

**Goal 1: To improve student’s English Literacy Skills and Communication Skills (Correlated SWLOs: 3a, 3b).**

**Where are we now/rationale for identifying this area?** Most CISHK students learn English as a second language and many students’ English skills are still weak for academic study. This is reflected in students’ performance in classes and in the PSAT, TOEFL and SAT exams taken annually. Thus, the rationale is two-fold :

- a) To improve the chances of success for our students, the pace and depth for our subject teaching through improvements of English literacy skills.
- b) To improve student’s communication skills so they can articulate ideas, concepts, and shape initiatives through effective communication.

<b>Targets</b> (School-wide)	<b>Strategies</b>	<b>Timescale</b>	<b>Resource Required</b>	<b>Success Criteria and Follow Up Plan</b>	<b>Staff/lead responsibility</b>
<p><b>(a) Improving students’ English literacy skills</b></p> <p>1) English Subjects:</p> <ul style="list-style-type: none"> <li>● Grammar: proper usage of English</li> <li>● Vocabulary: spelling and usage</li> <li>● Listening: focus on meaning and inference</li> <li>● Speaking: clarity and purpose</li> </ul>	<p>Baseline measurements identified</p> <p>English Classes: Instruction time is targeted to hit each literacy skill</p> <p>Instruction time is planned to ensure adequate coverage of the grade specific Common Core Standards</p>	<p>2017-18 Academic Year (3 year cycle with expected annual changes)</p> <p>Baselines: established within first 3 weeks of school year</p>	<p>Lexile program already used by CISHK</p> <p>WIDA program already used by CISHK</p> <p>Listenwise for improving listening skills’</p> <p>Common Core State Standards</p>	<p>Lexile scores raised by 50 points</p> <p>WIDA Writing Scores improved by 0.5 for junior students and 1 for senior students</p> <p>Content Vocabulary: spelling and usage improved by 25% from baseline</p> <p>Listening: major focus on meaning and inference with improvement of 10% from baseline</p>	<p>English Department (English Panel Coordinator coordinates with other Core Subject Panel Coordinators)</p> <p>English Teachers - class teaching</p> <p>Subject Teachers - observation and feedback. Both written and as part of end of year reports.</p>



<b>Targets</b> (School-wide)	<b>Strategies</b>	<b>Timescale</b>	<b>Resource Required</b>	<b>Success Criteria and Follow Up Plan</b>	<b>Staff/lead responsibility</b>
<p><b>(b) Improving students' oral communication and presentation skills</b></p> <p>1) To develop student oral communication</p> <p>2) To enhance students' speech delivery and presentation skills</p>	<p>Incorporate oral practice and assessment into all Subject areas.</p> <p>Implement exercises in lessons that address specific techniques to enhance speech delivery.</p> <p>The focus of the exercises will be to improve skills in vocal variety pronunciation, and articulation.</p> <p>Develop and implementing specific oral presentation tasks that allow students</p> <p>To sharpen their presentation skills (confidence, contents, and knowledge) to diverse audiences.</p> <p>Develop and implementing Group presentations activities that promote trust building and open communication (in forms of discussions)</p>	<p>2017-18 Academic Year (3 year cycle with expected annual changes)</p>	<p>The oral communication rubric on how the technique will be rated and its significance for communication</p> <p>The presentation rubric is designed to provide students with information on how the technique will be rated and its significance for Communication</p> <p>Outsourced agents or organization to develop learning tasks for students during activity week</p>	<p>Students demonstrate improvement in vocal variety (pitch, pace, volume), pronunciation, or articulation at the end of each course</p> <p>Students demonstrate improvement aspect of verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation</p>	<p>English Department (English Panel Coordinator coordinates with other Core Subject Panel Coordinators)</p> <p>Whole School staff</p>

