Finish editing and uploading curriculum into Atlas

**ACTION STEPS:**

After each unit is revised, changes are updated in Atlas, and those units that are not uploaded yet will be while they are being taught.

**RESPONSIBLE PARTIES:** Lead teacher, PG, PK coordinator, teachers

**TIME FRAME:** March, 2008 for SACS review team's visit

**MEASURABLE OUTCOMES:** Atlas with units uploaded

**GOAL 2:** Become familiar with Powerschool functions that are useful in ECH

**ACTION STEPS:**

All staff will attend Powerschool training; once our database is uploaded we will start taking the daily attendance with Powerschool

**RESPONSIBLE PARTIES:** All ECH staff

**TIME FRAME:** According to master plan being developed by Sandra Guerrero

**MEASURABLE OUTCOMES:** Assistant teachers using Powerschool for daily attendance

**GOAL 3:** Continue with administering of all common and standardized assessments in our area and putting in place action plans based on results

**ACTION STEPS:**

Define assessment schedule prior to the start of the school year; administer assessments according to schedule. Compile data, and based on results develop action plans in conjunction with teachers.

**RESPONSIBLE PARTIES:** Lead teacher, PG, PK coordinator, teachers, learning specialists

**TIME FRAME:** All year long

**MEASURABLE OUTCOMES:** Action plans and results

**GOAL 4:** Continue developing lessons with task analysis and uploading them into Atlas

**ACTION STEPS:**

Work in each grade level gradually developing task analysis lessons, in order to complete at least two by the end of the school year. Put lessons into practice, make adjustments, and upload lesson into ATLAS

**RESPONSIBLE PARTIES:** Lead teacher, PG, PK coordinator, teachers

**TIME FRAME:** One task analysis per semester

**MEASURABLE OUTCOMES:** Lessons uploaded into ATLAS

Foster a community of informed and active participants

**GOAL 1:** Maintain our website updated with current events and news

**ACTION STEPS:** Check website once a month to make sure information is updated

**RESPONSIBLE PARTIES:** Area head, administrative assistant, teachers

**TIME FRAME:** All year long

**MEASURABLE OUTCOMES:** updated website

**GOAL 2:** Develop teacher grade folders in the intranet where all work related documents can be stored and accessed

**ACTION STEPS:** Store all grade level documents on the corresponding folder as they are sent to teachers. Create the folders and define categories within each folder for appropriate organization.

**RESPONSIBLE PARTIES:** Area head, lead teacher, PG, PK coordinator, administrative assistant

**TIME FRAME:** All year long

**MEASURABLE OUTCOMES:** teacher grade folders in the intranet

**GOAL 3:** Develop parent grade folders on our web page where all curriculum related documents can be stored and accessed

**ACTION STEPS:** Create the folders and define categories within each folder for appropriate organization.

**RESPONSIBLE PARTIES:** area head, leadteacher, PG, PK coordinator, administrative assistant, web master, teachers

**TIME FRAME:** All year long

**MEASURABLE OUTCOMES:** Parent grade folders in the school's web site

**GOAL 4:** Figure out ways to involve room parents more, for example, they can be in charge of organizing a beginning of the year gathering where all parents can get to know each other and their families or delegate the community service visit and its organization to them

**ACTION STEPS:** Name room parents during the open House and give them their first task: organize a beginning of the year gathering.

Include parents in area activities such as, Literacy Celebration, Day of the Dead, etc.

**RESPONSIBLE PARTIES:** Area head, teachers

**TIME FRAME:** All year long

**MEASURABLE OUTCOMES:** documentation of parent involvement activities, pictures of these activities

#### **ELEMENTARY GOALS: 2008-2009**

Promote a shared understanding within our community of what the mission and vision mean and ensure that these beliefs drive our daily activities.

**GOAL:** Promote a shared understanding among staff of academic and behavioral expectations for students in Elementary and ensure greater consistency in communicating and establishing these expectations with our students.

**ACTION STEPS:**

1. Elaborate and finalize a list of teacher agreements on student behavioral expectations and academic work expectations.
2. Establish a behavioral continuum in order to better guide teachers on what type of response certain key misbehaviors should receive and what consequences should be applied.
3. Use Positive discipline campaign (bees) to focus on a different core value each month as well as to encourage pro-social behaviors
4. Monitor outcomes and readjust as needed.

**RESPONSIBLE PARTIES:** SEC (Student Expectations Committee), All Staff (when necessary)

**TIME FRAME:** 1: September 24<sup>th</sup>. 2: October 1<sup>st</sup>. 3 & 4: on going.

**MEASURABLE OUTCOMES:** Incidents will be tracked using online incident forms or PowerSchool (whichever we are able to use consistently). A baseline of reported misbehavior will be established and we will track our progress each trimester for a reduction in incidents. Additionally we will measure the

amount of bees that are gained by students as a measure of positive behavior observed. We will survey teachers to determine if their perceptions show more positive behaviors and increased academic work quality and appearance.

Optimize the use of technology, assessment tools, and data to monitor and guide curriculum and student learning.

**GOAL:** Use common assessment data (internal and external) to set clear, measurable and attainable goals and action plans for improved student learning.

**ACTION STEPS:**

1. Develop a goal setting template to be used by grade/subject level teams with internal common assessment data.
2. Academic teams will elaborate actions plans and will identify specific teaching actions to take in order to effect change in the specific and finite areas they have selected.
3. Results will be evaluated and new actions plans will be made.
4. Results will be shared at staff meetings periodically.

**RESPONSIBLE PARTIES:** 1: Area Head, Curriculum Coordinator, Lead Teacher, Acadmic Coordinators. 2: specific academic teams, with Lead Teacher/Coordinator eg. 3<sup>rd</sup> Core, 4<sup>th</sup> math, etc. 3 & 4: All staff.

**TIME FRAME:** This will happen at the first (Sept) and second (Feb) common assessment reporting times and will be finalized with the last common assessments of the year (May). Phase 1: Staff briefed and template and goal setting process explained (Sept. 24<sup>th</sup>) Data collected (Sept. 26) analyzed and action plans written (Oct. 3<sup>rd</sup>). Action plans shared at staff meeting (Oct 8). Teaching actions implemented. Data collected (Feb 6<sup>th</sup>). Process repeats.

**MEASURABLE OUTCOMES:** Goals will be specific and data based and their attainment will be determined by checking it against the common assessment data.

**GOAL 2:** Initial implementation of Power School functions to: Take attendance, track student behavior and establish baselines in order to identify areas for improvement, report and monitor academics (report cards and gradebook), log in key data from common assessments (internal and external)

**ACTION STEPS:**

1. Coordinate the implementation of each key area with the PS managers
2. Provide staff training before each implementation area
3. Trouble shoot glitches
4. Elaborate or modify policies and procedures to ensure integrity of data and system use (eg. What items are inputted in the office and which by teachers for attendance purposes).

**RESPONSIBLE PARTIES:** Area Head, PS project managers, Lead Teacher, Area Assistant, Teachers

**TIME FRAME:** Per the overall PS timeline. Elementary specific goals:

- Attendance: Sept. 5<sup>th</sup>
- In School Tardy reporting: Begin September 15<sup>th</sup>

- Gradebook use for numeric grades and reporting (5<sup>th</sup> grade only): September 15<sup>th</sup>.
- Uploading Common Assessment Data: October 31<sup>st</sup>
- Report Cards (standards based): November 15<sup>th</sup>.

**MEASURABLE OUTCOMES:** Each item will be implemented and functioning.

Foster a community of informed and active participants

**GOAL 1:** Create more structured opportunities to increase parent involvement in their child’s academic experiences. (Each subject area at each grade will offer a minimum of one event during the year in which parents are invited in to the school to share in their child’s learning process.)

**ACTION STEPS:** Require each subject area to identify one event this year in which they will invite parents in to share in student academics. Ensure that the time frame is staggered enough so that there are not conflicts with other events in which parents come to school.

**RESPONSIBLE PARTIES:** Lead Teacher will elaborate the list of events with teams and prepare a calendar.

**TIME FRAME:** List and calendar created by October 31<sup>st</sup>.

**MEASURABLE OUTCOMES:** Having an activity assigned for each subject area and level.

**GOAL 2:** Offer several parent informational events to showcase academic programs and highlight the ways in which parents can better support the learning process from home. (eg. math workshops, “how to help your child succeed” sessions, etc.)

