**International Department at Qingdao #58 EP for 2022/23**

**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, 202 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 2022/2023 school year on Saturday May 14th, 2022.

Sincerely,

 Mr. Guobin Yuan

 School owner, Principal

**Stakeholder Feedback**

* Last summer 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 and-a half 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 ongoing discussions, 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. This was intended for last year's plan, but the only aspect we were not able to follow through on were the diploma results and comparison since those were cancelled for the first semester, and the results for the June 2022 exams are still pending.

**Proximal Goal**

* All diploma class teachers with mock exams at the start of every month. The first for Fall semester to be administered in early October, and for the second semester it will likely be early January, depending upon the yearly calendar (not usually available until September, with a revised version in the winter). 2). Teachers will provide specific feedback to students and record averages to show evidence of improvement and reduction of teacher awarded/ diploma gap. October 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. We have discussed with teachers that at least two more formal mock exams will occur during each semester between a steady balance of new unit/curriculum information.

**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. 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 January or early February of 2023\* (depending on calendar dates to follow this September).

**Previous ELA/Social Studies diploma gaps (for our most recent results)**

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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**

* Following the incoming results of the first semester diplomas, 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 (or near start of semester 2) 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 teachers during fall orientation and 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.
* ELA and Humanities 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 based on their performance.
* 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 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 for Alberta Ed 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 was planned to implemented for 2021/22\*. Diplomas were cancelled for first semester and we are awaiting results for June 2022, which are yet to be written.

**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.