



**CHRISTIAN ALLIANCE  
INTERNATIONAL SCHOOL**  
宣道國際學校

**Three Year Education Plan (3YEP)**

**2018/2019 - 2020/2021**

**Annual Education Results Report (AERR)  
2020**

**Approved: 10 October 2020  
Submitted: 30 November 2020**

**Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan 2018/19 to 2020/21**

The Annual Education Results Report for Christian Alliance International School (2019-2020) school year and the Three-Year Education Plan 2018/19 to 2020/21 for Christian Alliance International School were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the combined Annual Education Results Report for 2019/2020 school year and the Three-Year Education Plan for 2018/19 to 2020/21 on 10th October 2020.



\_\_\_\_\_ on 10 October 2020

Mr. Clarence Chan

School Supervisor



## Preface

2019/2020 will be remembered for many reasons, some which enhanced the learning experiences for students, while others had a significant impact on the school and student learning. In the 2018/2019 3YEP/AERR Report, the following statement was made, *"The RMC, Senior Leadership Team and staff look forward to significantly improved results in 2019/2020"*. Praise God that this has happened as shown in the Accountability Pillar results. Across all indicators we have seen "improved significantly", and "maintained" where the standard was already high. This turnaround is testament to the combined efforts of the RMC, Senior Leaders, students, staff, and parents, with the blessing of God.

What is even more remarkable is that this turnaround in school perception and culture, took place while Hong Kong struggled under Covid-19 and a range of social issues. School was suspended from face to face learning for nearly five months in the school year.

Other key events in the life of the school during 2019/20 were:

- Significant staff and student involvement in 'beautifying the school' with color and student work.
- Major community events including the Thanksgiving Carnival, Easter Services, and the Christmas Carol evening with over 700 CAIS School community members in attendance.
- Summer School was offered to all students and took place in July 2020.
- Construction commenced on Phase 2 Amenities Building and Staff Quarters
- Very high staff retention at the end of the year.
- The school invested millions of dollars to design and renovate the library. The newly designed library was created with the needs of the 21<sup>st</sup> century learner in mind and has been in use since October 2019. More dedicated areas are reserved for students on group work and discussions. Knowledge databases were purchased to nurture students on research skills. There is a sound-proof computer room embedded in the library to allow students to present their academic work.
- A companion virtual library was designed with updated databases to support the needs of the school community. This was most timely with the onset of face-to-face school suspension.
- Newly-initiated in 2019-2020 was the Creative Writing Competition from Prep – Grade 12. This initiative resulted in a new annual tradition of awarding a plaque to an outstanding high school writer.
- The annual Readathon proved to have strong community support when, after school suspension, the activity continued to have family participation through the virtual activities.
- The school has contracted an international food catering company Sodexo to provide lunch and snacks for students and teachers. This helps cultivate a strong school community and allows school to host events for students, parents, and local community.
- The transition to online learning in February 2020, presented a new set of challenges to school leadership, teachers, students, and parents alike. In response to these challenges, the teachers collaboratively upskilled in the use of technology, adapted pedagogical approaches, and the school leadership aspired to maintain a high level of communication with the community. The return to school in May was an answer to prayer, and with comprehensive hygiene and safety measures we were able to finish the year with all students and staff on site.



## May 2019 Accountability Pillar: Overall Summary

Measure Category	Measure	Christian Alliance International School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	82.5	78.9	85.1	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	57.6	52.5	56.1	82.2	81.8	81.9	Very Low	Maintained	Concern
	Education Quality	80.7	81.5	84.3	90.2	90.0	90.1	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	90.1	88.9	87.4	83.7	83.0	83.0	Very High	Maintained	Excellent
	Diploma: Excellence	37.1	29.6	31.2	24.2	22.2	21.7	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	76.9	93.3	93.0	83.0	82.4	82.6	Intermediate	Declined	Issue
	Citizenship	70.8	73.3	81.3	82.9	83.0	83.5	Low	Declined Significantly	Concern
Parental Involvement	Parental Involvement	60.9	49.3	66.3	81.3	81.2	81.1	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	56.0	38.3	49.7	81.0	80.3	81.0	Very Low	Improved	Issue

## May 2020 Accountability Pillar: Overall Summary

Measure Category	Measure	Christian Alliance International School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.4	82.5	83.2	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
	Program of Studies	66.6	57.6	55.3	82.4	82.2	82.0	Low	Improved Significantly	Good
Student Learning Opportunities	Education Quality	89.9	80.7	82.7	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	92.9	n/a	n/a	73.8	73.6	73.6	Very High	n/a	n/a
	PAT: Excellence	22.1	n/a	n/a	20.6	19.9	19.6	High	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.4	90.1	88.8	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	30.4	37.1	34.9	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	89.1	76.9	87.9	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	83.5	70.8	76.3	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	85.0	60.9	62.1	81.8	81.3	81.2	Very High	Improved Significantly	Excellent
Continuous Improvement	School Improvement	81.0	56.0	52.0	81.5	81.0	80.9	Very High	Improved Significantly	Excellent



## Foundation Statements

### Mission

To cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.

### Principles

CAIS makes every effort to provide a quality school experience that equips students for the workplace, further education, and citizenship. Knowledge and skills development is interwoven with the pursuit of godly character and spiritual values. As teachers and mentors, we create a nurturing environment where each student:

- Develops an enjoyment of learning
- Becomes aware of and develops their gifts and abilities
- Enjoys fulfilling relationships with peers and teachers
- Is accepted, valued, and treated fairly
- Feels a sense of pride in and ownership of the School
- Experiences meaning and purpose in life through a personal relationship with God

Each learner is unique, has infinite worth and can profoundly impact local and global communities for the better. CAIS shares an awareness and appreciation of the diverse racial and cultural composition of society, acknowledging the richness of life in Hong Kong, by sharing that diversity.

### Educational Beliefs and Objectives:

CAIS will establish and maintain a welcoming, caring, respectful, and safe learning environment for all students and school staff, recognizing:

- **Every student is special, unique and valuable.**  
*"For you created my inmost being...knit me together in my mother's womb." (Psalm 139:13)*
- **God has a plan and purpose for each student.**  
*"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future." (Jeremiah 29:11)*
- **Every student needs God.**  
*"He who has the Son has life; he who does not...does not have life." (1 John 5:12)*

CAIS recognizes the diverse racial and cultural composition of Hong Kong society and is committed to the ongoing development of a student-centered learning community in which teaching and learning are:

- **Personalized:** Based upon student interests and abilities
- **Differentiated:** Employing diverse instructional methods to facilitate different learning styles, preferences and needs
- **Inquiry Rich:** Encouraging students to ask relevant questions and seek answers to their queries
- **Authentic:** Requiring students to demonstrate understanding by presenting knowledge, ideas and skills under the scrutiny of a critical audience of peers and adults
- **Technology Infused:** Utilizing a wide variety of media and internet-based resources



### **School Values**

- Love
- Integrity
- Wisdom
- Community
- Service

### **Bible Verse**

And Jesus grew in wisdom and stature, and in favour  
with God and man.