<p>3) Extending students' communication skills to learning (classroom and experiential learning) activities</p>	<p>Collaborative presentation tasks should include:</p> <ul style="list-style-type: none"> <li>● Initiating Discussions</li> <li>● Clarifying points</li> <li>● Summarizing</li> <li>● Consensus reaching</li> </ul> <p>Develop and implement student learning in experiential learning activities</p> <p>Panel Collaboration on ways to enhance students' presentation opportunities</p>				
---	---	--	--	--	--

**Means to report progress :**

Quarterly meetings (inter panels) to evaluate the effectiveness of the plan/strategies  
End of term subject (English and Core Subjects)  
All data collected will be discussed and analyzed for future reflection

**Goal 2:** To improve student’s Collaborative skills and Study skills would enhance all exam scores, academic honesty & learning habits (Correlated SWLOs: 1a, 1b, 1c, 3c).

<b>Where are we now; rationale for identifying this area?</b>					
Based on identified critical learner needs and the school’s annual progress report, the school based assessments and external exam results, such as the PSAT, SAT, and TOEFL reflect that many CISHK students have inadequate study and collaborative skills.					
<b>Targets</b> (School-wide)	<b>Strategies</b>	<b>Timescale</b>	<b>Resource Required</b>	<b>Success Criteria and Follow Up Plan</b>	<b>Staff/lead responsibility</b>
<b>A. Improving students’ study skills and practice of academic honesty</b>	1. Develop a timeline (monthly and weekly schedule) to cover the learning objectives  2. Teachers will utilize visual mappings and develop powerpoint to guide students on identifying their preferred learning styles  3. Teachers will help students to develop strong mindset for success instructing students on strategies, such as self-talk, managing fear of failure, adjustment of attitudes and beliefs  4. Students will be instructed on how to improve self-efficacy and motivation for learning.	2017-18 Academic Year (3 year cycle with expected annual changes)	Assembly timetable and school timetable  Assembly time allocated to introduce study skills  One homeroom period per week is allocated to reinforce students’ learning on the study skills  Homeroom teachers and subject teachers collaboration  Office staff to liaison in	Clear indication of student’s improvement on :  a) Effective use of time on learning task/class activities  b) An apparent improvement of school based assessments (clear increment on number of right answers)  c) An increase in overall students’ performance in both internal and external assessments  d) Students demonstrate the	Coordinating teacher  All teachers  General Office

	<p>5. Students will learn how to strengthening listening, reading and note-taking skills.</p> <p>6. Students will learn how to organize study materials, time-management and revision strategies for test preparations.</p> <p>7. Teachers will help students to develop an awareness academic integrity</p> <p>8. All subject teachers will collect data via survey for future analysis</p> <p>9. Self- report by subject teachers on the student progress on application of attained study skills</p>		<p>procuring resources</p>	<p>proficiency of information literacy and practice academic honesty (e.g.: distinguish the relevant of information/proper citation/etc.)</p>	
--	---	--	----------------------------	---	--

**Means to report progress:**

Monthly faculty meetings on Friday afternoon and quarterly evaluation.

All data collected will be discussed and analyzed for future reflection

<b>Targets</b> (School-wide)	<b>Strategies</b>	<b>Timescale</b>	<b>Resource Required</b>	<b>Success Criteria</b>	<b>Staff/lead responsibility</b>
<b>B. Curricular and or Co-curricular activities intentionally planned to foster a culture of collaboration</b>	<p>Increase the number of group learning tasks and assessment in most Subject areas.</p> <p>Adopted uniform standards of practice among faculty members on setting collaborative tasks for students:</p> <p>a) Instruct students on how to establish group learning goals  b) Creating different group roles to promote communication  c) Encourage group interaction by including the following components: Initiating Discussions, Clarifying points, Summarizing, Providing or researching information, Reaching a consensus  d) Incorporate the use of technology</p> <p>Incorporate experiential learning activities to enhance students' collaborative skills</p>	2017-18 Academic Year (3 year cycle with expected annual changes)	<p>Subject Teachers</p> <p>MacBooks</p> <p>Grading rubrics</p> <p>Curriculum/Lesson Plan Materials</p> <p>Outsourced agents or organization to develop learning tasks for students during activity week</p>	<p>Indication of student's improvement on :</p> <p>a) Successful interpersonal communication during school assessment</p> <p>b) An improvement of effectiveness of the group doing collaborative work</p> <p>c) An increase in focus during assessments and the usage on enhancing problem-solving and critical thinking skills among group members</p>	<p>Coordinating Teacher</p> <p>All teachers</p> <p>General Office</p>

