



COLEGIO
COLOMBO
BRITÁNICO

Unimos Pueblos y Culturas
a través de la Educación

Corazón
COLOMBO
we are one



ENHANCED STRATEGIC PLAN 2025

ENHANCED 2025 STRATEGIC PLAN

1. CCB Foundations

Mission

We prepare minds and hearts to face the challenges of the future.

Vision

To be a community whose members transform and positively impact their surroundings.

Lema

“Gentes Moresque docendo iungimus” (included in Latin in the School’s logo) which means, “We bring people and cultures together through education”.

2. Strategic Imperatives and Goals

In the span of 2013-2014 the Colegio Colombo Británico defined a list of strategic imperatives that outlined the school’s future goals. The following seven imperatives were defined through an inclusive and deliberative process:

2.1. Strive for Excellence

Help each student to reach their full potential from a holistic perspective.

2.2. Develop International Mindedness

Align the entire CCB Community around the objective of educating responsible citizens, that have an international mentality, are aware of their cultural identity, and appreciate the diversity and similarities of cultures.

Promote the School’s philosophy, values, the Ethos of the CCB and our student’s IB profile attributes.

2.3. Promote social and environmental responsibility in the CCB community

Have our Community participate in activities and actions that demonstrate our commitment with social and environmental causes.

2.4. Strengthen the sense of community

Promote the sense of pride in belonging to the CCB community, encourage constructive feedback to the CCB image and foster overall community satisfaction with the CCB.

2.5. Ensure that human talent/staff is motivated and competent

Promote a dynamic and positive environment in which talent is recognized and rewarded as well as a Human Resource Management system based on competencies (evaluation and training).

2.6. Ensure financial sustainability and administrative management

Ensure that the income from tuition sustains school operation, finance growth through non-operational income and effectively manage the operative and investment budget.

2.7. Ensure adequate physical and technological infrastructure

Maintain a “State of the Art” physical and technological infrastructure, that is accessible and favors learning.

3. Corporate Strategic Plan 2018-2025

To achieve the vision defined through these seven strategic imperatives, in 2016 the CCB defined in 2016 a series of projects, each with its indicators to inform the progress towards achieving the outlined objectives. The projects defined in 2016 were mostly fulfilled in 2018.

The Board of Directors reviews the strategic plan yearly in order to update the indicators and extend the scope of the plan until 2025, while retaining the seven strategic imperatives defined by the CCB community in 2014.

This document presents the goals and projects defined in the CCB Strategic Plan for the 2020-2025 period.

3.1. Strive for Excellence

A. Keep our International Accreditation

In order to continue strengthening the educational quality, in 2016 the CCB started the international accreditation process through the Council of International Schools (CIS) and in March 2018 the CIS granted international accreditation to the School. The goal is to maintain the CIS Accreditation through a continuous process of evaluation, reflection and improvement based on the quality standards defined by CIS.

In the second semester of 2021 we will have a preparatory meeting with the CIS and in the second semester of 2022 we will have a joint visit of the CIS and the three IB programs. During the academic period 2021-2022 the School will be preparing to align itself with the new standards established by the IB.

Much of attaining the goal of striving for excellence is achieved through the international accreditation process mentioned above. In addition to the CIS accreditation goal, the School has defined the following educational projects to continue improving academic results:

B. Reach/exceed the IB global average in the Diploma exams on all subjects

In 2020, the CCB Diploma students reached or exceeded the IB global average in eleven of the 23 Diploma exams. The ambitious goal for the School in the coming years is to achieve the world average in all IB subjects. Some supporting factors for obtaining this goal are:

- Review of the study sequence and skills development in the MYP years.
- Training for teachers in the areas of inclusion and student-centered teaching.
- Training for teachers in assessment methods and the use of both MYP and DP rubrics.
- Frequent and explicit communication with CCB students and families to better understand the benefits of DP and requirements for student success.

