



School Improvement Goals

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Instruction and assessment will be differentiated to ensure that each student is challenged at an appropriate level. (Director)

Prior Initiatives

- Professional Development by Consultant Erma Anderson for all CAISL Math and Science Teachers
- Professional Development for Grades 1 through 12 English, ESL, and Math Teachers in tiered instruction strategies followed by piloted and observed lesson plans and individual feedback
- Professional Development for Math Teachers in differentiated instruction led by two CAISL IB Math Teachers for colleagues

18-19 Initiatives

- Professional Development for Grades 1 through 12 Portuguese Native/Fluent Language Teachers in tiered instructional strategies followed by piloted and observed lesson plans and individual feedback (1st semester)
- Professional Development for all IB Teachers led by the two CAISL IB Math Teachers following on from their initiative in 17/18.
- Professional Development for Grades 1 through 12 PFL, World Languages, Science and Social Studies teachers in tiered instructional strategies followed by piloted and observed lesson plans and individual feedback (2nd semester)
- Identify a member of the Faculty who will take a leadership role in continuing implementation into 19/20



Active engagement of students in the learning activities will be in evidence throughout the school at all grades and all subjects as the primary method of instruction. (Elementary Principal)

Prior Initiatives

- Curriculum groups completed draft versions of "Framework documents" in PNL, and ESL, ready for 18/18 school year.
- Curriculum frameworks were revised for LA, Math, Science and Social Studies. These provided a framework and reference for major learning themes that might lend themselves to major active learning projects.
- Introduced staff to a variety of different active learning strategies and ask them to choose and use just one of them in class during 1st quarter.
- Invited feedback on these strategies in "like" groups, and then in mixed groups to "cross-pollinate" ideas, adaptations on strategies and enthusiasm.
- Teachers of English, Math, Science Social Studies, Portuguese, ESL and World Languages visited classrooms and commented on active learning strategies in use in "Open Door Month" in March.
- A Differentiation/Active Learning committee (DALC) was formed from those considered "master teachers" to generate ideas for extending good practice.
- Edited Teacher Observation form to include active learning strategies.

18-19 Initiatives

- Pilot curriculum frameworks in PNL & ESL.
- During 18/19 IT, World Languages, PFL, PE, and Fine Arts curriculum committees will draft curriculum frameworks, to pilot in 19/20.
- DALC committee to work with SMT to present and share ideas and good practice with colleagues who are not so comfortable with them.
- SMT continue to reference Active Learning strategies seen in lesson observations, and include them in all lesson feedback via the edited observation form.
- SMT to identify teachers resistant to embracing Active Learning in classes and provide additional support/training.
- "Open Door" will be extended to include
 - *one in November (each Secondary teacher to observe two Elementary colleagues, one in own subject area and one outside it)*
 - *one in February (each Elementary teacher to observe two Secondary colleagues, one in own subject area and one outside it).*

Students will have positive attitudes and approaches to the challenges the world presents by

adopting healthy lifestyle and appropriate stress management through a preventative “social issues” program is incorporated throughout the school. (Student Support Services Coordinator)

Prior Initiatives

- The PSHE curriculum was updated and piloted.
- The updates to the curriculum relate to topics such as: addictions (substances and online), sexual health (consent, violence in dating, healthy relationships, social media impact)
- In secondary it was implemented a new schedule format and initiated a collaboration with MS advisory program.
- Professional development by attending the Conference on Clinical Psychology

18-19 Initiatives

- Consolidate the PSHE program
- Create a year plan with a brief description of lesson plans and resources
- Update and pilot the career counseling program for High School

having the skills to think critically on current issues and the habit of mind to do so (Senior Management Team)

18/19 Initiatives

- Provide workshops for all Faculty in August 2018 on how to identify valid sources online (conducted by the Humanities Curriculum Coordinator)
- Identify a member of the Faculty who will take a leadership role in continuing implementation for the remainder of 18/19 and possibly into 19/20

becoming responsible environmental stewards (Secondary Principal)