**Means to report progress:**

Monthly faculty meetings on Friday afternoon and quarterly evaluation.

All data collected will be discussed and analyzed for future reflection

**Goal 3: To educate students and parents** on the importance of the SWLOs and teachers to ensure that the SWLOs permeate through our daily practice (Correlated SWLOs: 1, 2, 3, and 4).

**Where are we now; rationale for identifying this area?**

*For 2016-17:*

Students in English met 61% for SWLO performance

Students in Math met 74% for SWLO performance

Students in Science met 78% for SWLO performance

Students in Social Studies met 56% for SWLO performance

Students in Chinese met 59% for SWLO performance

Students in Computers met 67% for SWLO performance

**Research conducted in support of this usually indicates that when parents are involved, students have -**

- A greater sense of personal competence and efficacy for learning
- Higher grades, test scores, and graduation rates
- Better school attendance
- Increased motivation and better self-esteem
- Fewer instances of undesirable behaviors

**In addition, through authentic partnerships with parents, schools gain -**

- Improved teacher morale
- More support from families
- Higher student achievement
- A better reputation in the community

**F.E.A.T. role -** to work together to provide activities and events for students and parents to share in learning.

Targets (School-wide)	Strategies	Timescale	Resource Required	Success Criteria	Staff/lead responsibility
<p><b>A. Educate students the importance of SWLO and ensuring SWLO permeate in our daily practice</b></p> <p><b>B. Educate Parents the importance of SWLOs and increase parental engagement</b></p>	<ol style="list-style-type: none"> <li>1. Introduce SWLO to new a students on Orientation Day and Assemblies</li> <li>2. Teachers actively integrate SWLO assessment in unit planners</li> <li>3. Continue the practice of having SWLO project in every subjects and school-wide project for grade 9 and 10 students</li> <li>4. Implement an effective plan for family engagement, including the school-parent relationship.</li> <li>5. Communicate with parents timely through a variety of prints and other media, which is in a language easily understood by parents.</li> <li>6. Establish FEAT (Family Engagement Action Team) where teachers invite parents to visit their classrooms, to volunteer, and to share valuable information about their children’s learning.</li> </ol>	<p>2017-2018 Academic Year (3 year cycle)</p>	<ol style="list-style-type: none"> <li>1. Classroom wall Poster</li> <li>2. Designate a room as “Parent room” for parents to work with students.</li> <li>3. School community attendance log.</li> <li>4. All faculty members, parents, and students.</li> <li>5. A staff person is designated to oversee the school volunteer program</li> <li>6. Time allocated for parent-teacher discussions</li> </ol>	<p>Direct parent feedback or input via email or phone increased</p> <p>Increase of parental involvement with school-wide project on SWLO</p> <p>Improvement in grades in all Data Point 2 projects (SWLO in class projects) and school-wide SWLO project year by year</p> <p>Shifting the role of parents in education from passive involvement to an active engagement role.</p> <p>Parents complete and return a questionnaire on SWLO</p>	<p>Coordinating Teacher</p> <p>Subject teachers</p> <p>Parent volunteers</p>

	<p>7. Establish parents volunteer program in school so they can participate in supporting school-wide activities (Cultural Day and Job Shadow Talks)</p> <p>8. Opportunity for direct feedback via email or phone will be created for all communication school sends out</p> <p>9. Invite Parents to work jointly with students to complete school-wide project that addresses SWLO</p> <p>10. Evaluate effectiveness of program by consulting with parents or via surveys</p>				
--	--	--	--	--	--

**Means to report progress:**

To students – a homeroom period each term.  
 To staff – at quarterly faculty meeting.  
 To parents – at parent-teacher conference assemblies.