**ACTION STEPS:** identify two or three key workshop topics that we feel parents need to know more about and will find useful. Plan the workshops and promote them.

**RESPONSIBLE PARTIES:** Area Head, Lead Teacher, Math Coordinator, Spanish Coordinator

**TIME FRAME:** Workshops offered minimum by November and February

**MEASURABLE OUTCOMES:** Having offered the workshops will demonstrate successful completion of this goal. Usefulness will be determined by parent survey after the workshops.

**MIDDLE SCHOOL GOALS: 2008-2009**

Promote a shared understanding within our community of what the mission and vision mean and ensure that these beliefs drive our daily activities.

**GOAL 1:** Understanding of Mission

Advisors prepare mini-lessons on each part of the mission statement during CTs (values and parts of mission statement are assigned to each month).

Bulletin board reserved for posting student work from CTs for public viewing: providing visual images that represent the values and parts of the mission statement.

**ACTION STEPS:**

Value/mission phrase assigned to each month as CT themes to be taught

Bulletin board decorated each month by an assigned CT group

**RESPONSIBLE PARTIES:** Advisors and their CT students assigned to the month

**TIME FRAME:** Throughout the school year

**MEASURABLE OUTCOMES:** Visual postings on the bulletin board and results of pre and post survey

**GOAL 2:** Proud of their culture/ live harmoniously in diverse world:

Prepare all-school mini-assemblies for each of the civic holidays

Prepare all-MS activities for some of the main Ecuadorian holidays

**ACTION STEPS:**

dates posted in MS Calendar

Spanish Dept. choose which dates

**RESPONSIBLE PARTIES:** Carmen Helena and Spanish Dept.

**TIME FRAME:** All year long, before each unit is taught

**MEASURABLE OUTCOMES:** Carry out events and results of pre and post survey

**GOAL 3:** Proud of their culture/ live harmoniously in diverse world:

The academic trips this year to not only focus on the rich cultures and ecosystems, but take the studies one step further to

1. research the problems that are endangering the distinct cultures and ecosystems (or natural resources), and
2. research viable solutions to prevent the extinction of these cultures and ecosystems (or specific natural resources)

Therefore, mini-units will be designed to prepare the students for learning about the cultures and ecosystems of the various areas of Ecuador that are visited during the 6-8 grade trips, and what dangers these cultures and ecosystems face

1. focus of trip will be learning about the rich cultures and ecosystems, and problems that are endangering Ecuador's cultures and ecosystems
2. focus of the fair will be presenting information on cultural diversity, ecosystem diversity, and some viable solutions for problems

**ACTION STEPS:**

1. mini-units prepared by teachers from each department
2. fair preparation and presentations: all faculty members

**RESPONSIBLE PARTIES:** MS Faculty and Project design (computer) class

**TIME FRAME:**

- Mini-units prepared in grade level and pro dev time

- Fair – dates specified in calendar

**MEASURABLE OUTCOMES:** Student and parent feedback from fair (mini- questionnaire)

Optimize the use of technology, assessment tools, and data to monitor and guide curriculum and student learning.

**GOAL 1:** Data to monitor student learning

Create and implement action plans for entire grade level groups, based on Standardized test results and writing prompts.

**ACTION STEPS:**

Follow Procedures of Assessment Policy

**RESPONSIBLE PARTIES:** Area Head, Susie Mills, Coordinators, Teachers

**TIME FRAME:**

- Create: Sept. / Oct.
- Implement: throughout year

**MEASURABLE OUTCOMES:** Stanford Results

**GOAL 2:** Student Learning Partnership Implementation during pro dev times, faculty meetings, grade level meetings – starting with one case study per team of teachers (1-6<sup>th</sup>, 2-7<sup>th</sup>, and 1 8<sup>th</sup> grade student) through which the teachers will practice and apply the process of collecting data (observations), analyzing the student’s breakdown points, setting up an action plan for improvement, monitoring and adjusting the plan...

**ACTION STEPS:**

Complete observation, analysis, action plan production, monitoring, and revising cycle throughout year with one student

**RESPONSIBLE PARTIES:** Area Head, Special Needs Specialist / PAS Coordinator with teams of teachers

**TIME FRAME:** Throughout year

**MEASURABLE OUTCOMES:** Pre and Post-assessment of teachers – Levine Case Study Process

**GOAL 3:** Use of technology to guide curriculum and student learning

Create and save documents on Rubicon Atlas (all unit plans and intended learnings: EUs, Ss and Bs, and content and skills).

**ACTION STEPS:**

Load units and align assessments

**RESPONSIBLE PARTIES:** Coordinators and Teachers

**TIME FRAME:** All year long

**MEASURABLE OUTCOMES:** Unit plans posted and assessments aligned

**GOAL 4:** Implementation of New Computer Program for this year, in which students will be designing projects, using the “GRASPS” format of an authentic assessment, and determining which programs combined will produce the most effective product based on the purpose for the project.

**ACTION STEPS:**

Guiding creation of GRASPS with students, and correcting content of final projects presented in classes  
Project production

**RESPONSIBLE PARTIES:** Project design teacher and academic subject teachers

**TIME FRAME:** Throughout year

**MEASURABLE OUTCOMES:** Projects produced

Foster a community of informed and active participants

**GOAL 1:** Structured opportunities for community involvement  
Restructuring VOS and Community Service

**ACTION STEPS:** Restructure community service projects

**RESPONSIBLE PARTIES:** Joanna and VOS students

**TIME FRAME:** New structure: end of Oct. and service throughout Year

**MEASURABLE OUTCOMES:** student and community school feedback

**GOAL 2:** Trash Campaign – poster demonstrating the amount of garbage left lying on monitored campus spaces during break and lunch. This data will be used in CTs to discuss student responsibility in caring for the campus.

**ACTION STEPS:** Track garbage on poster outside MS office

**RESPONSIBLE PARTIES:** Duty monitors, students and advisors in CT

**TIME FRAME:** 1<sup>st</sup> semester

**MEASURABLE OUTCOMES:** less garbage recorded on data chart

**GOAL 3:** Increase parent / teacher attendance at school-sponsored events. Increase teacher attendance to musical, sporting or any event in which our students are actively participating in.

**ACTION STEPS:**

- Phone call invitations home
- Teachers would commit to attending two events per school year and make an effort to arrive on time and promote a sense of enthusiasm to support our students.

**RESPONSIBLE PARTIES:**

- MS admin. team, teachers
- Teacher responsible for Integration / events: organize log of names, car pool, pre-post event social hour

**TIME FRAME:** All year long

**MEASURABLE OUTCOMES:** Log of attendance

**GOAL 4:** Forum to build awareness of key policy and procedures

Parent workshops to earn back CPs for students who have “entered the system.

**ACTION STEPS:** Provide parent workshops during year

**RESPONSIBLE PARTIES:** CHA/Ma Isabel/Fsca: parenting adolescents themes, case studies to illustrate support systems from student perspective

**TIME FRAME:** 2 per year

**MEASURABLE OUTCOMES:** Attendance and feedback from attendees

**GOAL 5:** Fridays (weekly) – Xime/Cindy could reserve a time to produce and send a short – “noticias a casa” memo (and published on intranet site for additional parent access possibilities).

1. Proactive procedure reminders at times of years when certain procedures become necessary
2. Invitations to upcoming events

Highlight special things happening in classes.

**ACTION STEPS:** Blurbs go home on biweekly basis

**RESPONSIBLE PARTIES:** Xime / Cindy

**TIME FRAME:** biweekly

**MEASURABLE OUTCOMES:** parent feedback

**GOAL 6:** Form a parent mini-forum (1-2 from each parallel), to meet on a regular basis (once a month for 1 ½ hours) to gather and share ideas about, as well as educate parents about:

- academic, social, emotional issues facing our MS students
- responsibilities of the house / student / school in educating our children
- ways to strengthen our relationship as the educators / caregivers of our children
- ideas for parent workshops / seminars
- perception vs. reality: share real data about our programs and our students
- other interests you might have

**ACTION STEPS:** Hold meetings and inform rest of community members of issues through the “noticias a casa” news bites that go home

**RESPONSIBLE PARTIES:** Cindy with Middle admin. team

**TIME FRAME:** bimonthly

**MEASURABLE OUTCOMES:** parent feedback

### **HIGH SCHOOL GOALS: 2008-2009**

Promote a shared understanding within our community of what the mission and vision mean and ensure that these beliefs drive our daily activities.

