

**Goal 1: Improving Students’ overall Literacy and academic achievements (Correlated SWLOs: 1a, 1b, 3a, 3b).**

<p><b>Where are we now/rationale for identifying this area?</b> Most CISHK students continue to perform poorly in SBA and in external exams, such as the PSAT, TOEFL, SAT and AP exams taken annually due to a large number of them being second language learners. The main objective of this action plan is to improve students’ English and overall literacy in order to improve the students’ chances of success in SBA and external exams.</p>					
<p><b>Targets</b> (School-wide)</p>	<p><b>Strategies</b></p>	<p><b>Timescale</b></p>	<p><b>Resource Required</b></p>	<p><b>Success Criteria and Follow Up Plan</b></p>	<p><b>Staff/lead responsibility</b></p>
<p><b><u>English Literacy</u></b></p> <p><b>1) English Subjects:</b></p> <p>(a) Improving identified Grade 7-8 students’ phonemic awareness</p> <p>(b) Improving all students on WIDA and Scholastic Lexile</p> <p><b>2) Other Core Subjects:</b></p> <p>(a) Improving all students on written assignments</p> <p>(b) Improving all students on reading comprehension, in class and project</p>	<p><b>1) English Subjects:</b></p> <p>Baseline measurements identified (admission, pre-test, English grade, lexile score, WIDA score)</p> <p>Teach phonics (ESL), grammar, writing skills, vocabulary, reading skills, literacy skills.</p> <p>Assessments of writing, reading, speaking, and listening using WIDA and Scholastic Program.</p> <p>Instruction time is planned to ensure adequate coverage of the grade specific Common Core Standards</p> <p>Teachers identify and show examples of good writing examples.</p> <p>Recognition for student’s</p>	<p>2021-22 Academic Year (3-year cycle with expected annual changes)</p> <p>Information and insights about students shared among teachers within the 1st quarter.</p> <p>Mid-term Report</p> <p>End of Term One Exam Report</p> <p>End of Term</p>	<p>Scholastic Lexile program</p> <p>WIDA program</p> <p>Mathletics and MAP Programs</p> <p>Common Core State Standards</p> <p>Core Subject specific resources - textbook, vocab, other online programs</p> <p>School office</p>	<p>80% of phonic students will improve by 2 levels</p> <p>60% of students improving by one level point in WIDA</p> <p>70% of students improving by 5% lexile</p> <p>50% of students improving by 10% on written assessments and presentations in all core subjects</p>	<p><b>1) English Subjects:</b></p> <p>English Panel Coordinator instructs the English and ESL teachers on:</p> <p>1) how to teach phonics to ESL students and assess their progress</p> <p>2) how to incorporate reading, writing, speaking, listening and grammar in their daily lessons</p> <p>3) implement WIDA and Scholastic assessments</p> <p>4) Senior teacher to organize training and help teachers implement the MAP program.</p>

<p>presentations</p>	<p>achievement and improvement measurements.</p> <p><b>2) Other Core Subjects:</b></p> <p>Teach vocabulary, writing skills, and reading skills related to subject contents.</p> <p>Teachers specifically ask students to demonstrate understanding through reading, written and spoken assessments (project presentations and discussions)</p> <p>Instruction time is planned to ensure adequate coverage of the grade specific Common Core Standard</p> <p>Cross-curricular assignments and projects can be used to expand subject knowledge and explore new connections and experiences.</p> <p>Recognition for student's achievement and improvement measurements.</p>	<p>Two Exam Report</p>			<p><b>2) Other Core Subjects:</b></p> <p>Math Panel Coordinator to instruct Math teachers on implementing the Mathletics program.</p> <p>Senior teacher to organize training and help teachers implement the MAP program.</p> <p>Subject Teachers - observation and feedback. Both written and as part of end of year reports.</p> <p>School Office - reports</p>
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**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:** Improving parental involvement on school planned activities through parent education. (Correlated to all SWLOs).

<b>Where are we now; rationale for identifying this area?</b>					
Covid caused a significant decrease in parental involvement. Additionally, prior to Covid the parental involvement was primarily in activities and events. This action plan seeks to enhance parental engagement in students' learning and through parent education.					
<b>Targets</b> (Schoolwide)	<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) Parent empowerment through education for greater involvement</b>	1) Gather and develop learning materials for parent empowerment and parental engagement 2) Provide information sessions for parents on Open Day and follow up by PTA 3) Invitation to parents to work with school on: (a) Class projects (b) Annual SWLOs project (c) school events (e.g. Christmas, CNY, Easter, Cultural Day celebrations). (d) school community events (e.g. food drive, recycling program). 4) Develop Survey to collect feedback  Year-end Survey for parents and students' feedback	2021-22 Academic Year (3-year cycle with expected annual changes)	Academic online journals  Powerpoint presentation  Budget and resources for various activities  Office staff to liaison in procuring resources	10% of parents are involved in activities and events conducted at school or other sites (e.g. SWLO, Christmas, CNY, Easter, Cultural Day, Open Day, Parent-Teacher Conference).  50% of parents are involved in activities and events they can participate in at home (e.g. class projects, etc.).	PTA coordinator and PTA secretary.  School Principal  All teachers.  Office staff
<b>Means to report progress:</b>					
To staff – at monthly collaborative meetings. To parents – Through quarterly PTA Newsletters and parent-teacher conferences.					

