

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.

Targets (Schoolwide)	Strategies	Timescale	Resource Required	Success Criteria and Follow Up Plan	Staff/lead responsibility
<p>(a) Improving students’ English literacy skills</p> <p>1) English Subjects:</p> <ul style="list-style-type: none"> ● Grammar: proper usage of English ● Vocabulary: spelling and usage ● Listening: focus on meaning and inference ● Speaking: clarity and purpose <p>2) Core Subjects:</p> <ul style="list-style-type: none"> ● Content Vocabulary: recognition and use ● Student 	<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>Core Subject Classes: Teachers specifically ask students to demonstrate</p>	<p>2020-21 Academic Year</p> <p>Baselines: established within first 3 weeks of school year</p> <p>Anecdotal evidence and subject specific resources are shared within the first three weeks</p>	<p>Lexile program already used by CISHK</p> <p>WIDA program already used by CISHK</p> <p>Common Core State Standards</p> <p>Core Subject specific resources - textbook, vocab, anecdotes</p>	<p>70 % of Students with Lexile scores raised by 100 points</p> <p>70% WIDA Proficiency for Writing improved by 1 level for all students</p> <p>Content Vocabulary: spelling and usage improved by 35% from baseline for the class</p> <p>Listening: major focus on meaning and inference with improvement of 25% for all ESL students from initial WIDA</p> <p>Core Subject Checklists for each student show improvement by one</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>

<p>understanding of success criterion</p> <p>3) School-wide</p>	<p>understanding through written and spoken assessments</p> <p>Instruction time is planned to ensure adequate coverage of the grade specific Common Core Standard (if applicable)</p> <p>Core Subject teachers directly work with ESL teacher by sharing results of assessments and anecdotal evidence</p> <p>Small student group for ESL teacher to provide individual student support</p> <p>Recognition for student's achievement and improvement measurements.</p>	<p>Mid-term Report</p> <p>End of Term One Exam Report</p> <p>End of Term Two Exam Report</p>	<p>School office</p>	<p>check-up the scale</p> <p>Work is tracked throughout the year to show an improvement of <u>40%</u> on content vocabulary for at least <u>65%</u> of students</p>	<p>ESL Teacher - Targeted teaching toward skills building, confidence boosting, and trans-disciplinary understanding</p> <p>School Office - reports</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

Targets (Schoolwide)	Strategies	Timescale	Resource Required	Success Criteria and Follow Up Plan	Staff/lead responsibility
<p>(b) Improving students’ oral communication and presentation skills</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</p>	<p>2020-21 Academic Year</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>60% of students demonstrate improvement in vocal variety (pitch, pace, volume), pronunciation, or articulation at the end of each course</p> <p>60% of 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>70% of students receive less than 5 Language points in Misconduct System</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>discussions)</p> <p>Collaborative presentation tasks should include:</p> <ul style="list-style-type: none"> ● Initiating Discussions ● Clarifying points ● Summarizing ● Consensus reaching <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).

Where are we now; rationale for identifying this area?					
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.					
Targets (Schoolwide)	Strategies	Timescale	Resource Required	Success Criteria and Follow Up Plan	Staff/lead responsibility
A. Improving students’ study skills and practice of academic honesty	<ol style="list-style-type: none"> 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. 5. Students will learn how to 	2020-21 Academic Year	<p>Assembly timetable and school timetable</p> <p>Assembly time allocated to introduce study skills</p> <p>One homeroom period per week is allocated to reinforce students’ learning on the study skills</p> <p>Homeroom teachers and subject teachers collaboration</p> <p>Office staff to liaison in procuring resources</p>	<p>Clear indication of student’s improvement on :</p> <p>a) Effective use of time on learning task/class activities</p> <ul style="list-style-type: none"> ● 80% of students receive less than 5 detentions each quarter for assignments ● 80% of students receive less than 5 misconducts <p>b) An apparent improvement of school based assessments (clear increment on number of right answers for tests and quizzes) 60% of students show improvement of 25% in school based assessments.</p>	<p>Coordinating teacher</p> <p>All teachers</p> <p>General Office</p>

	<p>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>c) An increase in overall students' performance in both internal and external assessments (PSAT & SAT, SAT expected compared to Final Score)</p> <p>d) 80% Students demonstrate the proficiency of information literacy and practice academic honesty (e.g.: distinguish the relevant information/proper citation/etc.)</p> <p>e) Less than 5 demerits (for all students combined) given for academic dishonesty/plagiarism</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

Targets (Schoolwide)	Strategies	Timescale	Resource Required	Success Criteria	Staff/lead responsibility
<p>B. Curricular and or Co-curricular activities intentionally planned to foster a culture of collaboration</p>	<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>	<p>2020-21 Academic Year</p>	<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 At least 50% of the students achieve 66% of the collaboration master rubric in collaboration activities inside and outside school</p> <p>b) 25% of students show improvement on group collaborative work on a term to term basis.</p> <p>c) Increase in the usage of enhancing problem-solving and critical thinking skills among group members</p>	<p>Coordinating Teacher</p> <p>All teachers</p> <p>General Office</p>
<p>Means to report progress:</p> <p>Monthly faculty meetings on Friday afternoon and quarterly evaluation. All data collected will be discussed and analyzed for future reflection</p>					

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 (Schoolwide)	Strategies	Timescale	Resource Required	Success Criteria	Staff/lead responsibility
<p>A. Educate students the importance of SWLO and ensuring SWLO permeate in our daily practice</p> <p>B. Educate Parents the importance of SWLOs and increase parental engagement</p>	<ol style="list-style-type: none"> 1. Introduce SWLO to new students on Orientation Day and Assemblies 2. Teachers actively integrate SWLO assessment in unit planners 3. Continue the practice of having SWLO project in every subjects and school-wide project for grade 9 and 10 students 4. Implement an effective plan for family engagement, including the school-parent relationship. 5. Communicate with parents timely through a variety of prints and other media, which is in a language easily understood by parents. 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. 	<p>2020-21 Academic Year</p>	<ol style="list-style-type: none"> 1. Classroom wall Poster 2. Designate a room as “Parent room” for parents to work with students. 3. School community attendance log. 4. All faculty members, parents, and students. 5. A staff person is designated to oversee the school volunteer program 6. Time allocated for parent-teacher discussions 	<p>All panels have SWLO projects with specific rubrics to evaluate students increasing in performance</p> <p>Attendance and lateness (80% meets 95% and 20% meets 100%)</p> <p>Discipline Record (refer to above)</p> <p>50% of parents with Direct feedback or input via email (Parent Perception on school and SWLO)</p> <p>40% of parental involvement with any school activities (school-wide project on SWLOs)</p> <p>At least 50% of students have evidence on parental involvement with project learning in the form of photos, videos or research</p> <p>I</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>			<p>98% of parents are enrolled in online communication methods.</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.

Where are we now; rationale for identifying this area?

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.

Targets	Strategies	Timescale	Resource Required	Success Criteria and Follow Up Plan	Staff/lead responsibility
<p>Develop an active approach in identifying needs for professional development and improve the current Professional Development practices.</p> <p>Increase the professional development opportunities and the number of staff attending professional development</p> <p>Actively sharing of professional development experiences among staff acquired from professional</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)</p>	<p>2020-21 Academic Year</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>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</p>	<p>Principal and Professional Development Officer</p> <p>School Development and Improvement Committee</p> <p>Subject Panel Coordinators</p>

<p>development conferences/workshops</p>	<p>Staff members complete a reflection on the effects of PD on their teaching and 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>Time to be allocated for staff to share their professional development experience</p>	<p>academic success among ESL students and returning students Increased number of 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