Prior Initiatives

- All-staff training during August workshops conducted by Tratulixo

18-19 Initiatives

- Addition of recycling receptacles to ensure that there is a full complement of paper, plastic and garbage bins available.
- Recycling assembly for Elementary students with presentation from Tratulixo.
- Elimination of plastic straws and plastic disposable water bottles from the Snack Bar



engaging in a service project annually which includes aspects of community outreach and social inclusion (Secondary Principal)

Prior Initiatives

- Creation of a Service Learning Coordinator position.
- Development of CAISL's definition of Service Learning.

18-19 Initiatives

- Pilot Service Learning program in Grade 8 (Roots and Shoots).
- Identify "early adopters" for second semester training.
- Establish structure of the program.
- Identify inputs, outputs and impacts of our Service Learning program.
- Determine the structure for documenting successes and areas for improvement.
- Establish what current work constitutes service learning.
- Identify the mechanisms for documenting the service learning program.

Adopting as habits of life the elements of CAISL's Hidden Curriculum (Director)

Prior Initiatives

- Staff development to identify shared expectations, both for staff and students, of the Hidden Curriculum.
- Survey of staff to set a baseline for subsequent years. Review of this survey data led to a review of the Hidden Curriculum descriptors and the addition of "Give thoughtful consideration to the opinions of others".
- All school migration from "Character Counts" to Hidden Curriculum.

18-19 Initiatives

- Performance review documents include elements of the Hidden Curriculum.
- Initiatives to publicize the Hidden Curriculum include posters visible throughout the school and an awareness (color) week.
- Elementary students selected by Sara and Katie will work alongside select MS and HS Student Council members to create a "think tank" which will help provide a conduit for further collaboration on Hidden Curriculum elements.
- 1st Monday Faculty meetings as far as possible include review of the success of the chosen "focus" items for the Hidden Curriculum with continual reminders and revisions



Technology will be integrated into the instruction, assessment, reporting, record-keeping, and security processes and procedures in a way that facilitates learning and communication.

An integrated system will be used to facilitate and control operational processes. (Business Manager)

Prior Initiatives

- Identification of provider of integrated systems with which we will likely work

18-19 Initiatives

- Ensure staffing to oversee and coordinate this initiative
- Prioritize the elements of the initiative to be done during current year and subsequent years.

An integrated and secure system of maintaining, transferring, and communicating essential client and employee information will be developed to ensure both ease of access and data protection. (Information Technology Manager)

Prior Initiatives

- Determined and initiated implementation for the secure storage, access, and disposal of confidential data/documents whether digital or print
- Created guidelines for all personnel on GDPR and their roles in it and ensure all are aware through both written data and training meetings
- Created policies adopted by the BOT governing employee access and use of personal data
- Revised log-ins and emails to ensure anonymity
- Encrypted all computers, both desktops and laptops
- Reviewed and reorganized the primary databases (Admin+ and PHC) to ensure access restricted to those with a need to know
- Reviewed online site to ensure GDPR compliance and eliminate use of those not compliant

18-19 Initiatives

- Reorganize for privacy the business office network folder and restrict access
- Complete the “data retention” plan and implement training for all responsible parties
- Simplify the method of governing data by level of confidentiality using MS 365
- Revise the Application for Admission, Registration and Re-Registration forms to ensure appropriate collection of essential data and communication with families as to the need and use



Technology will be integrated into instruction and assessment in a supportive and appropriate way by all faculty. (Director)

Prior Initiatives

- Designed and implemented K-10 Scope and Sequence of essential skills in all MS Office applications and online research which is taught by core teachers at every level
- Investigated various online course providers to find one which would assist in personalizing educational offerings

18/19 Initiatives

- Ensure K-10 Scope and Sequence is being implemented and revise/train as necessary
- Pilot 1st year use of Global Online Academy for High School students