	No. Students				2017		2018		2019		2020	
	17	18	19	20	CCB	World	CCB	World	CCB	World	CCB	World
ENGLISH A HL	53	55	44	48	4,18	4,96	4,33	4,99	4,68	4,96	4,48	5,14
SPANISH A HL	6	15	6	12	5,17	4,6	5,07	4,58	4,33	4,86	5,08	5,48
SPANISH A LIT. HL	NA	NA	13	8	NA	NA	NA		4,92	4,52	4,75	4,74
SPANISH A SL	57	53	21	36	4,89	4,87	4,83	4,56	5,24	4,74	5,46	5,32
SPANISH A LIT. SL	NA	NA	16	NA	NA	NA	NA	NA	4,56	4,92	NA	NA
ENGLISH B HL	10	12	13	27	4,9	5,72	5,33	5,74	4,85	4,72	5,56	6,02
SPANISH B SL	1	0	1	NA	NA	NA	NA	NA	7,00	5,03	NA	NA
B & M SL	6	11	24	13	4,5	4,8	5,45	4,87	4,96	4,75	4,38	5,25
ECONOMICS HL	18	14	18	9	4,33	5,16	3,50	5,11	4,11	5,08	4,33	5,34
HISTORY HL	17	18	12	17	5,12	4,73	5,00	4,72	5,17	4,77	5,41	4,53
PHIL HL	23	16	22	9	4,96	4,87	4,88	4,93	4,64	4,92	5,13	5,35
PHIL SL	11	23	10	14	5,09	4,73	4,57	4,70	5,10	4,75	5,85	5,15
PSYCH HL	15	10	3	4	4,93	4,73	5,20	4,69	4,67	4,68	5	5,19
PSYCH SL	NA	NA	NA	1	NA	NA	NA	NA	NA	NA	5	4,78
ANTHR HL	0	3	NA	NA	NA	NA	4,00	4,55	NA	NA	NA	NA
BIO HL	14	12	10	10	4,64	4,32	4,08	4,34	3,90	4,33	5	4,72
BIO SL	23	10	17	13	3,91	4,2	3,70	4,22	3,69	4,17	4,85	4,45
CHEM HL	6	4	5	11	4	4,49	4,25	4,45	4,60	4,50	5,18	4,92
CHEM SL	21	30	17	8	3,67	3,93	3,30	3,98	3,94	4,00	4,88	4,34
COMP HL	6	5	4	1	3	4,17	2,80	4,25	3,00	4,19	3	4,76
PHYS SL	7	12	10	11	4,57	4,03	3,58	4,05	4,20	4,03	5,45	4,70
DESIGN HL	6	20	10	6	NA	NA	4,20	4,47	3,10	4,43	2,83	4,46
MATH ST SL	17	24	16	10	3,61	4,3	3,21	4,21	3,00	4,16	3,9	4,45
MATH SL	29	33	35	28	3,41	4,37	3,36	4,26	3,29	4,18	4,36	4,80
MATH HL	NA	9	6	8	NA	NA	2,67	4,74	3,33	4,68	4,25	5,05
THEATRE	NA	NA	4	NA	NA	NA	NA	NA	4,00	4,46	NA	NA
V ARTS HL	30	11	5	12	5,29	4,65	5,09	4,48	5,60	4,26	4,5	4,21

Table 1: Averages by subject achieved by the CCB VS the world averages 2017-2020.