**GOAL 1:** Align our own professional improvement goals with the mission/vision

**ACTION STEPS:**

Each teacher will establish at least one goal that directly impacts student learning and one goal that is directly related to an institutional objective

**RESPONSIBLE PARTIES:** All staff

**TIME FRAME:** Sept. 8

**MEASURABLE OUTCOMES:** Goals worksheet is completed and reviewed with Head and Coordinator

**GOAL 2:** Explore our understandings and misunderstandings of key terms in the mission/vision

**ACTION STEPS:**

Revisit the student profile at a staff meeting to update alignment with revised mission  
Develop 10<sup>th</sup> grade computer-based lessons that encourage discussion among students about concepts in the mission

**RESPONSIBLE PARTIES:** Faculty with Ma. Fernanda Veloz.

**TIME FRAME:** First Semester

**MEASURABLE OUTCOMES:** One lesson plan in each of the core subjects

**GOAL 3:** Review HS curriculum for alignment with mission/vision

**ACTION STEPS:**

Revise unit plans and document how they help us carry out our mission/vision

**RESPONSIBLE PARTIES:** Faculty

**TIME FRAME:** end of units

**MEASURABLE OUTCOMES:** Comments added in unit plan reflections

Optimize the use of technology, assessment tools, and data to monitor and guide curriculum and student learning.

**GOAL 1:** Continue Atlas work to revise and improve unit plans

**ACTION STEPS:**

Identify remaining work with Susie  
Add all new units to Atlas

**RESPONSIBLE PARTIES:** Susie Mills, Coordinators, Teachers

**TIME FRAME:** Sept. 8 and end of each unit

**MEASURABLE OUTCOMES:** Related documentation is on Atlas

**GOAL 2:** Develop and implement a revised computer curriculum to integrate technology into instruction within the regular classes

**ACTION STEPS:**

1. Computer teacher meet with Coordinators to identify needs, drawbacks, etc.
2. Computer teacher observe and interview teachers to determine tech needs for their classes and to identify skill gaps across the students
3. Teachers will set up blogs for their classes

**RESPONSIBLE PARTIES:**

1. Ma Fernanda Veloz and Coordinators
2. Ma Fernanda Veloz
3. Core subject faculty with Ma Fer Veloz support

**TIME FRAME:**

1. Sept. 8
2. First semester
3. Year long

**MEASURABLE OUTCOMES:**

1. Recommended plan of action
2. Recommended plan of action
3. At least one teacher in each department has a blog in use on the department website

**GOAL 3:** Implement the revised Social Studies curriculum for grades 9, 10 and 11

**ACTION STEPS:** Teach and assess the modified unit plans

**RESPONSIBLE PARTIES:** Social Studies teachers

**TIME FRAME:** All year long

**MEASURABLE OUTCOMES:** Unit plans posted on Atlas

**GOAL 4:** Implement the tasks per the assessment policy

**ACTION STEPS:**

1. Establish a data team to make key decisions about data needed, format to be used, etc
2. Analyze standardized test results and make related action plans

**RESPONSIBLE PARTIES:**

1. Sheila and coordinators
2. Susie and teachers

**TIME FRAME:**

1. First semester
2. Within a month after receiving data

**MEASURABLE OUTCOMES:** Action plans in English and Math for Stanford data and action plans in English and Spanish from writing prompt data

Foster a community of informed and active participants

**GOAL 1:** Work toward positive and respectful interactions in our community

**ACTION STEPS:**

Create opportunities to integrate across the grade levels.

- Implement the community forum
- Implement the new multi-grade CT format
- CARE projects

**RESPONSIBLE PARTIES:** Tracy C. and Grade Leaders

**TIME FRAME:** Implement 9/08, all formats continue all year

**MEASURABLE OUTCOMES:** Regular community forum meetings, CARE project reports

**GOAL 2:** Implement our new 10<sup>th</sup> grade healthy living course

**ACTION STEPS:** Teach and assess the unit plans

**RESPONSIBLE PARTIES:** Tia and Lucho

**TIME FRAME:** Year long

**MEASURABLE OUTCOMES:** all units on Atlas

**GOAL 3:** Create a healthy living awareness day

**ACTION STEPS:**

1. Use the interdisciplinary format ideas developed at previous staff meeting to define timeframe, participants and themes
2. Support Stuco awareness campaigns.

**RESPONSIBLE PARTIES:** all faculty

**TIME FRAME:**

1. Second semester
2. Year long

**MEASURABLE OUTCOMES:**

1. Student feedback about usefulness of the day
2. Success of StuCo program

**GOAL 4:** Facilitate parent education and parent feedback opportunities

**ACTION STEPS:**

1. Design and implement a parent on-line course
2. Distribute a monthly parent newsletter that will highlight and celebrate positive things we have taking place.
3. Design a system for parent comments after meetings with HST members
4. Reformat the 9<sup>th</sup> grade orientation process

**RESPONSIBLE PARTIES:** HS Admin. team

**TIME FRAME:**

1. 2<sup>nd</sup> semester
2. Year long
3. Oct. 8

4. Sept. 8

**MEASURABLE OUTCOMES:**

1. Parent participation in the course
2. Newsletter is prepared and delivered
3. Survey system in place
4. Modified agenda and date

**GOAL 5:** Increase faculty participation at non-required school events

**ACTION STEPS:** Get a faculty rep to serve as a social integration person

**RESPONSIBLE PARTIES:** Sheila

**TIME FRAME:** Sept. 8

**MEASURABLE OUTCOMES:** faculty attendance

**GOAL 6:** Rework the visitor webpage

**ACTION STEPS:** Review each section for accuracy and Add, modify, and delete

**RESPONSIBLE PARTIES:** Sheila and Coordinators

**TIME FRAME:** Nov. 8

**MEASURABLE OUTCOMES:** accurate information in place

Appendix 3  
 Summary Sheet for Data-Based Improvement Plans

DATA BASED IMPROVEMENT PLAN SUMMARY EARLY CHILDHOOD OCTOBER, 2008					
TARGET AREAS	GOAL & ANTICIPATED IMPACT ON STUDENT LEARNING	TEACHING STRATEGIES	RESPONSIBLE PARTIES	MEASURABLE OUTCOME (TOOL/DATE)	RESULTS
LISTENING <b>(FIRST GRADE)</b>	<i>To improve our students' listening skills will enable them to learn more easily and to understand instructions in a better way.</i>	<ul style="list-style-type: none"> <li>- Follow oral instructions (ongoing, circle time, bulletin board)</li> <li>- Read aloud including non fiction books (science class and read aloud)</li> <li>- Read aloud – story telling (listen to stories like the anthology book, one story per month)</li> <li>- Create mental images (read aloud)</li> <li>- Listening center: listen to the story and draw something specific (center choices)</li> <li>- Listen the first time (ongoing instructions)</li> </ul>	AREA HEAD, LEAD TEACHER, FIRST GRADE TEAM OF CORE TEACHERS	STANFORD, MARCH, 2009	<i>Results in Total Listening area will increase in ten percent in the following Stanford</i>

		<ul style="list-style-type: none"> <li>- Ask ss to repeat given instructions (daily instructions)</li> <li>- Math: tell the word problem and have ss repeat what it is about (math lessons in unit 1)</li> <li>- Prepare questions in advance for after read aloud: inferential questions. Details. (guided reading and read aloud)</li> <li>- Use more songs (to increase vocabulary as well, weekly songs and poems)</li> <li>- Include music teachers to reinforce listening skills (ask Manuela)</li> </ul>			
<p><b>LISTENING VOCABULARY (FIRST GRADE)</b></p>	<p><i>To improve our students' listening skills will enable them to learn more easily and to understand instructions in a better way.</i></p>	<ul style="list-style-type: none"> <li>- Always say the words in different ways (ongoing)</li> <li>- Give a synonym for the words (ongoing, circle time, use them in sentences given to students in center activities)</li> <li>- During read aloud,</li> </ul>	<p>AREA HEAD, LEAD TEACHER, FIRST GRADE TEAM OF CORE TEACHERS</p>	<p>STANFORD, MARCH, 2009</p>	<p><i>Results in Total Listening area will increase in ten percent in the following Stanford.</i></p>