Luke 2:52

## **Local and Societal Context**

### **School profile**

Area	Description
Organization	Private Nonprofit
Grades	Preparatory to Grade 12
Curriculum	Alberta Education with Advanced Placement® (AP®) and locally developed programs
Affiliation	CAIS is founded by the Kowloon Tong Church of the Chinese Christian and Missionary Alliance (KTAC), which educates over 20,000 students in seventeen schools in Hong Kong.  CAIS is a member of: Association of Independent Schools and Colleges Canada (AISCA) Association of China and Mongolia International Schools (ACAMIS) Association Christian Schools International (ACSI)
Address	33 King Lam Street, Lai Chi Kok, Kowloon, Hong Kong

CAIS has educated international students for the past quarter century. The School is accredited to deliver the Alberta Diploma Program of Studies, enabling graduates to attain an Alberta High School Diploma. In addition, subject to demand, the school offers Advanced Placement® courses. CAIS has 1,470 students from nearly 30 different countries of origin, and represents a diverse mix of cultural, ethnic and religious backgrounds.

### **Trends and Issues**

In addition to fulfilling the accreditation requirements for Alberta Accredited International Schools, CAIS is working towards compliance of the Service Agreement from the Hong Kong Education Bureau. This includes achieving the required student-mix ratio (minimum 70% passport holders); diversifying the curriculum for students, offering support for students with special needs, and sharing school facilities with the community.

In developing the 2020/21 Annual plans from the 2018/19 - 2020/21 3YEP, the Senior Leaders had in mind, an over-arching theme for the school on “*Reducing In-School Variation*” (RISV).

Research shows there are five key drivers to reduce in-school variation:

1. Quality of Teaching
2. Developing Middle Leaders
3. Student Voice
4. Use of Data
5. Standard Operating Procedures

The 2020/21 Key Improvement Strategies (KIS) are designed to reduce variation within the school as well as introduce new initiatives to build a strong healthy school culture.

The ‘Preface’ to this Report also highlights a number of trends and issues the school faced in 2019/20.



### **Student enrolment 2019/2020 and Projected Student Enrolment for 2020/21**

Grade:	3	4	5	6	7	8	9	10	11	12	Total
Actual Student Enrolment 2019/20	175	150	129	146	137	91	74	43	30	39	1014
Projected Student Enrolment 2020/21	163	168	149	141	150	124	70	60	40	27	1092

### **Parental Involvement Strategies**

The CAIS School Advisory Council was established in April 2018. It comprises of parent representatives from Preparatory to Grade 10, four teacher representatives, one secondary student representative, and Senior leaders. Two school council meetings were held in 2019/20, which was less than hoped for. This was due to the social unrest in 2019, and Covid-19 in 2020. When the School Council did not meet formally, the Senior Leaders used other strategies to involve parents in decision-making in the school. Surveys were conducted on matters such as:

- 2019 Christmas Carol Feedback
- 2020 Course Selection Survey
- 2020 School Uniform Survey
- 2020 Online Learning Feedback
- 2020 School Resumption Plans (May 2020)
- 2020 Summer School (July 2020)

### **A Communication Plan**

The 3YEP was shared with parents and other stakeholders of school community. Team leaders developed team-based SMART plans based on the 3YEP. All teachers developed their Teacher Growth Plan based on the team-based SMART plan and the TQS.











## Domain: Student Growth and Achievement

*At CAIS, students learn within a culture of excellence with Christ's character permeating every aspect of their school life.*

Our students:

- Strive for personal best in all endeavors - "My utmost for His highest"
- Appreciate and celebrate the success of others with a heart of humility
- Grow in Christ-like character to love God and serve humanity

**Goal 1.1 To provide an academically rigorous education where students faithfully use their talents to love God and serve humanity.**

### Performance Measure

- Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests.

<u>English Language Arts</u>	CAIS Actual 2019	CAIS Target 2020	CAIS Target 2021
Grade 6 Acceptable Standard %	95.5	96	96
Grade 6 Excellence Standard %	15.8	18	18
Grade 9 Acceptable Standard %	91.5	92	92
Grade 9 Excellence Standard %	10.6	14	15

<u>Mathematics</u>	CAIS Actual 2019	CAIS Target 2020	CAIS Target 2021
Grade 6 Acceptable Standard %	94	96	96
Grade 6 Excellence Standard %	19.5	20	20
Grade 9 Acceptable Standard %	89.4	90	92
Grade 9 Excellence Standard %	25.5	28	30

<u>Science</u>	CAIS Actual 2019	CAIS Target 2020	CAIS Target 2021
Grade 6 Acceptable Standard %	91	92	*N/A
Grade 6 Excellence Standard %	29.3	30	*N/A
Grade 9 Acceptable Standard %	97.9	98	*N/A
Grade 9 Excellence Standard %	42.6	40	*N/A

<u>Social Studies</u>	CAIS Actual 2019	CAIS Target 2020	CAIS Target 2021
Grade 6 Acceptable Standard %	91	92	*N/A
Grade 6 Excellence Standard %	18	25	*N/A
Grade 9 Acceptable Standard %	93.6	94	*N/A
Grade 9 Excellence Standard %	25.5	26	*N/A

*\*In 2021, Science and Social Studies PATs have been cancelled by Alberta Education. Although participation is optional, CAIS will register to write PATs in grade 6 and grade 9 English and Mathematics.*



## Performance Measure

- Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations.

Measure Category	Measure	Christian Alliance International School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.4	90.1	88.8	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	30.4	37.1	34.9	24.0	24.2	22.5	Very High	Maintained	Excellent

	Target 2020	Actual 2020	Target 2021
Diploma: Acceptable	90	n/a	85
Diploma: Excellence	38	n/a	35

## Commentary on Diploma performance

No Diploma exams were sat by students due to Covid-19.

(In the grid below, and for subsequent grids, statements in **black font** are the Key Improvement Strategies identified at the start of the 2019/20 year. The **red font** is the end of year reflection on how well those Key Improvement Strategies were met.)