	7				6				5				4				3				2				1	No. Alumnos			
	17	18	19	20	17	18	19	20	17	18	19	20	17	18	19	20	17	18	19	20	17	18	19	20	20	17	18	19	20
ENGLISH A HL	0	0	0	0	2	2	6	6	21	19	21	14	20	29	14	19	10	5	3	5	0	0	0	0	0	53	55	44	48
SPANISH A HL	0	0	0	1	2	4	0	3	3	8	2	5	1	3	4	2	0	0	0	1	0	0	0	0	0	6	15	6	12
SPANISH A LIT. HL			0	0			4	2			4	3			5	2			0	1			0	0	0			13	8
SPANISH A SL	1	1	2	6	12	11	8	13	24	21	4	8	20	16	7	7	0	4	0	1	0	0	0	0	0	57	53	21	36
SPANISH A LIT. SL	-		1				2				4				7				2				0					16	
ENGLISH B HL	0	0	0	2	2	4	0	13	5	8	11	10	3	0	2	2	0	0	0	0	0	0	0	0	0	10	12	13	27
SPANISH B SL	0		1		1		0		0		0		0		0		0		0		0		0			1	0	1	
B & M	0	1	2	0	1	4	5	2	2	5	9	4	2	1	6	5	1	0	2	1	0	0	0	1	0	6	11	24	13
ECONOMICS HL	0	0	0	0	0	0	1	1	8	1	5	2	8	6	7	5	2	6	5	1	0	1	0	0	0	18	14	18	9
HISTORY HL	0	0	1	4	5	3	2	3	9	12	7	6	3	3	2	4	0	0	0	0	0	0	0	0	0	17	18	12	17
PHIL HL	0	0	0	3	5	3	3	0	12	9	8	2	6	3	11	2	0	1	0	0	0	0	0	1	0	23	16	22	9
PHIL SL	1	0	1	2	2	0	3	9	5	15	3	0	3	6	2	2	0	2	1	0	0	0	0	0	0	11	23	10	13
PSYCH HL	1	0	0	0	3	4	1	2	6	4	1	1	4	2	0	0	1	0	1	1	0	0	0	0	0	15	10	3	4
PSYCH SL				0				0				1				0								0	0				1
ANTHR HL	0	0			0	0			0	1			0	1			0	1			0	0				0	3		
BIO HL	0	0	0	0	3	1	3	4	5	2	2	2	4	6	2	4	2	3	2	0	0	0	0	0	0	14	12	10	10
BIO SL	0	0	0	2	1	0	2	2	4	1	1	3	10	5	5	4	8	4	6	2	0	0	0	0	0	23	10	17	13
CHEM HL	0	0	0	1	1	0	2	4	0	1	1	3	3	3	0	2	2	0	2	1	0	0	0	0	0	6	4	5	11
CHEM SL	0	0	0	1	1	2	2	0	4	2	6	5	6	5	2	1	7	15	1	1	3	6	5	0	0	21	30	17	8
COMP HL	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	4	4	2	1	1	1	1	0	0	6	5	4	1
PHYS SL	0	0	1	4	1	0	0	1	2	3	2	3	4	3	4	2	0	4	3	1	0	2	0	0	0	7	12	10	11
DESIGN HL		0	0	0		1	1	0		4	0	0		13	1	2		2	5	1		0	3	3	0	6	20	10	6
MATH ST SL	0	0	0	0	1	0	0	0	3	3	1	2	12	3	1	5	1	14	11	3	0	4	3	0	0	17	24	16	10
MATH SL	0	0	0	1	1	1	1	5	4	4	6	10	9	7	6	6	7	15	11	2	8	6	11	1	3	29	33	35	28
MATH HL		0	0	0		0	0	1		0	0	2		2	2	3		2	4	2		5	0	0	0		9	6	8
THEATRE			0				0				0				4				0				0					4	
V ARTS HL	0	0	0	0	7	2	3	1	13	8	2	5	9	1	0	4	1	0	0	1	0	0	0	0	0	30	11	5	12
	3	2	9	27	51	42	49	72	130	131	100	91	128	118	95	83	46	82	61	26	12	25	23	6	3	376	400	342	315

Table 2: Grades obtained between 2017 -2020 by subject and total of students per grade.

Additionally, we expect that in each subject a representative percentage of students (according to the IB statistical bulletins) will achieve scores of 6 or 7 in each subject. It is recognized that factors such as group size or changes in IB guidelines may affect results in specific years but a minimum of 20% of overall marks as a whole is expected to be 6 or 7. Each group in the DP must present an annual report of analysis of results and improvement plan for the following year within the section.

CCB has an inclusion policy and all students are encouraged to pursue an IB diploma. Additionally, the School has personnel specialized in supporting students with learning difficulties, whether due to temporary circumstances or requiring support on a more continuous basis

At this time, all students are taking the DP program in their last two years, with the goal that at least 90% of them apply to take all the exams and that more than 80% of them obtain the IB Diploma.

C. Increase participation in IB Diploma exam and percentage of DP graduates

In 2020, 48% of 12th grade students were candidates for the IB Diploma, and of those, 90% graduated with the IB Diploma. The goal for 2025 is for all our students to participate in the Diploma Programme and for 80% of them obtain the IB Diploma.