**Goal 4:** To organize staff development opportunities to foster greater collaboration among staff, to plan and evaluate the success of curricular and co-curricular activities, to foster a shift in culture on coaching/sharing of best practice in and amongst staff, and to ensure a full understanding of the curriculum standards and the SWLOs. Also to organize and coordinate PD opportunities on differentiation and on school-wide strategies to teach and help the ESL/SEN students to learn English for academic purpose.

<b>Where are we now; rationale for identifying this area?</b>					
<p>Since 2014, CISHK has allocated the first Friday of every month in the school calendar to conduct collaborative activities, such as conducting the Self Study meetings, curriculum co-planning and curriculum review, planning and implementing curriculum integrated projects, and developing unit planners via Atlas Rubicon. This has provided staff the opportunities to gain a better understanding of the school’s curriculum standards and a culture of collaboration and sharing of best practices has slowly emerged. In addition, teaching staffs attend the yearly Professional Development conference in conjunction with the sister school in mainland China since 2015. However, with the regular turnover of staff members along with the change of student demographics (increased number of ESL students enrolled), greater professional development opportunities are required. Currently, with a system for PD in place, via Google forms, staff members use to apply for the various PD opportunities of interest to them and to reflect on how the PD has enhanced their teaching in class. Hence, CISHK not only needs to continue developing and improving the above mentioned practices, but to have an active approach in identifying specific needs of PD for staff, so the teachers can better target the ESL/SEN students or improve other aspects of their teaching. In addition, there is the need of staff sharing their learning experience acquired form PD, so the school can benefit from developing a professional learning community in the future.</p>					
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Resource Required</b>	<b>Success Criteria and Follow Up Plan</b>	<b>Staff/lead responsibility</b>
<p><b>A. Develop an active approach in identifying needs for professional development and improve the current Professional Development practices.</b></p> <p><b>B. Increase the professional development opportunities and the number of staff attending professional development</b></p>	<p>Modify and improve the current Annual Staff Development Plan and seek feedback from teachers on the current PD practices</p> <p>Identify subject targeted PD needs and Initiate the availability of PD opportunities from Leadership Team (Regular meetings of School Development and Improvement Committee) Staff members complete a reflection on the effects of PD on their teaching and</p>	<p>2017-18 Academic Year (3 year cycle with expected annual changes)</p>	<p>Budgeting and fund set aside for professional development</p> <p>Availability of substitute teacher for staff to attend PD</p> <p>Time to be allocated for Leadership Team to brief staff about upcoming PD</p> <p>Time to be allocated for staff</p>	<p>Every teacher at CISHK attends at least 1 PD session annually</p> <p>Apparent improvement of teaching practices in class (e.g. improved classroom management and teaching strategies)</p> <p>Apparent improvement of academic success among ESL students and returning students</p> <p>Increased number of</p>	<p>Principal and Professional Development Officer</p> <p>School Development and Improvement Committee</p> <p>Subject Panel Coordinators</p>

<p><b>C. Actively sharing of professional development experiences among staff acquired from professional development conferences/workshops</b></p>	<p>share learning experiences with other staff</p> <p>Quarterly review of professional development practice across the school.</p> <p>The CISHK PD program is assessed at the end of the year to see whether intended PD goals are met and makes refinements if necessary</p>		<p>to share their professional development experience</p>	<p>sharing best practices and collaboration among staff</p>	
--	---	--	---	---	--

**Means to report progress:**

Quarterly report and review of PD activities (quality of PD and effectiveness of implementation)

End of term panel meetings to report, analyze, discuss student progress, and identify new PD needs.

End of year assessment the meeting of PD targets set and make refinements of action plan