Goal 1.1 Key Improvement Strategies 2019/20		
Timing	Actions	Who
All Year	Staff in leadership roles in the school have a PLD focus on raising student achievement. <b>This was a feature of SLT meetings.</b>	SLT
	Set a culture of high expectations through school assemblies, Pastoral Advisory and Care blocks, and school posters. <b>Implemented ABCD Schoolwide Primary Behaviour Program. Established daily Community Time for each Primary grade level in Common Areas. High school assemblies took place every second cycle for the duration of on-site learning, and one focus was recognizing excellence and celebrating the successes of teachers and students.</b>	SLT
	Professional learning days have a focus on instructional strategies with high effect size. <b>Due to school suspension these were cancelled. The school has also developed a protocol of online teaching for teachers to use when face-to-face teaching is not feasible.</b>	SLT
	Identify and monitor "at-risk" students. <b>Achieved and set learning targets for these students for 2020-21. Pastoral Deans were introduced for grades 7, 8, and 9, and served as an extra layer of support for the students concerned and enhanced communication between teachers, counsellors, and parents.</b>	Learning support
Quarter 1	Individual student profiles (ISP) provided to staff and parents. Discussion held at each Parent-Teacher conference on student academic progress. <b>Completed.</b>	
	Review of 'Academic Support Structure' <b>High school identifies students with low achievement (below 65% in the core courses) and provide after-school academic support. However, this is suspended because of COVID-19. However, mid-term examination support was offered after school with subject teachers.</b>	SLT
	Identify students 'at-risk' of not succeeding. <b>We reviewed the Learning Support (LS) Structure in the October Team Leader meeting, including:</b> <ul style="list-style-type: none"> <li>Identification Process.</li> <li>Response to Interventions (RTI) – 6 weeks (3 interventions – 1 RTI / 2 weeks).</li> </ul>	Learning support



	<ul style="list-style-type: none"> <li>• LS involvement during and after RTIs.</li> <li>• ISP (Support Plan), IPP (Personal Plan) and ILP (Language Plan).</li> <li>• Planned and prepared for the Modified Curriculum offered to students in 2020-21.</li> <li>• Planned for a separation of Learning Support from ELL needs and achieved that goal for 2020-21.</li> </ul>	
	<p>Review 2019 Grade 6 and 9 PAT and academic results to identify areas of celebration and improvement. Share results with staff and school community.          This was done through team meetings and school newsletter.</p> <p>The school invited an Alberta consultant, Mr. Tim Coates, to visit CAIS and to provide two days (Oct 3-4) of extensive PD on assessment standards, and to lead all PAT and Diplomas teachers to interpret exam results and discuss necessary strategies for preparation.</p> <p>We shared the PAT and Diploma results with High School Science and Math team and set goals for the year and discuss strategies. Recognized and Nominated three top G7 Math students to Higher Ability Student Test 2019 by Hong Kong Examinations and Assessment Authority (HKEAA) to provide extracurricular enrichment program for strong students.</p> <p>Grade 4 and G5 teams met with the G6 team to go over PATS samples and align teaching and learning practices and content to help prepare students for G6 PATS.</p> <p>G6 Teachers reviewed PATS results, identified subject matter that would need more attention and modified teaching goals to accommodate those needs.</p>	APA Principal Grade 6, 9 Leaders
	<p>Review 2019 Diploma results to identify areas of celebration and improvement. Analyze by Curriculum area. Meet with Curriculum leaders to discuss results and set goals for each curriculum area.          This was done through team meetings and school newsletter.</p> <p>The analysis of 2019 Diploma exams began in the October meeting with Tim Coates, and team leaders followed with team meetings before Christmas. However, with only three weeks of school between Christmas and Chinese New Year, after which time online learning began, the focus on Diploma exams lessened with their cancellation.</p>	APA Principal Assistant Principal
	<p>Introduce staff to “High Effect size” instructional strategies (Link to Outcome 4) during Induction week (15 – 21 August 2019). Refer to Hattie’s work on Visible learning.          This was done as part of Teacher Week at the start of 2019/20.</p>	Head of School
Quarter 2	<p>Senior Leaders meet with Curriculum Leaders (Grades 10 – 12) and Learning Team Leaders (Grades 6 &amp; 9) to review implementation of strategies to deal with areas of improvement identified in the Q1 review. Not as effective as hoped due to school suspension and social unrest, but academic marks (quarter one report card) to identify students in need of additional support.</p> <p>HS Math department ran four extra after-school tutorial classes for G7/8 to prepare students for the school mid-term exam. Reviewed Junior Math program and added supplementary exercises for G7-9.</p>	SLT



	<p>Student achievement data collection should be improved so it is passed on to future teachers.</p> <p>HS Science and Math department collected and analyzed mid-term exam data with SmarterMark report to identify trends and make improvement for future. The Humanities teacher compared achievement data by assessment type and reviewed the criteria across all grades.</p>	
	<p>Homework calendar for each Grade level</p> <p>HS Assessment Calendar was made for each grade level to help teachers to collaborate summative assessment according to the Academic Procedure guidelines (at most two summative assessment on a day, and five in a week, with advance notice of at least one week).</p> <p>Display student work e.g. staircase gallery wall.</p> <p>Completed to a high standard.</p>	
Quarter 3	Hire great teachers! Blessed with the 2020/21 cohort of new staff. Only a small number needed.	SLT
	<p>Promote PD culture. At least 40 hours PD/year with enough budget. Teacher will choose what PD. Efficient application process.</p> <p>School suspension prevented this goal being achieved.</p>	
	<p>Strong support from Senior leaders on student discipline issues.</p> <p>Senior leaders delegated discipline to teachers or Deans, and clarified the levels of discipline. In many cases, the follow up meetings included triangulation with teachers, Deans, or Senior Leaders, and the level of communication with parents increased.</p>	

## END OF YEAR REVIEW OF 2019/20 KEY IMPROVEMENT STRATEGIES (KIS) AND THE 2020/21 ANNUAL PLAN

Student academic performance cannot be measured against the '2020 Targets' as both PAT and Diploma exams were cancelled due to Covid-19. Targets for 2021 have been set based on discussions with the appropriate teachers and consideration of the cohort of students.

Many of the KIS set for 2019/20 focused on setting a culture of high expectations for staff and students. There is a good level of satisfaction with progress made towards instilling this as part of the school culture. This will remain the focus for 2020/21.