Students who do not apply to take the exams for the 6 subjects required for the full Diploma, benefit from the

program because they take the same curriculum, and they must present the exam in at least 3 subjects, as well as submit the Extended Essay, and comply with the requirements of Creativity, Activity and Service (CAS) and Theory of Knowledge.

Year	No. of World Candidates	No. of Candidates CCB	% of World IB Diplomas	% of CCB Diplomas
2016	74,581	50	79,33	92%
2017	80,300	68	78,43	85%
2018	84,673	66	78,16	73%
2019	86,826	57	77,83	72%
2020	88,826	39	85,18	90%
2021	-	86	-	64%
2022	-	95	-	71%
2023	-	102	-	69%
2024	-	86	-	76%
2025	-	93	-	80% o más

Table 3: Comparative table between world results and CCB.

Year	No. of CCB Students	% that took the Diploma	No. of Diplomas obtained CCB	% of diplomas obtained of total CCB students
2016	77	65%	46	60%
2017	92	74%	58	63%
2018	85	78%	48	56%
2019	78	73%	41	52%
2020	81	48%	35	43%
2021	86	90-100%	55	64%
2022	95	90-100%	67	71%
2023	102	90-100%	70	69%
2024	86	90-100%	65	76%
2025	93	90-100%	74 o más	80% o más

Table 4: Results of 2016-2020 and Projection to 2025.

D. Increase Student centred Learning

One of the main recommendations of the CIS International Accreditation Report was to promote an active student-centered pedagogy, with more emphasis on differentiation, use of formative assessment to inform instruction, group work and student prominence in the learning process.

Regarding the comprehensive evaluation of teachers, we continue to use the Danielson model that comprises the categories: 1- Planning and Preparation; 2- Class environment; 3- Instruction and 4- Professional Responsibilities. The School has access to the iObservation digital platform that uses this conceptual

framework, which is used both for daily and informal observations (“walk-throughs”) and for formal evaluations of teachers.

E. Keep our high test scores in Saber 11, the National Standardized Test

At the moment, CCB ranks in the 3% of the best private schools in Colombia. In 2019, we obtained 34th place on a national level.

3.2. Develop International Mindedness

With the implementation of the International Baccalaureate (IB) Programs since Early Childhood (3 years) and up to Secondary, the School has established a permanent approach to the development of our students with an international mentality and a global perspective. The IB program involves students in the learning process, comprehension and resolution of interdisciplinary problems that affect the quality of life throughout the world, as well as promoting a social commitment to the improvement of the human condition and the environment.

A. Multilingualism

Part of the process of developing an international mentality is through languages. Starting in the 2016-2017 academic year, the CCB began teaching in English in Nursery with 3-year-old children, thus promoting bilingualism in English and Spanish from Early Childhood. The goal is to continue strengthening oral and academic bilingualism in English at all levels of the School, through adjustments in the curriculum and pedagogy.

In 2016 the CCB began teaching in French in 6th grade and in 2017 in 5th grade, so that all students have a minimum of four years of acquiring a third language. To certify the proficiency of 8th grade students, the Advanced Diploma in French Language (DELF) test is used. Our defined goal is for 80% of 8th grade students to pass DELF 1, and 20% pass DELF 2.

In 2017, 44 students from 8th grade passed the DELF 1 test (51% of the total 8th grade students and 61% of those registered) and 3 passed DELF 2. In 2018, 46 students passed the DELF 1 test (54% of the total students of 8th and 79% of those registered). Due to the pandemic, the DELF exam was not performed in 2020.

In 2020, French classes were offered for the first time as an elective for grades 9 & 10. In 2021 it is planned to offer French in the DP program.

B. Undergraduate studies abroad

From 2015 to 2019, between 30% to 35% of CCB graduates continued their studies at universities in the United States, Europe, Latin America or other countries abroad. The goal is to continue encouraging our students and their families to consider the option of studying abroad. This encouragement is consistent with the international goals of the IB and as we will look to maintaining the goal of a minimum of 20% of our graduates pursuing their undergraduate degrees outside of Colombia. The goal is achieved through the professional orientation program that begins in 6th grade, and the technical assistance provided to high school students in the processes of application to the university and scholarships.