**Goal 3:** To enhance the positive school culture to further grow the sense of belonging and pride through school planned programs and activities (Correlated SWLOs: 1, 2, 3, 4).

<b>Where are we now; rationale for identifying this area?</b>					
School is facing declining enrollment and has a high turnover of students. This action plan aims to reduce the turnover rate of students and to foster a stronger sense of pride and belonging with the school.					
<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>1. Mandatory Programs and Events</b>	<ul style="list-style-type: none"> <li>(a) Big Brother/Sister Program for senior students to provide guidance and mentorship to new students.</li> <li>(b) House Homeroom for house captains to provide guidance and support on house activities for enhancing competition and developing a greater sense of solidarity.</li> <li>(c) Various school activities and events to provide holistic learning experiences.</li> <li>(d) Prepare a survey for the students to give feedback and provide reflection opportunities.</li> </ul>	2021-22 Academic Year (3-year cycle with expected annual changes)	<ul style="list-style-type: none"> <li>Budget and resources for various activities</li> <li>Office staff to liaison in procuring resources</li> </ul>	<ul style="list-style-type: none"> <li>(a) Big Brother/Sister Program. 70% of students who completed the Big Brother/Sister Program give a rating of 4 or higher on a 1-5 scale (or equivalent scale/measurement) with 5 being the best.</li> <li>(b) Student feedback on the house program. 50% of students rate their wellness/happiness with a rating of 4 or higher on a 1-5 scale (or equivalent scale/measurement) with 5 being the best.</li> <li>(c) Student feedback on the school activities and events. 50% of students rate their wellness/happiness with a rating of 4 or higher on a 1-5 scale (or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>(a) House Masters and teachers</li> <li>(b) House Masters</li> <li>(c) Student Council coordinator, Athletics Department, PTA coordinator, PTA secretary, teachers, and office staff</li> </ul>

<p><b>2. Voluntary Programs and Events</b></p>	<p>(a) Student voluntary ECAs to promote and enhance experiential learning</p> <p>(b) Student participation in voluntary inter-house competitions, activities, and events to promote and enhance solidarity.</p> <p>(c) Student participation in voluntary school activities and events to enrich student life</p>			<p>scale/measurement) with 5 being the best.</p> <p>(a) 30% of students participate in voluntary ECAs.</p> <p>(b) 50% of students participate in at least one competition, activity, or event representing their house.</p> <p>(c) 50% of students participate in at least one competition, activity, or event representing their house.</p>	<p>Student Council, PTA, teachers, office</p>
<p><b>Means to report progress:</b></p> <p>To students – house points system and assemblies.</p> <p>To staff – at monthly collaborative meetings.</p> <p>To parents – Through quarterly PTA Newsletters and parent-teacher conferences.</p>					

**Goal 4:** To provide annual regular professional developments for staff to enhance their teaching and learning in order to meet the students' diverse learning needs, to continue a collaborative culture of shared best practices and maintain the PLC within the school.

<b>Where are we now; rationale for identifying this area?</b> CISHK annually faces 25 to 35% staff turnover. Despite a mentor and mentee system has been developed since 2016, it is necessary for new staff to attend PD conference in order to ensure teaching and learning is not					
<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>Identifying needs for professional development based on the Annual Staff Professional Development Report submitted by staff at the beginning of the school year.</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 development conferences/workshops</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 Improvement Committee)</p> <p>PD activities/opportunities are to be shared with teachers via Google Doc by Leadership Team</p> <p>Staff members complete a reflection on the effects of PD (Form 2 and 3) on their teaching and share learning experiences with other staff</p>	<p>2021-22 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 to share their professional development experience (Monthly collaborative meetings)</p>	<p>A minimal of 4 PD opportunities is presented to staff throughout the school year by Leadership Team</p> <p>80% of teachers at CISHK attends at least 1 PD conference/seminar/workshop annually</p> <p>50% of teachers who attended PD conferences/workshops will actively share their experience</p> <p>Apparent improvement of teaching practices in class (e.g. improved classroom management and teaching strategies)</p>	<p>Principal and Panel Coordinators</p> <p>School Improvement Committee</p> <p>Subject Incharge Members</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>Apparent improvement of academic success among students (ESL and Regular) and returning students</p>	
<p><b>Means to report progress:</b></p> <p>Quarterly report and review of PD activities (quality of PD and effectiveness of implementation)</p> <p>End of term panel meetings to report, analyze, discuss student progress, and identify new PD needs.</p> <p>End of year assessment the meeting of PD targets set and make refinements of action plan</p>					