Goal 1.1 Key Improvement Strategies 2020/21		
Timing	Actions	Who
All Year	Weekly professional Development for all teachers.	SLT
	Staff in leadership roles in the school have a PLD focus on raising student achievement.	SLT
	Set a culture of high expectations through school assemblies, Pastoral Advisory and Care blocks, posters.	SLT
	<p>Identify and monitor "at-risk" students.</p> <p>ELL Team: identification process for ELLs in place, ILPs templates prepared, Alberta benchmarks will inform the planning process for support and for an exit from the program. A proposal to start an after school English Language Development Program has been developed.</p> <p>Primary students with IPPS and ILPs to receive afternoon sessions for Social skill training and Language support.</p> <p>Modified Curriculum in place to provide small group learning for ELA, Math and Social Studies for G7-G9.</p> <p>G.10 students who marginally passed ELA, Math, Social Studies, and/or Science have been provided with an academic support class in tandem with</p>	Learning support



	Art (2 and 3 times per cycle, respectively), provided by a Humanities and Math/Science teacher. Students in grade 11 and 12 who have a study block now are provided with a dedicated study area in the library, and the larger groups of students are supervised and have teacher help available.	
	Implementation of the “Weekly Note” for High School teachers to weekly report student behavior and learning attitude.	
Quarter 1	Individual student profiles (ISP) provided to staff and parents. Discussion held at each Parent-Teacher conference on student academic progress.	
	Assessment calendar for each Grade level	
	Identify students ‘at-risk’ of not succeeding.	Learning support
	Introduce staff to “High Effect size” instructional strategies during Monday professional development time.	Head of School
	Grade 3 students to write Alberta Student Learning Assessments (SLA) Students will write the SLAs for the first time. The results (formative assessment data) will be used to improve student learning and enhance instruction for students. The data gained from the SLAs can: <ul style="list-style-type: none"> <li>a. facilitate collaboration between the Grade 2 &amp; Grade 3 teams.</li> <li>b. be used for individual teacher or team PD activities related to interpreting and using the SLA performance data</li> <li>c. be communicated with parents</li> <li>d. be used to establish individual learning goals with students</li> </ul> Teachers can use the data to: <ul style="list-style-type: none"> <li>a. create targeted instruction for:               <ul style="list-style-type: none"> <li>i) groups of students needing specific interventions</li> <li>ii) individual students requiring specific interventions</li> </ul> </li> </ul>	Grade 3 Team
	Assessment type, number, and criteria to be reviewed based on the requirements of online learning and/or on-site schooling.	
Quarter 2	Senior Leaders meet with Curriculum Leaders (Grades 10 – 12) and Learning Team Leaders (Grades 6 & 9) to review implementation of strategies to deal with areas of improvement identified in the Q1 review.	SLT
Quarter 3	Senior Leaders meet with Curriculum Leaders (Grades 10 – 12) and Learning Team Leaders (Grades 6 & 9) to review implementation of strategies to deal with areas of improvement identified in the Q2 review.	SLT
	Targeted PLD for PAT and Diploma teachers	



## Goal 1.2 CAIS students grow in Christ-like character and are of service to humanity.

### Performance Measures

- Work preparation: Overall teacher and parent agreement that students model attitudes and behaviors that will make them successful at work.
- Citizenship: Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Measure Category	Measure	Christian Alliance International School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	89.1	76.9	87.9	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	83.5	70.8	76.3	83.3	82.9	83.2	Very High	Improved Significantly	Excellent

	Target 2020	Actual 2020	Target 2021	Target 2022
Work preparation	80	89.1	89	92
Citizenship	75	83.5	83	85

Goal 1.2 Key Improvement Strategies 2019/20		
Timing	Actions	Who
All Year	Daily Grade 7-12 Pastoral Advisory and Care time for staff and students to build community. This time will have a focus on the character development of the students in line with the School Mission Statement. <b>Introduced successfully. We also introduced daily Community time in the Primary School</b>	Grade 7-12 teachers
	Weekly School Assembly and Chapel time. To celebrate successes, build community, reinforce Christ-like character of students who will be active citizens in society. <b>Achieved.</b>	HOS Chapel leaders
	Provide opportunities for students to serve in the community. <b>Partially achieved due to Covid-19.</b>	Staff
	Set school culture through posters in the school extolling good virtues, following school rules, showing concern for each other. Visual reminders. <b>Achieved to a high standard.</b>	SLT, School Development Office
	Students involved in activities such as Kindness Week and Pink Shirt Day. <b>Achieved.</b>	Staff
	Student Leadership training – Primary School leadership, High school leadership, School groups (GID, Social Justice). <b>This was done in the Library but needs to be across the whole school..</b>	HOS, Staff
	Parent Education Evenings: Parent Seminars on topics such as raising children, character development, digital issues, cyber-bullying. <b>Not done due to social unrest.</b>	SLT
Quarter 2	Discovery days and Spiritual Emphasis week <b>Both cancelled due to Covid-19</b>	SLT
	Hanging up banners in the Gym <b>In progress.</b>	PE
	Model Christ-like actions/words as teachers: show what it looks like to be a Christian in an organic way. Be a role model that students can look up to and emulate. <b>Achieved.</b>	All Staff
Quarter 3	Provide opportunity to go out to engage in the larger community in HK (Primary Service Days). Each grade should be given/provided with budget for an outing to serve (ie. Food Angel, Crossroads). <b>Not done due to Covid-19.</b>	All Staff
	Recycling (In-school)	Teachers and Students



	<b>“Green Teams” were founded in both primary and high school, and recycling programs were achieved to a high standard.</b>	
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## **END OF YEAR REVIEW OF 2019/20 KEY IMPROVEMENT STRATEGIES (KIS) AND THE 2020/21 ANNUAL PLAN**

Both these measures increased significantly and well above the 2020 target! The previously set targets for 2021 and 2022 have been revised upwards.

One of the contribution factors has been the Pastoral Advisory Care Teams (PACT) introduced in 2019/20. These daily 20 minutes sessions in small groups, built community and focused on growing good virtues into the lives of students.