		<p>focus on new words (picture books)</p> <ul style="list-style-type: none"> <li>- During songs, look for new words (weekly songs and poems)</li> <li>- Explain meaning in own words (unit vocabulary)</li> <li>- Give choices to define a word (bulletin board – Mary Paty one sample)</li> <li>- Use riddles while learning vocabulary (unit vocabulary)</li> <li>- Guided Reading: work on vocabulary</li> </ul>			
<p><b>LISTENING (SECOND GRADE)</b></p>	<p><i>To improve our students' listening skills will enable them to learn more easily and to understand instructions in a better way.</i></p>	<ul style="list-style-type: none"> <li>- Provide listening strategies – sit properly, listen carefully the first time something is said, if you don't understand a word continue listening to the rest for context (don't get stuck on the word you don't know) – Community Time, include as another strategy in Reader's Workshop, related to Context Cues.</li> </ul>	<p>AREA HEAD, LEAD TEACHER, SECOND GRADE TEAM OF CORE TEACHERS</p>	<p>STANFORD, MARCH, 2009</p>	<p><i>Results in Total Listening area will increase in ten percent in the following Stanford.</i></p>

		<ul style="list-style-type: none"> <li>- Look at the speaker, look at the speaker's mouth - Ongoing</li> <li>- Also, do exercises of not showing how the lips move in order to focus on listening by itself – Stories in tapes and CD's, one every two weeks</li> <li>- Listening center: listen to the story and draw something specific; read stories without pictures, storytelling – during read aloud. After, ask comprehension questions or have literature responses</li> <li>- Include informational texts</li> <li>- Create your own mental images when listening to a story – draw in white boards after read aloud or after read aloud.</li> <li>- Give several instructions to keep in their heads before performing them. Stimulate auditory memory. - - Do these</li> </ul>			
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		<p>exercises as transitions, ongoing</p> <ul style="list-style-type: none"> <li>- Given a word, find two more words with the same meaning – ongoing, arrivals, morning messages, transitions, writing, guided reading</li> <li>- * INCLUDE MORE ORAL ACTIVITIES FOR LISTENING AND FOR VOCABULARY AS WELL</li> </ul>			
<p>LISTENING VOCABULARY <b>(SECOND GRADE)</b></p>	<p><i>To improve our students' listening skills will enable them to learn more easily and to understand instructions in a better way.</i></p>	<ul style="list-style-type: none"> <li>- Use words not used in students' daily lives. Use different words daily – guided reading, positive reinforcement for students who are using new and different words</li> <li>- Guided Reading: work on vocabulary found in the books</li> </ul>	<p>AREA HEAD, LEAD TEACHER, SECOND GRADE TEAM OF CORE TEACHERS</p>	<p>STANFORD, MARCH, 2009</p>	<p><i>Results in Total Listening area will increase in ten percent in the following Stanford.</i></p>
		<ul style="list-style-type: none"> <li>• In centers, look for synonyms and work with multiple meaning words; find different ways of saying.; have small paragraphs with underlined words to be replaced by a word bank; “word</li> </ul>			

		<p>detectives”; play games like <i>Boggle, Scrabble</i>; use “fabulous words” when writing descriptions; make a poster of the unit vocabulary</p> <ul style="list-style-type: none"> <li>• Write your own dictionary – when you read for homework, write three words you don’t understand</li> <li>• Use new verbs when writing sentences for center activities. Give many action words. – three or four words from a read aloud: action words; have students act out action words; use songs to change and act out the words. Write those words on the board.</li> <li>• Give a sentence with a word and students write two more sentences with a different meaning of the same word (make a list of multiple meaning words) – morning activities, every month</li> <li>• Use songs (find new songs for second grade) – ongoing</li> </ul>			
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		<ul style="list-style-type: none"> <li>• When working on poems, focus on one thing each day, and include vocabulary (punctuation, spelling pattern, vocabulary)</li> <li>• Play “Jeopardy” – whole group activity</li> </ul>			
<p>LISTENING SKILLS: AUDITORY MEMORY AND AUDITORY PERCEPTION <b>(PREKINDER)</b></p>	<p><i>This will allow students to be successful in their academic accomplishments by being able to follow and retain oral instructions.</i></p>	<ul style="list-style-type: none"> <li>• Basic Skills Unit Plan Activities (Atlas)</li> <li>• Listening Centre</li> <li>• Social Amenities</li> <li>• Morning Routine: arrival instructions (mix it up)</li> <li>• Take attendance once a week: children respond to their name with different words according to teachers instruction</li> <li>• Story Telling: reading text from book first and then show children the illustrations</li> <li>• Story Telling: reading books without showing children the illustrations</li> <li>• Story Telling: sharing a story orally without</li> </ul>	<p>AREA HEAD, PK COORDINATOR, PK TEAM OF CORE TEACHERS, PK LEARNING SPECIALIST</p>	<p>BASIC SKILLS ASSESSMENT TAKEN IN EACH TRIMESTER <u>I Trimester 27 – 31 October/ II Trimester February 23 to March 6/ III Trimester 25 – 29 May</u></p>	<p><i>Evidence an increase in the percentage of students throughout the year that recall elements presented auditorally.</i></p>

		<p>props</p> <ul style="list-style-type: none"> <li>• Story Time: read a book with repetitive text, choose a word and have children do an actions every time that word is said</li> <li>• Matching actions to words: any time during the day. Have children do an action when a specific word is said. Example: during centers teachers calls out the word bunny and children stop what they are doing and they all breathe as bunnies.</li> <li>• Recall non-sense words.</li> <li>• Start the day with: listening to different types of music.</li> <li>• Expose children to different types of music throughout the day.</li> <li>• Have quiet times throughout the week.</li> <li>• Use different tones and volumes of voice.</li> <li>• Complete Whole Group Activities giving</li> </ul>			
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		<p>oral instructions to the whole class.</p> <ul style="list-style-type: none"> <li>• Listen to complete instruction.</li> <li>• Not attribute: have children listen to instructions that include the “not attribute”.</li> <li>• Riddles.</li> <li>• Play “Simon Says”.</li> <li>• Play Treasure Hunt games following oral directions</li> <li>• Work on expressive language.</li> <li>• Play auditory memory games.</li> </ul>			
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**DATA BASED IMPROVEMENT PLAN SUMMARY  
ELEMENTARY SCHOOL  
(BASED ON INTERNAL COMMON ASSESSMENT DATA)  
OCT 2008**

<b>TARGET AREAS</b>	<b>GOAL &amp; ANTICIPATED IMPACT ON STUDENT LEARNING</b>	<b>TEACHING STRATEGIES</b>	<b>RESPONSIBLE PARTIES</b>	<b>MEASURABLE OUTCOME (TOOL/DATE)</b>	<b>EVALUATION OF RESULTS completed or needs refinement</b>
3 <sup>rd</sup> LA	To raise the overall scores in the writing rubric by 0.5 by the next assessment, specifically focusing on increasing the spelling/grammar portion of the rubric	<ul style="list-style-type: none"> <li>• Use DOL (Daily Oral Language) exercises to implement key spelling areas for work.</li> <li>• Target specific areas of spelling in writers workshop.</li> </ul>	3 <sup>rd</sup> Grade Core teachers and Lead Teacher	Common assessments – Feb 2008	
3 <sup>rd</sup> Math	On mid-year assessment 3 <sup>rd</sup> grade students will score a 75% average on word problems section.	<ul style="list-style-type: none"> <li>• Teacher agree to follow same procedure / have same expectations, 3 parts to a complete answer to a word problem: 1. Number sentence, 2. Solving strategy, 3. Complete answer sentence.</li> <li>• Regular consistent practice in class – matching test's</li> </ul>	3 <sup>rd</sup> Core Teachers and Lead Teacher	Common assessments – Feb 2008	

		requirements.			
4 <sup>th</sup> LA	students will use appropriate punctuation marks and capitalize with a 90% accuracy in the next writing prompt.	<ul style="list-style-type: none"> <li>• Mini lessons on punctuation rules for 4 types of sentences. Mini lessons on capitalization twice a week increase one class period a week for this skill.</li> <li>• Daily edits or D.O.L. twice a week</li> <li>• HW assignment drills of 10 minutes twice a week.</li> </ul>	4 <sup>th</sup> LA Teachers and Lead Teacher	Common Assessments – Feb 2008 :	
4 <sup>th</sup> Math	Redesign questions on Targeted Strand Areas that better increase the impact of our teaching on student learning. <b>NEEDS TO BE REVISED BY TEAM – TOO VAGUE.</b>	<ul style="list-style-type: none"> <li>• Follow TERC Curriculum and how it affects future results.</li> <li>• Strategies to be implement as of next school year.</li> </ul>	4 <sup>th</sup> Math Teachers and Lead Teacher/Math Coordinator	Common Assessments – Feb 2008	