C. International experiences and school exchange programs

The CCB has maintained a program of pedagogical trips that allow our students to experience other countries and cultures, including trips to England, Canada, France, USA, participating in the British English Olympics, sports tournaments, summer internships, amongst others.

The School is exploring the possibility of participating in an international exchange program, in which our students travel to other schools but in addition to it, CCB invites students from other countries to our Campus to enrich the international perspectives and experience for our Colombo community. During the 2020-2021 academic year the school applied to belong to 2 organizations (LAHC and Round Square) who will support us in the process of reaching imperative 2: Develop international mindedness.

The goal is to offer more international opportunities and experiences with the purpose of increasing the number of students who have at least one international experience prior to graduation. For this we will look for strategies to moderate the economic impact of trips for families. This can be achieved through direct exchange programs where the cost is more reasonable, e.g. through the Round Square organization or networking through LAHC.

A preliminary survey applied to 316 high school students in October 2018 reports that 39% have had at least one international experience (not including family trips):

25%	in sports related activities
24%	on trips to England
17%	on summer camps
9%	on Denver ski trip
9%	foreign studies
6%	British English Olympics
11%	other international experiences

3.3. Promote social and environmental responsibility in the CCB community

One of the School's strongest suit is our focus on promoting positive values in our students from very early on. We are dedicated to building and strengthening our student's values through a culture of respect present in all activities, workshops and talks with students and parents. Our daily mission is to form global citizens with open minds and hearts, who reflect the Profile Attributes of the three IB programs.

Our students develop their values and attitude towards community service through various activities pertaining to the IB Program. In PYP, children prepare an exhibition based on their personal interests, in MYP they develop a personal project and in the Diploma Program they participate in CAS - "Creativity, Activity, Service".

CAS is an integral element of the IB program. Through these projects, our students apply their understanding in values for the design, execution, evaluation and reflection on community service projects. The initiative of the Social Work Committee (COS) is a very special model of collaboration that relies on our students and their families to help others.

The goal is to continue with a 100% participation of our students in CAS during grades 11 and 12.

3.4. Strengthen the sense of community

The School has been dedicated to strengthening our internal and external communications, incorporating the spirit of friendship and warmth represented in our “Corazón Colombo” motto. The sections communicate with parents permanently, sharing with our families the thousands of details and joys and informing about the daily activities of their children, through platforms such as Phidias and Toddle. The sections also organize countless workshops and meetings with parents to maintain a permanent dialogue between our teachers and the families of CCB. The Headmasters Office furthers the communication of the sections with letters of the Headmaster and invitations to participate in virtual meetings with the Headmaster (“Conexión Colombo”), an informal forum to discuss the concerns, observations and suggestions of our parents.

We have the strong and permanent support of the Parents and Teachers Association, as well as the participation of the leading parents of each grade in the Parent Council. The active collaboration of all these fathers and mothers of the School helps us immensely to continue strengthening our communication and collaboration with our families.

A. Online Community

The goal is to continue strengthening internal and external communication, with the implementation of the new information system (Phidias) to communicate permanently with the CCB community.

In the 2019-2020 academic year, we redesigned the website and in 2020-2021 we will update the CCB Newsletter. Through the grade level representatives, WhatsApp groups for parents will be used more frequently as a means of communication with the community.

B. A more present Community

The goal is to continue increasing the participation of parents in CCB community activities, including meetings and workshops of the sections, Assemblies, the Musical, the CCB Festival, The IB Art Exhibition, PYP Exhibition, MYP Personal Project, and Diploma Night, among many others.

C. Community Surveys

The goal is to create and apply annual surveys to gauge what the sense of the CCB community is and use the results to strengthen the management of the School. Surveys will be applied to CCB parents (satisfaction), alumni (CCB impact) and school staff (work environment).

3.5. Ensure that human talent/staff is motivated and competent

The school will continue to invest in maintaining and increasing the level of excellence in our faculty, both in new hires and staff training.

We are using the services of Search Associates, among others, to attract the best international teachers and we are making sure that investments in the staff training programs are fully consistent with the curricular and pedagogical goals of the CCB.

