**International Department at Qingdao #58 EP for 2021/22**

**Accountability Statement for the Education Plan**

The Education Plan for QSIS Qilu- Sino-Canadian International School at Qingdao No.58 High School commencing on August 30, 2021 was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board approved this Education Plan for the 2021/2022 school year on November 29th, 2021.

Sincerely,

 Mr. Guobin Yuan

 School owner, Principal

**Stakeholder Feedback**

* In July, our administration met with stakeholders and both they and the Chinese administration agreed that because of the reduced in-class time over the past two years a result of the global pandemic, the students at all grade levels have lost some valuable class time. In particular, this has affected confidence levels in English fluency and some related comprehension skills.
* As a result of the Fall update regarding diploma exams, stakeholders organized a November meeting, administration and stakeholders had renewed concerns over grade 12 diploma exams in all subjects. It was recommended that we re-focus on strategies and measurable goals which resulted in the following mock exam goals/plan.

**Proximal Goal**

* All diploma class teachers with mock exams at the start of every month (first for Fall semester to be administered on Dec. 2). Teachers will provide specific feedback to students and record averages to show evidence of improvement and reduction of teacher awarded/ diploma gap. December results should show a 5% reduction of the gap, while January results should show a 10% reduction of the gap. The discrepancy refers to ELA and Social Studies, but all mock exam scores will be recorded and compared with similar attention.

**Distal Goal**

* We will reduce the teacher awarded/diploma gap for our provincial assessment by 10% in ELA 30 by the end of semester one on January 21st. Similarly, we will reduce our teacher awarded/diploma in Social Studies 30-1 by the end of second semester. First mock diplomas for Social Studies will be in February of 2022, following the spring festival break.

**Previous ELA/Social Studies diploma gaps**

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| QSIS Qilu Sino-Canadian International School (Qingdao) |
|   | Average School Awarded Mark (%) | Average Diploma Exam Mark (%) | Difference / Discrepancy (%) |
| 17/18 English 30-1 | 96.3 | 57.1 | 39.2 |
| 18/19 English 30-1 | 92.4 | 56.4 | 36.0 |
| 17/18 Social Studies 30-1 | 92.6 | 63.2 | 29.4 |
| 18/19 Social Studies 30-1 | 90.9 | 57.1 | 33.8 |

**Diploma Strategies**

* All quizzes and tests in ELA 30 and Social Studies will incorporate diploma questions with careful review. This strategy has been in effect since the beginning of the semester.

**Local Components and measures**

* In January, a survey based on the accountability survey questions previously sent to students and teachers will be administered to parents. Those results will be reviewed and shared with school authorities and stakeholders prior to the start of second semester.

**Other Strategies for overall achievement**

* ELA teachers will collaborate to determine identifiable comprehension issues for all grade levels using pre-assessment tests in both writing and comprehension skills.
* identify common issues at each grade level in order to plan clearly defined goals per grade level
* In January we will re-assess student progress and the effectiveness of the new strategies and determine next steps.

**Other strategies/additional information**

* Once classes begin in early-mid September (when students have returned and been administered their tablets and laptops) ELA teachers will administer pre-assessment writing and comprehension tests for their students. These tests are based on materials previously released for Diploma and PAT tests.
* ELA strategies focus group for Spring PD session. October's PD focused on time management and curriculum planning. At future ongoing weekly staff meeting, we will discuss progress, including the results of the mock exams and if we have achieved our goals regarding the discrepancies.
* For each grade level, ELA will be a short list of ELA skills to be mastered. Comprehension tests and short essays will be used to determine if the student has mastered these skills.
* Beginning in October, ELA teachers have created weekly learning coach sessions with students requiring extra help with comprehension who continue to struggle will be given extra assignments and will meet with teachers for more individual consultation
* Students who demonstrate proficiency in these skills will be encouraged to lead group activities or will be given extended projects/writing assignments that they can incorporate into their ELA portfolios.
* Students are now required to study weekly vocabulary enhancement packets containing 100 - 200 advanced English words. They are tested weekly on spelling, definitions and sentence usage for 20 words.
* The mock exam initiative was previously proposed in our action plan from January 2020, which was intended to help reduce the gap between final diploma grades by imposing more regular mock exams. Due to the cancellation of the previous year's exams, this is only being implemented for 2021/22.

**Specific domains that are addressed by the plan**

* **Student Growth and Achievement:** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learner, and demonstrate citizenship.
* **Teaching and Leading:** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
* **Learning Supports:** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasize and all students are welcomed, cared for, respected and safe.