5 <sup>th</sup> LA	Strengthen the implicit comprehension in both expository and narrative texts in order to raise overall comprehension scores in the next internal common assessment. (6 or above for all students)	<ul style="list-style-type: none"> <li>• Extra help is focused on comprehension rather than the current focus of writing.</li> <li>• Begin sending reading passages with implicit/explicit comprehension questions every Monday.</li> </ul>	5 <sup>th</sup> LA teaches and Lead Teacher	Common Assessments – Feb 2008	
5 <sup>th</sup> Math	<p>Computation 75% of students will score 70% or higher on a computation quiz in February.</p> <p>Problem Solving: 75% of students will score 70% or higher on a POW quiz in November;.</p>	<ul style="list-style-type: none"> <li>• Teach mental math strategies in math extra help and in math warm-up.</li> <li>• Focus on problem solving strategies throughout the week with the Problem of the Week.</li> </ul>	5 <sup>th</sup> math teachers and Lead Teacher and Math Coordinator	Common Assessments – Feb 2008	
3-5 Spanish	Superar los errores ortográficos en: <b>3er grado</b> – mayúsculas, c – q, r – rr, y – ll, y tildes en pretérito perfecto 1 <sup>a</sup> y 3 <sup>a</sup> persona del singular. En <b>4to grado</b> – acentuación en todas las palabras agudas y esdrújulas. En <b>5to grado</b> - acentuación en todas las palabras que lo requieran.\nNEEDS REVISION – define	<ul style="list-style-type: none"> <li>• Actividades diarias de aprendizaje (ADL): 3 oraciones semanales</li> <li>• Mini-lecciones 2 veces por semana</li> <li>• Dictados cada 15 días</li> </ul>	3-5 Spanish Teachers and Spanish Coordinator	Common Assessments – Feb 2008	

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**DATA BASED IMPROVEMENT PLAN SUMMARY  
MIDDLE SCHOOL ENGLISH  
OCTOBER, 2008**

<b>TARGET AREAS</b>	<b>GOAL &amp; ANTICIPATED IMPACT ON STUDENT LEARNING</b>	<b>TEACHING STRATEGIES</b>	<b>RESPONSIBLE PARTIES</b>	<b>MEASURABLE OUTCOME (TOOL/DATE)</b>	<b>EVALUATION OF RESULTS completed or needs refinement</b>
Spelling	<ul style="list-style-type: none"> <li>• Identify misspelled words</li> <li>• Eliminate common intolerable errors</li> <li>• Apply correct spelling in context (writing)</li> </ul> Impact (importance for Ss): Reflection of writing ability as a communication skill	6 <sup>th</sup> – explicitly teach Harcourt spelling W.B. 7 <sup>th</sup> - explicitly teach Harcourt spelling W.B. All: weekly edits (pulled from student papers)	English Teachers	Tool used to measure outcome: ongoing internal + writing samples... Stanford  Date of Administration: Spring 2009	
Vocabulary	<ul style="list-style-type: none"> <li>• Apply grade level appropriate vocabulary in writing</li> <li>• Determine unfamiliar vocabulary using context clues</li> </ul> Impact: Reflection of writing and oral ability as a communication skill	6 <sup>th</sup> – posters with words and definitions, 7 <sup>th</sup> and 8 <sup>th</sup> – flashcards  ALL - use in writing  Use of synonyms to replace “common” words (good, nice)	English Teachers	Tool used to measure outcome: ongoing internal + writing samples... Stanford  Date of Administration: Spring 2009	

Listening	<ul style="list-style-type: none"> <li>Listen to recall main ideas and supporting details</li> </ul> <p>Impact: Apply skills to retain important information for future education and career success</p>	ALL: Read Naturally stories: listening comprehension formative assessments	English Teachers	<p>Tool used to measure outcome: formative 5 times per year... Stanford</p> <p>Date of Administration: Spring 2009</p>	
Composition	<ul style="list-style-type: none"> <li>Write so others understand what you are communicating</li> <li>Apply Six Traits effectively</li> <li>Apply correct grammar</li> </ul> <p>Impact: Reflection of writing ability as a communication skill</p>	<ul style="list-style-type: none"> <li>Graphic organizers</li> <li>Parts of writing process (drafting, revision)</li> <li>Teach rubrics with focus on different aspects of traits depending on type of writing</li> <li>Explicitly teach from grammar W.B.</li> <li>Hold students accountable</li> </ul>	English Teachers	<p>Tool used to measure outcome: end of year writing prompt Stanford</p> <p>Date of Administration: Spring 2009</p>	
Reading Comprehension	<ul style="list-style-type: none"> <li>decipher content</li> <li>identify plot / sequencing / main ideas</li> <li>summarize events</li> <li>identify narrative elements (compare/contrast)</li> </ul>	<p>HARCOURT READING STRATEGIES</p> <ul style="list-style-type: none"> <li>preview / predict</li> <li>graphic organizers</li> <li>pre-reading strategies</li> <li>cause-effect</li> <li>text structure</li> <li>summarizing</li> </ul>	English Teachers	<p>Tool used to measure outcome: Stanford</p> <p>Date of Administration: Spring 2008</p>	

	Impact: Efficiency and pace influence appreciation for effective reading / enjoyment	<ul style="list-style-type: none"> <li>time ordering</li> </ul>			
Organization in Writing	<ul style="list-style-type: none"> <li>apply correct plot techniques (narrative)</li> <li>apply topic... subtopics... details... examples structure to expository writing</li> </ul> Reflection of writing ability as a communication skill	<ul style="list-style-type: none"> <li>graphic organizers</li> </ul>	English Teachers	Tool used to measure outcome: Writing Prompts Stanford  Date of Administration: Spring 2008	

**DATA BASED IMPROVEMENT PLAN SUMMARY  
MIDDLE SCHOOL SPANISH  
OCTOBER, 2008**

<b>TARGET AREAS</b>	<b>GOAL &amp; ANTICIPATED IMPACT ON STUDENT LEARNING</b>	<b>TEACHING STRATEGIES</b>	<b>RESPONSIBLE PARTIES</b>	<b>MEASURABLE OUTCOME (TOOL/DATE)</b>	<b>EVALUATION OF RESULTS completed or needs refinement</b>
Conventions and mechanics	<p>Mejorar el nivel de uso de las convenciones de la lengua (ortografía, sintaxis y gramática)</p> <p>Impact (importancia para alumno): para la correcta escritura.</p>	<ul style="list-style-type: none"> <li>• Construir un diccionario de palabras con dificultad ortográfica para apoyar la escritura</li> <li>• Armar estrategias para recordar (raíz, familia, etc.) la ortografía</li> </ul>	Spanish Teachers	Tool used to measure outcome: end of year Writing Prompt Date of Administration: May 2009	
Comprensión Lectora	<p>Elevar el nivel de comprensión lectora</p> <p>Impact: para mejorar las destrezas de la lectura</p>	<p>6to – ejercicios de lectura comprensiva, análisis, literario básico.</p> <p>7mo – protagonista, antagonista, y tema</p> <p>8vo – tiempo, orden del tiempo, narrador, omnisciente y quasi-omnisciente</p>	<p>Jime, Ma. T</p> <p>Jime, Ma Gloria</p> <p>Nivaldo, Ma Gloria</p>	<p>Tool used to measure outcome: Stanford (transfer of skills?)</p> <p>Date of Administration: Spring 2009</p>	
Expresión Oral	Incrementar el nivel de fluidez, seguridad, y uso de	Presentación noticias (6,7,8)	Spanish Teachers	Tool used to measure outcome:	