The specific goal is to continue increasing the percentage of Secondary teachers who teach in English, to achieve at least 70% of all IB classes being taught in English in 2025. In 2018-19 approximately 40% of the

MYP and DP classes are taught in English and in 2019-2020 y 2020-2021 this was increased to 50%.

3.6. Ensure financial sustainability and administrative management

To ensure financial sustainability and administrative management for the coming years, the 2025 Strategic Plan includes two key goals: a) gradually increase enrollment and b) maintain an annual School Income surplus of 2%. The school will strive to create a reserve fund to attend to any catastrophic event that may cause severe economic damage to the school.

A. Gradual Enrolment Increase

In June 2020 the School had a total of 1,247 enrolled students. Due to the coronavirus pandemic, enrolment in August 2020 was 1,170 and in January 2021 the total number of students was 1,220. A historical linear growth is observed until 2019 of 0.87%, without taking the year 2020 into account as a result of the pandemic, it has been projected 0.87%. It is expected that by January 2022 there will be 1,250 students using historical growth as a baseline. The revised projections are described in the following table.

June Projections:

GRADE	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2025 - 26	2026 - 27
Total EC	316	313	322	295	325	328	331	334	336	339
Total Primary	320	309	293	306	339	342	345	348	351	354
Total Secondary	612	628	632	619	595	600	605	611	616	621
Total CCB	1248	1250	1247	1220	1259	1270	1281	1292	1303	1315

Projections

CCB plans on adding a fifth group in each grade without increasing the number of students per group. In 2018-19 there are five groups in Pre-Kinder. In 2021-2022, it is planned to have five groups in first and second grade, even though this may be negatively impacted due to the effects of Covid 19 pandemic. These projections give us the confidence that our School's Administrative management is highly sustainable.

B. Maintain an annual School Income surplus of 2%

The financial goal defined for the coming years is to maintain an annual surplus of 2% of the income of the school's pension and tuition. The goal has been exceeded in the last three years and the annual surpluses have been re-invested in infrastructure projects that were approved by parents in the General Assembly.

3.7. Ensure adequate physical and technological infrastructure

A. Physical Infrastructure

In the last five years, CCB has made progress with several infrastructure projects, including the following:

- Purchase of the 16,000 m2 Malca plot of land.
- Completion of the construction of the new Early Childhood building.
- Expansion of parking lots for parents, students, staff and buses.

- Installation of new entrances and exits for EC, Primary and Secondary.
- Purchase of 8 new buses to renew and expand our fleet.
- Installation of a new Wi-Fi system for the entire campus.
- Six new classrooms in Primary and an elevator to access the second floor.
- Two new design laboratories in Secondary and an elevator to access the second floor.

To meet the needs of our projected enrollment increase goal, create spaces aligned with our student centered active pedagogy and to bring our current buildings up to par with the new earthquake resistance standards, the school has the following project for the future:

- A new Chapel building, with 10 classrooms for Secondary students, a new chapel, an exhibition hall, a CCB store and new office spaces for Admissions, PTA, Alumni and IT.

Due to the Covid-19 pandemic, this project was put on hold. The new date to begin construction will depend on the recovery of our post-pandemic budget.

In order to complete the goal of having all our classrooms be earthquake resistant and updated to the current norms of size, lighting, ventilation and access, the School plans to replace the building where the Old Nursery used to be with a new educational space for the Secondary section.

B. Technological Infrastructure

The integration of technology is consistent with our educational vision and has allowed us to successfully face remote learning during the Covid 19 pandemic.

The goal of the school is to continue strengthening the educational and administrative technological infrastructure. This has included the following projects since 2018:

- Three Design laboratories in Secondary that have professional design tools, including a plotter, 3D printers, and advanced software for architectural design, video, film and music production, Arduinos kits for robotics projects, among other creative endeavours.
- The Exploratorium in Primary which allows students to use several modern technological tools to create, explore and research.
- Wireless projection systems and sound systems in all classrooms.
- Broadband Wi-Fi throughout CCB.
- 200 iPads for EC and Primary students.
- Renewal of security technology hardware.
- Increases in Wi-Fi bandwidth to cover sport fields and common areas.
- Updating of technology equipment in the computer rooms of the Secondary and Primary.
- Continuous updating of network equipment that guarantees improvement in wireless internet service.
- Acquisition of software and applications that support the new needs and pedagogical practice in the School.