<b>Goal 1.2 Key Improvement Strategies 2020/21</b>		
<b>Timing</b>	<b>Actions</b>	<b>Who</b>
All Year	Daily Grade 7-12 Pastoral Advisory and Care time for staff and students to build community. This time will have a focus on the character development of the students in line with the School Mission Statement. Daily Community Time in Primary grades to recommence when Covid restrictions are lifted.	Grade 7-12 teachers  Prep-G6 Teachers
	Weekly School Assembly and Chapel time. To celebrate successes, build community, reinforce Christ-like character of students who will be active citizens in society.	HOS, SLT, Chapel leaders, Guest Speakers
	Provide opportunities for students to serve within the school and wider community.	Staff
	Set school culture through posters in the school extolling good virtues, following school rules, showing concern for each other. Visual reminders.	SLT, School Development Office
	Students involved in activities such as Kindness Week and Pink Shirt Day.	Staff
	Student Leadership training – Primary School leadership, High school leadership, School groups (GID, Social Justice), Peer mentorship	HOS, Staff
	Parent Education Evenings: Parent Seminars on topics such as raising children, character development, digital issues, cyber-bullying.	SLT
Quarter 1	Introduce new House System for High School.	House co-ordinators
	Begin consultation with staff, parents and students on “CAIS Graduate profile”.	
Quarter 2	Provide opportunity for students who teachers identify with leadership qualities to serve students in the grades below them (eg. Gr 6 “Prefects”).	SLT
	Discovery days and Spiritual Emphasis week Planning	SLT
	Summarize consultation feedback from staff, parents and students on “CAIS Graduate profile” (2020/2021)	SLT
Quarter 3	Provide opportunity to go out to engage in the larger community in HK (Primary Service Days). Each grade should be given/provided with budget for an outing to serve (ie. Food Angel, Crossroads)	ALL STAFF
	Discovery days and Spiritual Emphasis week	
Quarter 4	Present to the school community the “CAIS Graduate profile”	SLT



## Domain: Learning Supports

*At CAIS, students experience a culture that affirms the uniqueness of their individual giftings and are part of a connected community.*

Staff, parents and students will experience being part of a Christ-centered and student focused community that is:

- Hospitable
- Compassionate
- Respectful
- Restorative
- Safe

### Goal 2.1 To build a school culture in which students feel safe.

#### Performance measure

- Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

Measure Category	Measure	Christian Alliance International School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.4	82.5	83.2	89.4	89.0	89.2	Very High	Improved Significantly	Excellent

Target 2020	Actual 2020	Target 2021	Target 2022
85	90.4	90	95

Goal 2.1 Key Improvement Strategies 2019/20		
Timing	Actions	Who
All year	School Theme: "Connected in Community" Assemblies, Community Time, chapel and PACT time promoted this theme throughout the year. Strong 'buy-in' especially under Covid-19 environment where we had to work hard to stay connected while isolated at home.	Staff
	Grade 12 students welcome arriving students at school gate each day. Partially achieved. During Covid-19 we stopped this practice for hygiene reasons.	Assistant Principal
	Daily Pastoral Care and Advisory time for staff and students to build community. This time will have a focus on how to work together in community. Introduced successfully while school in operation.	Grade 7-12 staff
	Weekly School Assembly and Chapel time. To celebrate successes, build community, reinforce the virtues of godly students who care for each other. Achieved.	HOS Chapel staff
	Provide opportunities for students to serve in the school. Partially achieved due to Covid-19 impact.	Staff
	Set school culture through posters in the school extolling good virtues and caring, respecting each other. Visual reminders. Achieved to a high standard.	Staff, School Development office
	Regular opportunities for student voice to be given on important issues within the school. Achieved. One notable example was working with Student Representative Council on a new "Gospel Camp" program which had been impacted by school closure due to social unrest. Grade 12 students were involved in	SLT



	the adjustment of the graduation ceremony planning, with special regard to limitations due to Covid-19.	
	Display Student work in corridors. Major improvement with the new bulletin boards. Student artwork is framed and displayed throughout staircase four.	Staff, School Development
	Students involved in activities such as Kindness Week and Pink Shirt Day. Kindness Week was very successful, but Pink Shirt Day (May) was not due to Covid-19.	SLT
Quarter 1	Student competition to design poster for the school theme. Not done.	School Development office
	Commence Community/Student Newsletter Not done. However, the English department began a small online writing publication called "The Line," which never went to print due to Covid-19; at the same time, student submissions were collected and writing awards were given out.	School Development office
	Review "Anti-bullying" program in the school. Report to the Senior Leadership Team by end of Q1. Student voice to be included. Completed.	SLT, Learning support
	Review how students may raise concerns about personal (physical, emotional and mental) safety in the school. Partially achieved.	SLT
	Start of year induction program for all new students. Completed. Feedback was very positive.	HOS, Admissions
	Grade 12 leadership camp. Not able to be introduced this year.	HOS, Assistant Principal
	New Parent Induction. Completed to a very high standard.	HOS, Admissions
	Introduce School song. "All glory to Christ" introduced.	HOS
	Investigate how to use staff with SEN training to assist teachers in addition to learning support staff. Partially achieved. With new director of SEN appointed for 2020/21 this will be improved.	SLT, Learning support
Quarter 2	Investigate the feasibility of creating a 'Specialist Classroom Teacher' (highly skilled teacher) role to coach staff. Not done due to Covid-19.	HOS
Quarter 3	Survey on school climate (Safety). Done through Accountability Pillar Surveys.	SLT
	Investigate the impact offering the Hong Kong Award for Young People (AYP) might have on school culture, respect and caring for each other. (2020/21). Meeting held with AYP staff and time allocation has been given to staff to investigate implementation.	HOS

## END OF YEAR REVIEW OF 2019/20 KEY IMPROVEMENT STRATEGIES (KIS) AND THE 2020/21 ANNUAL PLAN

An excellent improvement in the 2020 result and we have revised upward the target for future years. Reasons for the improvement came out of a stronger community bond among staff and students. The school theme in 2019/20 'Connected in Community' set the scene for the school culture.

During Covid-19 and the social unrest time, the school took deliberate steps to look after its staff and students. Resources and activities were provided to assist students with well-being while sequestered at home.



While we have had significant improvement over the 2019/20 year, there are specific grades that require greater support to ensure a safe and caring environment. Grade 4 and High School grades are the focus for 2020/21.