	<p>la voz y el cuerpo en presentaciones orales</p> <p>Impact: para mejorar las destrezas del habla.</p>	<p>Debates (7)</p> <p>Análisis literario oral (8)</p>		<p>Date of Administration:</p>	
Vocabulario	<p>Incrementar el vocabulario como parte de la rutina de la clase e incorporarlo al vocabulario activo.</p> <p>Impact: para mejorar las destrezas básicas de la lengua (hablar, leer, escuchar, escribir)</p>	<ul style="list-style-type: none"> <li>• Consistencia en exigir el uso del vocabulario adecuado para cada tema tratado</li> <li>• Elaborar en el diccionario palabras nuevas</li> <li>• incorporarlas al vocabulario activo y ensayos</li> </ul>	Spanish Teachers	<p>Tool used to measure outcome:</p> <p>Date of Administration:</p>	

**DATA BASED IMPROVEMENT PLAN SUMMARY  
MIDDLE SCHOOL MATH  
OCTOBER, 2008**

<b>TARGET AREAS</b>	<b>GOAL &amp; ANTICIPATED IMPACT ON STUDENT LEARNING</b>	<b>TEACHING STRATEGIES</b>	<b>RESPONSIBLE PARTIES</b>	<b>MEASURABLE OUTCOME (TOOL/DATE)</b>	<b>EVALUATION OF RESULTS completed or needs refinement</b>
Math Procedures	<p>Improve in application and internalization of math procedures</p> <p>Impact (importance for student): It is important for students to learn procedures – life is full of procedures so they can apply them when needed to solve hard problems</p>	<ul style="list-style-type: none"> <li>● Use math reflections after each investigation – write their own procedures</li> <li>● Use warm-up to review procedural questions</li> </ul>	Math Teachers	<p>Tool used to measure outcome: Stanford</p> <p>Date of Administration: Spring 2009</p>	
Vocabulary & Spelling	<ul style="list-style-type: none"> <li>● Read and understand vocabulary embedded in word problem</li> <li>● Use vocabulary clues to determine the operation needed</li> <li>● Use math vocabulary correctly</li> </ul> <p>Impact: If students don't know the math vocabulary, they won't be able to answer questions</p>	<ul style="list-style-type: none"> <li>● Explicitly teach vocabulary of each unit</li> <li>● Correct spelling on tests – circle errors</li> <li>● Only Math Standards Assessment Report vocabulary.</li> </ul>	Math Teachers	<p>Tool used to measure outcome: Stanford</p> <p>Date of Administration: Spring 2009</p>	

	because they wont understand what is being asked.				
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<b>DATA BASED IMPROVEMENT PLAN SUMMARY</b> <b>MIDDLE SCHOOL SCIENCE</b> <b>OCTOBER, 2008</b>					
<b>TARGET AREAS</b>	<b>GOAL &amp; ANTICIPATED IMPACT ON STUDENT LEARNING</b>	<b>TEACHING STRATEGIES</b>	<b>RESPONSIBLE PARTIES</b>	<b>MEASURABLE OUTCOME (TOOL/DATE)</b>	<b>EVALUATION OF RESULTS completed or needs refinement</b>
Vocabulary	Recognize the use of unfamiliar key words through the use of strategies  Impact (importance for student): <ul style="list-style-type: none"> <li>• Common knowledge</li> <li>• Editing simple reports/investigations</li> <li>• Enrich students' vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Root words</li> <li>• Context clues</li> <li>• Synonyms</li> <li>• Use of dictionary / glossary ( Encourage students to express meaning in their own words)</li> </ul>	Science Teachers	Tool used to measure outcome: Stanford  Date of Administration: Spring 2009	
Reading Comprehension	Reinforce note-taking and summarizing strategies in order to improve reading comprehension  Impact: <ul style="list-style-type: none"> <li>• Become efficient and effective in reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Outlines</li> <li>• Main Idea to differentiate between relevant from irrelevant information</li> <li>• Supporting Details</li> <li>• Drawing Conclusions</li> <li>• Sequence of events</li> </ul>	Science Teachers	Tool used to measure outcome: Stanford  Date of Administration: Spring 2009	

	<ul style="list-style-type: none"> <li>• Develop time management skills</li> </ul>				
Reading Comprehension & Math Procedures	<p>Reinforce: Interpreting, analyzing, and drawing conclusions from data, using graphs, charts, tables, and diagrams</p> <p>Impact:</p> <ul style="list-style-type: none"> <li>• Effective in manipulating data</li> <li>• Develop critical thinking</li> <li>• Analyze and synthesize information in graphic form</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Compare/contrast</li> <li>• Inferring</li> <li>• Reading a Text (Reader's Handbook)</li> </ul>	Science Teachers	<p>Tool used to measure outcome: Stanford</p> <p>Date of Administration: Spring 2009</p>	

**DATA BASED IMPROVEMENT PLAN SUMMARY  
HIGH SCHOOL  
NOVEMBER 2008**

<b>TARGET AREAS</b>	<b>GOAL &amp; ANTICIPATED IMPACT ON STUDENT LEARNING</b>	<b>TEACHING STRATEGIES</b>	<b>RESPONSIBLE PARTIES</b>	<b>MEASURABLE OUTCOME (TOOL/DATE)</b>	<b>EVALUATION OF RESULTS completed or needs refinement</b>
Composing/Writing (English)	To improve the composing/writing as evidenced in the writing prompt scores. This will assist students in all subject areas.	<ul style="list-style-type: none"> <li>• Sentence level writing</li> <li>• Using specific examples</li> <li>• Essay organization</li> <li>• Editing</li> </ul>	English teachers	Tool used to measure outcome: Stanford test and writing prompts  Date of Administration: Spring 2009 and Dec 2009	
Correct citation and use of primary documents (Social Studies)	Correctly placing/utilizing information and/or quotes from primary source documents within the context of formal essays. This will improve formal essay writing.	<ul style="list-style-type: none"> <li>• Grade with the same rubric used for primary source assessment</li> <li>• Get feedback from teacher and peers</li> <li>• Direct Instruction Report on APA format</li> <li>• Practice APA format in classroom exercises</li> </ul>	Carlos Espinosa	Tool used to measure outcome: Rubric  Date of Administration: In next unit with primary sources	

<p>Using historical information to support arguments while in a debate  (Social Studies)</p>	<p>At least 75% of students will be able to use historical data to support their arguments in a debate. This will allow students to cement their ideas beyond simple opinions.</p>	<ul style="list-style-type: none"> <li>• Matching exercises: Broad social categories with specific information. E.g. growth of exports economy, Sugar cane plantations; Changes of social customs, drinking tea at five, and so on.</li> </ul>	<p>Sandra Fierro</p>	<p>Tool used to measure outcome: Rubric  Date of Administration: March 2009</p>	
<p><b>TARGET AREAS</b></p>	<p><b>GOAL &amp; ANTICIPATED IMPACT ON STUDENT LEARNING</b></p>	<p><b>TEACHING STRATEGIES</b></p>	<p><b>RESPONSIBLE PARTIES</b></p>	<p><b>MEASURABLE OUTCOME (TOOL/DATE)</b></p>	<p><b>EVALUATION OF RESULTS completed or needs refinement</b></p>
		<ul style="list-style-type: none"> <li>• Other class debates on controversial issues: Monarchies or Republics. What would have been better for Latin America? Liberalism and Conservatism. How to achieve growth under any regime?</li> <li>• In the readings, underline facts and circle analysis or</li> </ul>			