The goal for 2020-2025 is to continue strengthening our technological infrastructure, with increases in Wi-Fi bandwidth and updates of our hardware and software. In addition, we will continue supporting our faculty in their process of successfully integrating technology into the learning process.



4. Indicators

To monitor the implementation of the projects defined in the 2025 strategic plan, the School has outlined the following indicators:ha definido los siguientes indicadores:

IMPERATIVE	GOAL 2025	INDICATOR
1. Strive for Excellence	Maintain CIS Accreditation	Renewal of our accreditation.
	Reach/exceed the IB global average in the Diploma exams on all subjects.	Achieve the world average in all IB subjects, with at least 20% of our students achieving a score of 6 or 7 in all subjects.
	Increase student participation in IB Diploma exams and the percentage of DP graduates.	90% of our students apply for the DP, and 80% of them obtain the IB Diploma.
	100% of classes apply active student-centered pedagogy	Classroom observation, accreditation visits (IB & CIS).
	Relaunch Restorative Practices Program.	Approved by the Coexistence committee. All employees trained in restorative practices.
	Obtain grades according to US Norms in Map Tests (grades 1 to 8)	Reach or be above US norms in all grade levels.
	Become a more inclusive school	The school is committed in promoting a culture of inclusion in the educational community. The school will admit students belonging to CCB families, if the school has the resources to attend their needs and the families commit to providing the support they may require and work as a team with the school.

2. Develop a Global Culture	DEL F Proficiency Certification.	80% of our students pass DEL F 1 and 20% pass DEL F 2.
	Maintain the percentage of our graduates pursuing their undergraduate degrees outside of Colombia.	20% to 30% of our alumni studying abroad.
	Percentage of Students with at least one significant international experience.	<p>Exchange Program.</p> <p>Become a member of round square exchange programs and conferences.</p> <p>Become a member of LAHC, and attend conferences and exchange programs through LAHC.</p> <p>International sport Exchange programs.</p> <p>Do follow up on students.</p>
3. Promote social and environmental responsibility in the CCB community	100% of our students actively engaging in activities that promote social and environmental responsibility.	<p>Maintain 100%</p> <p>Follow up on student experiences related to social and environmental responsibility. For example, attend Round Square Conferences with a focus of social responsibility.</p>
4. Strengthen the sense of community	Strengthen our communication and the community's active participation in School activities.	CCB App, New Website, increase number of assistants to School activities and events
	Create a survey to evaluate the sense of Community at CCB.	Development and application of Survey.
	We are One: Strengthen whole school decision making and synergies between sections and areas.	Parent Surveys as evidence that the school is functioning as a unit. School events that involve staff and/or students: i.e. social events, Professional development, workers meetings, House activities between sections, whole school celebrations.

	Relaunching of Essential Agreements, including that parents opt for dialogue to solve conflicts.	Essential agreements signed by parents. Survey as evidence that families are complying with agreements.
	Training and Orientation for Parent Council.	Workshops once a year.
	Strengthen House System	One whole school house day. Increase the number of interhouse competitions (sports, arts and academic).
5. Ensure that human talent/ staff is motivated and competent	70% of Diploma classes are given in English by 2025.	Measure the % of MYP and DP classes in English.
	Increase the % of workers that are native English speakers from 18% to 25% in the whole school.	Measure the % of works who are native English speakers.
6. Ensure financial sustainability and administrative management	Gradual Enrollment Increase.	1292 students in 2025.
	Maintain 2% annual surplus in tuition and pension income.	2% annual surplus in tuition and pension income
7. Ensure adequate physical and technological infrastructure	New Chapel Building	Date to be defined after covid.
	New Secondary building replacing the old nursery building	Date to be defined after covid.
	Covered walk ways in strategic zones	Date to be defined after covid.
	Ceiling over the Hockey field	Date to be defined after covid.
	Athletics track	Date to be defined after covid.
	Investment in IT equipment (ie Ipad, Wacom tablets, Robotics kits, microphones, Zoom licenses)	Inventario de los equipos (hardware) y los programas (software).

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