Goal 2.1 Key Improvement Strategies 2020/21		
Timing	Actions	Who
All year	Consistency in behaviour. Primary Learning Culture Plan: ABCD. Implementation of PAWS-tive Paws and Reflection rooms for G1-G6.	All staff
	Dispute Resolution Policy - establish a policy respecting the resolution of disputes or concerns at the school level between parents and school staff that supports a co-operative and collaborative learning environment for students.	SLT
	School Theme: Nerve to Serve. Within the appropriate guidelines of health and hygiene, to mobilize teachers and students to serve within the school and the wider community.	Staff and students
	Grade 12 students' welcome students at school gate each day.	Assistant Principal
	Improve pedestrian safety near the school using EA.	
	Daily Pastoral Care and Advisory time for staff and students to build community. This time will have a focus on how to work together in community.	Grade 7-12 staff
	Weekly School Assembly and Chapel time. To celebrate successes, build community, reinforce the virtues of godly students who care for each other.	HOS, SLT, Chapel leaders
	Set school culture through posters in the school extolling good virtues and caring, respecting each other. Visual reminders.	Staff, School Development office
	Regular opportunities for student voice to be given on important issues within the school.	SLT
	Implement a Child Protection Policy	SLT
	Display Student work in corridors.	Staff, School Development
	Students involved in activities such as Kindness Week and Pink Shirt Day.	SLT
	Continue with the beautification of the (phase one) school building, including murals, painting, digital signage, and themed displays.	Staff and Students
Quarter 1	Student competition to design poster for the school theme. Poster or photography competition	School Development office
	Commence Community/Student Newsletter.	School Development office
	Offer the Hong Kong Award for Young People (AYP) – "Green Bird in action" program for grade 7 students.	Assistant principal and AYP co-ordinator
	Review how students may raise concerns about personal (physical, emotional and mental) safety in the school.	SLT
	Grade 12 leadership Seminar	Assistant Principals
	New Student & New Parent Orientations – Online sessions for both held in August, face-to-face sessions on Sept. 21 for school resumption	Staff, SLT, Admissions



	Revision and implementation of ABCD Schoolwide Behaviour Program for Primary students. Staff training prior to resumption of face-to-face classes. Students informed during first grade-level assemblies in September	SLT, TLs, Staff
Quarter 2	Investigate how to enable staff with SEN training, in addition to learning support staff, to assist teachers. Senior Student Service Manager – training the team and staff to support SEN students - work in process.	SLT, Learning support
Quarter 3	Survey on school climate – Accountability Pillar and school designed	SLT



## Domain: Teaching and Leading

*At CAIS, teachers and leaders are life-long learners. They deliver a broad, high-quality teaching and learning program for all students. Leaders are servant minded and instructional leaders.*

Teachers experience a school culture where:

- effective pedagogical practice is clarified, personalized and embedded.
- professional learning and development is regular, differentiated and of the highest quality.
- the curriculum is taught within a biblical worldview.

### Goal 3.1 To enhance curricular, co-curricular and extra-curricular program offerings

#### Performance measure

- Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.

Measure Category	Measure	Christian Alliance International School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	Program of Studies	66.6	57.6	55.3	82.4	82.2	82.0	Low	Improved Significantly	Good

Target 2020	Actual 2020	Target 2021	Target 2022
60	66.6	70	75

Goal 3.1 Key Improvement Strategies 2019/20		
Timing	Actions	Who
All year	Schedule regular opportunities for students to showcase talents in Drama, Music, Art, Chinese. <i>Done in a limited way prior to December 2019.</i>	Staff
	School assemblies to promote participation in school wide events, sports days. <i>Achieved while school was in operation.</i>	Staff
Quarter 1	Review House system to ensure it provides opportunities for students to build community and school spirit. <i>Excellent progress made. Will be introduced in 2020/21.</i>	SLT
	Implement Guided reading program for Preparatory to Grade 6. <i>Limited implementation. Hope to continue implementation in 2020/2021.</i>	Assistant Principal
	Implement procedures to determine incoming students' English language proficiency. <i>Students who were determined, through written test and oral interview, to be marginal were referred to learning support teacher for consultation before admitting.</i>	Admissions
	Investigate 'Teach for Transformation'. <i>Hold over to 2021/22</i>	SLT
Quarter 2	House competition (2020/21). <i>In place for 2020/21</i>	House Leaders
Quarter 3	Plan for increased curriculum opportunities such as computing and another language (Spanish or French). <i>Based on student feedback, agreed to introduce Digital literacy and Computer Science classes in 2020/21.</i> <i>Planned the first French Language study trip to Nice, France during Discovery Days and partnered with Centre Meditteraneen D'Etudes</i>	SLT



	<p>Francaises (CMEF) to offer a 5-day French course for 26 students. However, trip cancelled due to COVID-19.</p> <p>Planned three Mandarin-immersion trips to Beijing, Shanghai, and Taiwan during Discovery Days for 54 students. However, trips cancelled due to COVID-19.</p> <p>Scheduled an after-school Beginner Japanese course for students in second semester. However, course cancelled due to Covid-19.</p>	
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## END OF YEAR REVIEW OF 2019/20 KEY IMPROVEMENT STRATEGIES (KIS) AND THE 2020/21 ANNUAL PLAN

While the perception of staff and students in this area ‘improved significantly’, it still remains a concern for the school. As the High School grows, the opportunity to offer more subjects increases.

Goal 3.1 Key Improvement Strategies 2020/21		
Timing	Actions	Who
All year	Schedule regular opportunities for students to showcase talents in Drama, Music, Art, Chinese.	Staff
	School assemblies to promote participation in school wide events, sports days.	Staff
	Increase course offerings for Art, Economics, and Psychology in order to create more course selection combinations for students. Added Computer Science and increase choices for AP courses.	SLT
Quarter 1	Introduce revamped House system to ensure it provides opportunities for students to build community and school spirit.	SLT
	Implement procedures to determine incoming students’ English language proficiency. ELL Team will work alongside Admissions.	Admissions
	Survey students and parents on what subjects they would like to see introduced in the school.	High School Assistant Principals
Quarter 2	House competitions.	House Leaders
Quarter 3	Plan for increased curriculum opportunities such as computing and another language (French)	SLT
	Offer students a French Language experience Offer an after-school Beginner Japanese course	Staff



**Goal 3.2 Teachers apply the Teaching Quality Standard (TQS).**

<b>Goal 3.2 Key Improvement Strategies 2019/20</b>		
<b>Timing</b>	<b>Actions</b>	<b>Who</b>
Quarter 1	Teachers study the TQS in August 2019 and develop their annual growth plan using the TQS in September 2019.  Teachers are familiarized with their mid-year and year-end performance measures. The Mid-Year Review and Annual Teacher Performance Appraisal record evidence of teachers meeting the TQS.	Principal
	Additional time to plan units and lessons to align with the Alberta curriculum. Unit plan structure was reviewed, and team leaders were included in discussion around template, content, and reflections.	SLT
	Learn new and appropriate teaching skills. Limited opportunity due to Covid-19.	All staff
Quarter 2	Each teacher will discuss their professional targets, which align with the TQS, with his/her Team Leader and Senior Leaders during the Mid-Year Review. Partially completed. Impacted by Covid-19.	SLT
Quarter 4	Each teacher will set new professional targets, which align with the TQS, with his/her Team Leader and Senior Leader during the year-end Appraisal Meeting. Done	SLT
	Survey at the end of the school year asking teachers what they need for PD so that the following school year the PD topics are already set. Not done.	HR

**END OF YEAR REVIEW OF 2019/20 KEY IMPROVEMENT STRATEGIES (KIS)  
 AND THE 2020/21 ANNUAL PLAN**

With so much disruption during the year, we had a focus on looking after the well-being of staff. With staff working from home, it was difficult to plan professional development opportunities.