		<p>opinions. Distinguish them clearly.</p> <ul style="list-style-type: none"> <li>• Make lists of historical information and oppose them to historical analysis</li> </ul>			
<p>Free responses on the AP World History exam  (Social Studies)</p>	<p>The percentage of students in the second fourth for the free-response question will go from 29% to 25%. This means that students will improve their writing and analytical skills in a historical context.</p>	<ul style="list-style-type: none"> <li>• Students will have more exercises in graphic source analysis to develop skills.</li> <li>• Students will have at least FIVE opportunities to write essays in the same format as the AP exam.</li> <li>• Students will be graded with the same basic core rubric used for the AP exam.</li> <li>• Students will get feedback, from me as well as other peers.</li> <li>• Students will receive sample free-response essays for them to be able to</li> </ul>	<p>Nicole George</p>	<p>Tool used to measure outcome: APWH exam</p> <p>Date of Administration: May 2009</p>	

		<p>compare to their own.</p> <ul style="list-style-type: none"><li>• Trade routes will be specified throughout the course.</li></ul>			
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**Appendix 4**  
**3-Year Curriculum Plan**

**COLEGIO MENOR: THREE YEAR CURRICULUM PLAN**

LEARNERS CONSTRUCTING OWN LEARNING:  
 Differentiated Needs  
 Interaction with old and new material and skills

INTENDED LEARNING AND STUDENT OUTCOMES:	
What do we want students to understand, know, and be like?	
Status	Curriculum Component
Year 1	Mission Statement
Year 1	Rework Student Profile
Year 1-3	Review Enduring Understandings
Year 1	Cross-Curricular Standards: Research
Year 2	Cross-Curricular Standards: Values & Study & Organization Skills
Year 3	Cross-Curricular Standards: Communication & Critical Thinking

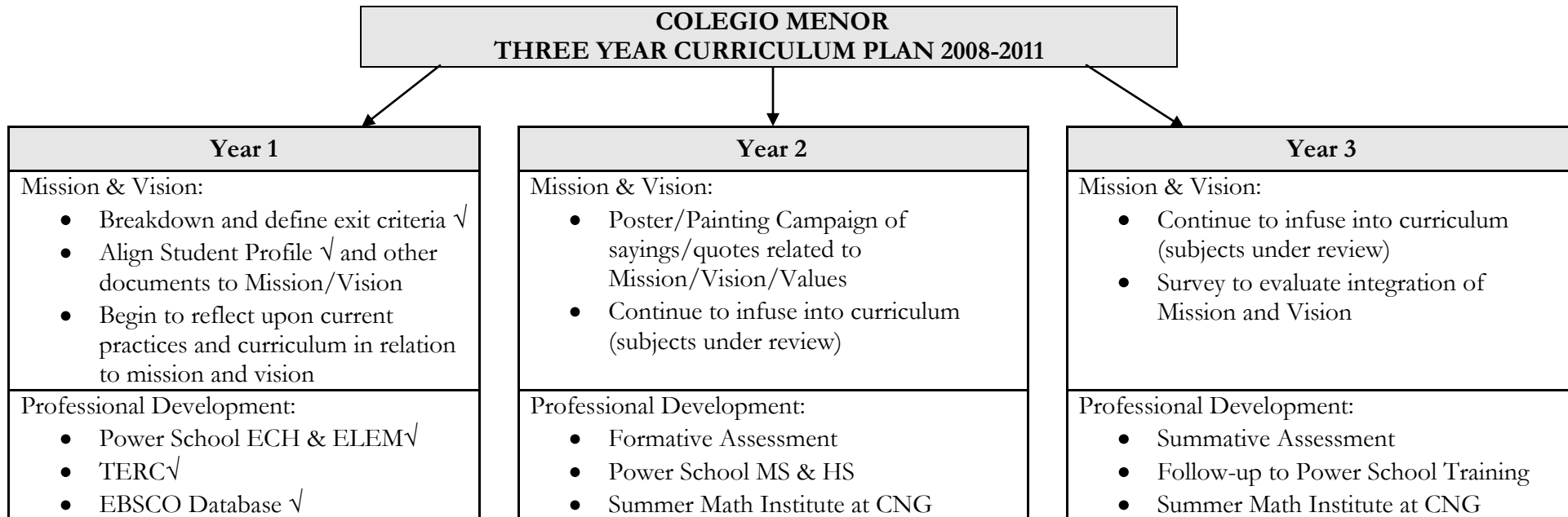
ASSESSMENT:	
How will we know that learning has taken place?	
Status	Curriculum Component
Year 1	Implement Assessment Policy & Procedures
Years 1 & 2	Grading, Recording, and Reporting Policy
Years 1-3	Pilot, choose, and implement standardized Spanish Writing Assessment
Years 1-3	Compile and analyze Common & Standardized Assessment Data
Years 1-3	Design, Implement and Evaluate Improvement Plans based on data
Years 1-3	Cross-Curricular Rubrics/Criteria

TEACHING AND STUDENT LEARNING ACTIVITIES:	
How will we get them there?	
Status	Curriculum Component
Year 1	Vision
Year 1	Revise and align School-Wide Essential Agreements with SDE
Year 2	Revise and align Area and Department Essential Agreements with School EA
Year 1	Unit Plans: <ul style="list-style-type: none"> <li>• Focus: Intended Learning</li> <li>• Revise for program changes</li> <li>• Reflect on Mission/Vision</li> <li>• Incorporate Research</li> </ul>
Year 2	Unit Plans: <ul style="list-style-type: none"> <li>• Focus: Formative Assessment</li> <li>• Revise for program changes</li> <li>• Incorporate Values/Study &amp; Org.</li> </ul>
Year 1	Resource cycle: Social Studies, Writing, Science, Music, Health, Math

	Skills
Year 1	Major Review Standards: Social Studies, Music, Health Minor Review: Math, Science, English New Health Curriculum
Years 2-3	Curriculum Review: Spanish, Technology, Art and PE
Years 1 - 3	Scope & Sequence/General Curriculum Maps

Year 1	Sample Benchmark Pieces for Writing Rubrics (where missing)
Year 2	Professional Development on Formative Assessment
Year 3	Professional Development on Summative Assessment

	(10 <sup>th</sup> )
Year 2	Resource cycle: Technology, Spanish, Ch. Ed., Novels, K-8 Eng., Math (11 <sup>th</sup> )
Year 3	Resource cycle: Art, PE, History, Define Formal Sequence
Year 3	Unit Plans: <ul style="list-style-type: none"> <li>• Focus: Summative Assessment</li> <li>• Revise for program changes</li> <li>• Incorporate Comm./Critical Thinking</li> </ul>



<ul style="list-style-type: none"> <li>Atlas (On-going, Curriculum Center) ✓</li> <li>KSU Writer's Workshop</li> <li>Research and select Assessment Training</li> </ul>	<ul style="list-style-type: none"> <li>Atlas (On-going)</li> <li>KSU Writer's Workshop</li> <li>Interscholastic Conference</li> <li>Music Conference/Music Educational Training</li> </ul>	<ul style="list-style-type: none"> <li>KSU Writer's Workshop</li> </ul>
<p>Essential Agreements:</p> <ul style="list-style-type: none"> <li>Review, revise and align School-Wide E.A. with SDE ✓</li> </ul>	<p>Essential Agreements:</p> <ul style="list-style-type: none"> <li>Review School-Wide E.A. &amp; Dept./Grade E.A. with teachers on yearly basis</li> </ul>	<p>Essential Agreements:</p> <ul style="list-style-type: none"> <li>Horizontal &amp; Vertical Alignment</li> </ul>
<p>Assessment Policy and Guidelines:</p> <ul style="list-style-type: none"> <li>Finalize and implement Assessment Policy and Procedures ✓</li> <li>Begin to define Grading, Recording, and Reporting Policy for High &amp; Middle School</li> </ul>	<p>Assessment Policy and Guidelines:</p> <ul style="list-style-type: none"> <li>Complete Grading, Recording, and Reporting Policy for all sections</li> <li>Align Power School with Grading, Recording and Reporting Policy</li> <li>Alignment with Professional Development</li> </ul>	<p>Assessment Policy and Guidelines:</p> <ul style="list-style-type: none"> <li>Monitor implementation of both policies and make adjustments</li> <li>Follow-up on integration of Power School and Grading, Recording and Reporting Policy</li> <li>Alignment with Professional Development</li> </ul>
<p>Common and Standardized Assessments:</p> <ul style="list-style-type: none"> <li>Review, define and align common assessment tools and uses school-wide ✓</li> <li>Define format for reporting common and standardized assessment results ✓</li> <li>Compile and analyze assessment data for all sections ✓</li> <li>Identify trends (school-wide and group) ✓</li> <li>Use data to design, implement, and evaluate Improvement Plans ✓</li> <li>Benchmark sample papers to match 6-Traits rubric for MS &amp; HS writing</li> </ul>	<p>Common and Standardized Assessments:</p> <ul style="list-style-type: none"> <li>Align Grading, Recording and Reporting Policy and assessments</li> <li>Compile and analyze assessment data for all sections</li> <li>Use data to design, implement, and evaluate Improvement Plans</li> <li>Upload Assessment Categories into Power School for HS and MS</li> <li>Upload assessment data into Power School</li> <li>Evaluate Spanish Standardized External Writing Assessment</li> </ul>	<p>Common and Standardized Assessments:</p> <ul style="list-style-type: none"> <li>Follow-up on alignment of assessments &amp; Grading, Rec. &amp; Rep. Policy</li> <li>Compile and analyze assessment data for all sections</li> <li>Use data to design, implement, and evaluate Improvement Plans</li> <li>Upload annual results into Power School</li> <li>Full implementation of Spanish Standardized External Writing Assessment</li> </ul>