<b>Goal 3.2 Key Improvement Strategies 2020/21</b>		
<b>Timing</b>	<b>Actions</b>	<b>Who</b>
Quarter 1	A new design for TPGP will be introduced. This format will have clear links to student achievement and TQS.	SLT
	Team Leaders review each of their team members' TPGP.	SLT
	Use OneNote for recording all appraisal evidence	SLT
	All teachers employed at CAIS will be working towards attaining the Alberta certification.	SLT
Quarter 2	Teachers to present their progress on TPGP to team leaders and adjust targets and review evidence criteria.	SLT
Quarter 4	Final presentation of TPGP, with reflection on TQS implementation, through a portfolio on OneNote with diversified evidence.	SLT



### Goal 3.3 Leaders apply the Leadership Quality Standard (LQS)

Goal 3.3 Key Improvement Strategies 2019/20		
Timing	Actions	Who
All year	APA Senior leaders begin online Leadership certification. Not done as APA were to attend the Leadership Conference in Macao. The conference was cancelled due to Covid-19.	APAs
Quarter 1 and 2 (2019/20)	Introduce Middle Leaders to the “internal” Leadership Quality Standards program (2 Year program). The book ‘Way of the Shepherd’ was studied by Team Leaders. Modules: LQS 3: Vision LQS 1: Fostering Effective relationships	Senior Leadership
Quarters 3 and 4 (2019/20)	Middle leadership Program LQS 6: Providing Instructional leadership. Senior Leaders and Team Leaders worked with teachers requiring support in their teaching and classroom management. LQS 7: Developing Leadership capacity Limited opportunity due to Covid-19.	Senior Leadership  Team Leaders
Quarter 1 and 2 (2020/21)	Middle leadership Program LQS 2: Modeling Commitment to Professional Learning. Senior Leaders had enrolled in Professional Development courses that were cancelled due to Covid-19. LQS 4: leading a Learning Community	Senior Leadership
Quarter 3 and 4 (2020/21)	Middle leadership Program LQS 8: Managing School Operations and Resources. Team Leaders created & submitted grade/subject level budgets for 2020-2021. LQS 9: Understanding and Responding to the Larger Societal Context	Senior Leadership Team Leaders

### END OF YEAR REVIEW OF 2019/20 KEY IMPROVEMENT STRATEGIES (KIS) AND THE 2020/21 ANNUAL PLAN

Goal 3.3 Key Improvement Strategies 2020/21		
Timing	Actions	Who
Quarter 1	Three APA’s will apply for Temporary Leadership Certification	Vice Principal
	APAs will work towards achieving the Leadership Certification by the end of academic year. Information on available online leadership training programs offered in Alberta has been obtained and programs will be examined for suitability given current context.	Vice Principal
	The school will host a Leadership course on-site for other Alberta School Leaders who need this certification in 2021, provided travel is permitted.	Vice Principal
Quarter 1	Middle Leaders undertake Professional Development LQS 1: Fostering Effective relationships	Senior Leadership
Quarter 2	Middle Leaders undertake Professional Development LQS 6: Providing Instructional leadership	Senior Leadership
Quarter 3	Middle Leaders undertake Professional Development LQS 4: leading a Learning Community	Senior Leadership
Quarter 4	Middle Leaders undertake Professional Development LQS 3: Vision	Senior Leadership



## Domain: Governance

*At CAIS, the Board (RMC), Senior Leadership Team and School Council work together united in purpose, like-minded in action and thought, and with clarity over roles and responsibilities.*

### Goal 4.1. To improve the quality of education at CAIS

#### Performance measure

- Overall teacher, parent and student satisfaction with the overall quality of basic education.

Measure Category	Measure	Christian Alliance International School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	Education Quality	89.9	80.7	82.7	90.3	90.2	90.1	Very High	Improved Significantly	Excellent

Target 2020	Actual 2020	Target 2021	Target 2022
84	89.9	90	92

Goal 4.1 Key Improvement Strategies 2019/20		
Timing	Actions	Who
All year	Reduce in-school variation in terms of teaching quality, standard operating procedures. <b>Partially addressed, and remains a major focus for 2020/21.</b>	SLT
	Induct new teachers. <b>Completed</b>	HOS, Mentors
	Support for beginning teachers. <b>Completed.</b>	HOS, Mentors
	Middle Leadership training program (LQS). <b>Partially completed.</b>	HOS
	Ensure Senior Leaders and Team Leaders see themselves as "Instructional Leaders". <b>Achieved.</b>	SLT TL
Quarter 1	Review Senior Leadership structure.	SLT
	Train mentors for new teachers. <b>Achieved</b>	HOS
Quarter 2	Need transparency in Student Admissions. Teachers need to know the benchmarks of new students: Behaviour standards, English levels, English fluency, Academic standards, and self-management. <b>Excellent improvement</b>	SLT
	Provide staff with articles on topics such as engaging students in learning, questioning techniques and other high effect size teaching strategies. <b>Partially due to Covid-19, articles on wellness and Christian education were circulated and discussed more frequently than academic and pedagogical literature, but a start was made; teaching strategies are the focus for 2020-21.</b>	SLT



## END OF YEAR REVIEW OF 2019/20 KEY IMPROVEMENT STRATEGIES (KIS) AND THE 2020/21 ANNUAL PLAN

There has been a significant turnaround in staff and student perception which is marvelous. However, further analysis shows two areas of concern:

1. Difference between teacher and student perceptions of lessons. Teachers tended to rate their lessons as engaging, interesting and challenging, well above student perception. This was especially noticeable in the High School.
2. Overall, the grade 10-12 still do not rate their quality of education very highly. Therefore in 2020/21 the High School Assistant Principals will have a major focus on improving the quality and effectiveness of teaching and learning.

Goal 4.1 Key Improvement Strategies 2020/21		
Timing	Actions	Who
Quarter 1	'Confront the brutal facts' presentation to High School teachers	HOS
	Reducing in-school variation program with a focus on teaching practices and routines	SLT
	Regular Professional Development opportunities for staff, every Monday after school.	SLT
	New Teacher Induction program	SLT
	Teacher Professional Growth Plans to focus on effective teaching strategies	All staff
All year	Grade 11 and 12 study blocks to be supervised. Assign teachers to supervise study blocks and to teach students executive functioning skills and academic study skills.	AP
	Senior Leaders and Middle Leaders are "Instructional Leaders"	SLT, TL
	Ensure that Grade 3 curriculum and practices are at the Accreditation standard	VP, TL
	Plan for Prep to Grade 2 to be accredited in 2021/22.	SLT TL HR
Quarter 1	HR to confirm eligible staff	SLT
Quarter 2 & Quarter 4	Student feedback surveys to be distributed by classroom teachers. In the ongoing goal to address the issue of student engagement in lessons, teachers will reflect on student opinion in their growth plan.	SLT
	Provide staff with articles on topics such as engaging students in learning, questioning techniques and other high effect size teaching strategies.	SLT TL



## Goal 4.2 To provide opportunities for parents to be involved in decisions about their children's education.

### Performance measure

- Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

Measure Category	Measure	Christian Alliance International School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Parental Involvement	Parental Involvement	85.0	60.9	62.1	81.8	81.3	81.2	Very High	Improved Significantly	Excellent

Target 2020	Actual 2020	Target 2021	Target 2022
75	85	80	85

Goal 4.2 Key Improvement Strategies 2019/20		
Timing	Actions	Who
All year	School Council meets 5 times a year <b>Only met twice due to social unrest and Covid-19.</b>	HOS
	Investigate ways for parents to be engaged in their children's education. <b>Achieved to great degree during Covid-19 online learning. Parents surveyed and feedback considered to adjust programming for all grade levels.</b>	
Quarter 1	Hold School Council elections for parent representatives at each Grade level. <b>Achieved</b>	HOS
	Investigate Uniform Exchange program. <b>Held over to 2020/21</b>	HOS
Quarter 2	Easter Parent Evening, and Thanksgiving evening. <b>Achieved. The school also ran a Parent Evening on 'Raising Children'. Dr. Michael Lindsay from Gordon College, Boston did the presentation.</b>	SLT
	Open house - Each class has an "open" day where parents come in and observe. <b>Not achieved</b>	ALL STAFF
	Improved communication, especially secondary. <b>Excellent improvement</b>	SLT
	The management structure is not clear to staff, parents and students. When stakeholders have questions or problems, they are not sure who to go to and who has the ability to listen to and make changes according to their concerns. <b>Leadership Structure diagram put up on school website.</b>	SLT
Quarter 3	Christmas Celebration evening <b>Christmas Carol evening hugely successful. Over 700 parents and students attended.</b>	SLT



## END OF YEAR REVIEW OF 2019/20 KEY IMPROVEMENT STRATEGIES (KIS) AND THE 2020/21 ANNUAL PLAN

### Commentary on performance

This indicator showed a significant increase in improvement however this is from the perception of teachers only.

Goal 4.2 Key Improvement Strategies 2020/21		
Timing	Actions	Who
All year	School Council to meet 5 times a year.	HOS
	Host information sessions with prospective and current parents about CAIS.	Admissions Advancement SLT
Quarter 1	Hold School Council elections for parent representatives at each Grade level.	HOS
	Investigate ways for parents to be engaged in their children's education. Such as survey parents on a variety of topics, including education during Covid-19. Incorporate their suggestions.	Staff
	Investigate School Shop dealing with school uniform and school items	HOS
Quarter 2	Christmas Celebration evening	SLT
	Open house - Each class has an "open" day where parents come in and observe.	ALL STAFF
	Parent Book study in the Library	AP
Quarter 3	Easter Parent Evening;	SLT
	Plan a Course Selection Night with parents to understand school programs and academic pathways.	Student Services, SLT
	Career Night with parents in various professions to teach high school students about career opportunities, and to build relationship through parental involvement in academic and career topics.	Student Services

### Goal 4.3 To have a culture of regular self-review and evaluation in the school.

#### Performance measure

- Overall percentage of teachers, parents and students indicating that their school has improved or stayed the same the last three years.

Measure Category	Measure	Christian Alliance International School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Continuous Improvement	School Improvement	81.0	56.0	52.0	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

Target 2020	Actual 2020	Target 2021	Target 2022
60	81	83	85

Goal 4.3 Key Improvement Strategies 2019/20		
Timing	Actions	Who
All year	Communicate with parents of the changes and improvements, revisions that are occurring in the school. <i>High levels of communication with parents throughout the year, via ConnectWeekly in particular.</i>	SLT
Quarter 2	Set up a schedule and process for Policy and Procedures Review (2020/21). <i>To be implemented in the coming year as planned.</i>	HOS

### END OF YEAR REVIEW OF 2019/20 KEY IMPROVEMENT STRATEGIES (KIS) AND THE 2020/21 ANNUAL PLAN

Of all the Accountability Pillar results, this is one of the most pleasing results. From 56% to 81% in one year, well past the target of 60% was an incredible achievement.

Goal 4.3 Key Improvement Strategies 2020/21		
Timing	Actions	Who
All year	Communicate with parents, students and teachers of the changes and improvements that are occurring in the school	SLT
Quarter 2	Set up a schedule for Policy and Procedures Review	HOS
	To have regular Student Perception of Teaching Survey to get students feedback for teachers' self-review and evaluation	SLT



**Goal 4.4 Clear roles and responsibilities are identified for the Board (RMC), Senior Leadership Team and School Council.**

<b>Goal 4.4 Key Improvement Strategies 2019/20</b>		
<b>Timing</b>	<b>Actions</b>	<b>Who</b>
All year	Build relationships between Board, School Council and staff through: shared prayer times, lunches, activities, parent evenings, welcome new staff RMC and School Council members attended a wide range of school community events during the year.	HOS
Quarter 2	Organizational Chart with clear roles and responsibilities is developed. Completed and on school website	HOS
	Develop a shared understanding of Governance and Management boundaries. Not completed	HOS

### **END OF YEAR REVIEW OF 2019/20 KEY IMPROVEMENT STRATEGIES (KIS) AND THE 2020/21 ANNUAL PLAN**

The improvement in relationships has been evidenced in the positive Accountability Pillar Results. The RMC has become more visible and had a more positive profile amidst the staff and parents in the past year.

<b>Goal 4.4 Key Improvement Strategies 2020/21</b>		
<b>Timing</b>	<b>Actions</b>	<b>Who</b>
All year	Strengthen relationship between Board, School Council and staff through shared prayer times, lunches, activities, parent evenings, welcome new staff.	HOS
Quarter 2	Develop a shared understanding of Governance and Management boundaries.	HOS