- prompt grading
- Pilot High School online essay scoring in 9<sup>th</sup> grade ✓
- Pilot Spanish Standardized External Writing Assessment ✓

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Year 1
Cross-Curricular Standards: <ul style="list-style-type: none"> <li>• Revisit with Staff</li> <li>• Upload into Atlas like other standards</li> <li>• Research Skills</li> <li>• Criteria, Rubrics, Alignment</li> <li>• Include into Unit Plans</li> </ul>
School-Wide Enduring Understandings: <ul style="list-style-type: none"> <li>• Look over EU for Science</li> <li>• Pilot review of Science EU by External Task Force</li> <li>• Define EU and Horizontal and Vertical Alignment</li> </ul>
Unit Plans: <ul style="list-style-type: none"> <li>• Develop missing unit plans</li> <li>• Finish incomplete unit plans</li> <li>• Revise unit plans for program changes</li> <li>• Focus: Intended Learning</li> <li>• Upload Counseling Workshops</li> </ul>

Year 2
Cross-Curricular Standards: <ul style="list-style-type: none"> <li>• Values and Study &amp; Organization Skills</li> <li>• Criteria, Rubrics, Alignment</li> <li>• Include into Unit Plans</li> </ul>
School-Wide Enduring Understandings: <ul style="list-style-type: none"> <li>• Review pilot of External Task Force review of EUs for Science</li> <li>• Define whether or not to use Task Force for other subjects</li> </ul>
Unit Plans: <ul style="list-style-type: none"> <li>• Incorporate Research Cross-Curricular Standards into unit plans</li> <li>• Align Formative Assessments to Intended Learning</li> <li>• Revise unit plans for program changes</li> <li>• Focus: Formative Assessment</li> </ul>

Year 3
Cross-Curricular Standards: <ul style="list-style-type: none"> <li>• Communication and Critical-Thinking Skills</li> <li>• Criteria, Rubrics, Alignment</li> <li>• Include into Unit Plans</li> </ul>
School-Wide Enduring Understandings: <ul style="list-style-type: none"> <li>• Possible EU Review: Technology, Social Studies, Spanish</li> <li>• Look over EU for Art, PE</li> </ul>
Unit Plans: <ul style="list-style-type: none"> <li>• Incorporate Values and Study &amp; Organization Cross-Curricular Standards into unit plans</li> <li>• Align Summative Assessments to Intended Learning</li> <li>• Focus: Summative Assessment</li> <li>• Sample Benchmark Pieces and</li> </ul>

<p>Curriculum Review Cycle:</p> <ul style="list-style-type: none"> <li>• Phase II Minor Review: Math (K-10), Science &amp; English</li> <li>• Phase II Major Review: Social Studies &amp; Music</li> <li>• New Health Curriculum</li> <li>• Investigate alternatives for Information Technology</li> <li>• Revise Scopes and Sequences of subjects under review</li> <li>• Math and Science Program changes √</li> </ul>
<p>Textbook &amp; Resource Review Cycle</p> <ul style="list-style-type: none"> <li>• Support Materials: Social Studies, Health, Music</li> <li>• Support materials for Writing</li> <li>• Continuation of HS Math Program (10<sup>th</sup> grade and Pre-Calculus)</li> <li>• 9<sup>th</sup> Grade Science</li> <li>• Updated maps of Ecuador</li> </ul>

<p>Curriculum Review Cycle:</p> <ul style="list-style-type: none"> <li>• Phase II Minor Review: Math (11<sup>th</sup>), Music, English</li> <li>• Phase I Major Review: Spanish</li> <li>• Phase I Major Review: Information Technology and scope &amp; sequence of skills</li> <li>• Revise Scopes and Sequences of subjects under review</li> </ul>
<p>Textbook &amp; Resource Review Cycle</p> <ul style="list-style-type: none"> <li>• Continuation of HS Math Program (11<sup>th</sup> grade)</li> <li>• Novels: Review Reading lists for MS &amp; HS</li> <li>• English: K-8 Language/Writing Programs</li> <li>• Review resources for Information Technology and Spanish</li> <li>• Review Character Education Programs</li> </ul>

<p>Assessment Tasks:</p> <ul style="list-style-type: none"> <li>• Compile for major assessments</li> <li>• Use to guide students</li> </ul>
<p>Curriculum Review Cycle:</p> <ul style="list-style-type: none"> <li>• Phase II Minor Review: Social Studies (History)</li> <li>• Phase II Minor Review: Spanish &amp; Information Technology</li> <li>• Phase I Major Review: Art – align with Social Studies</li> <li>• Phase I Major Review: PE</li> <li>• Revise Scopes and Sequences of subjects under review</li> </ul>
<p>Textbook &amp; Resource Review Cycle</p> <ul style="list-style-type: none"> <li>• Support Materials: Art, PE</li> <li>• Social Studies Grades 6-9 History</li> <li>• Define Formal Sequence to begin in 2011-2012</li> </ul>

**Appendix 5**  
**2008-2009 Curriculum Plan Timeline**

**COLEGIO MENOR CURRICULUM PLAN  
2008-2009**

<b>CURRICULUM COMPONENT</b>	<b>ACTIONS TO BE TAKEN</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMETABLE</b>
<b>Curriculum Plan</b>	Present to Heads & Coordinators	Andrew & Susie	August, 2008 ✓
	Revise according to feedback	Andrew, Heads & Susie	August 2008 ✓
	Present to Faculty	Susie	August 20, 2008 ✓
<b>Professional Development</b>	Power School ECH & ELEM	Tech Department	August 2008 ✓
	TERC Training	Susie (Janis Heigl)	November 2008 ✓
	EBSCO Database	Rosy	September 2008 ✓
	Atlas Training	Susie & Coordinators	Needs based August 08- June 09
	KSU Workshops	Susie & Andrew (Jim Cope, Dawn Kirby)	April-May 2009
	Select Assessment Training	Susie & Andrew	Sept.08 –Jan. 09 ✓
<b>Cross-Curricular Standards:  RESEARCH</b>	RESEARCH: Create criteria lists (and generic rubrics if time allows) by section or grade levels	Susie, Coordinators & Teachers	March – June 2009
	Align criteria & rubrics	Susie & Coordinators	March – June 2009
	Review and revise drafts	Review Committee comprised of faculty members (by section)	June 2009
	Write final draft	Susie	June 2009
	Present final versions to section faculties	Susie	June 2009
<b>School-Wide Essential Agreements</b>	Review School-Wide Essential Agreements and align to Supervision, Development and Evaluation Program	Andrew, Heads, & Susie	Aug. – Sept. 08 ✓
	Review draft	Review Committee comprised of faculty members & Andrew	September 2008 ✓

	Revise; write final draft	Andrew & Heads	September 2008 ✓
	Present to faculty (post on intranet)	Heads at faculty meetings	September 2008 ✓
<b>Assessment Policy</b>	Finalize and implement Assessment Policy	Andrew & Heads	October 2008 ✓
	Begin to define Grading, Recording and Reporting Policy for MS and HS	Cindy & Sheila	February 2009