**2023-2024**

AL MAWAKEB AL GARHOUD

DSIB ACTION PLAN

| **Key Area 1:**  **Ensure that all teachers make full use of assessment data to provide appropriately focused support and challenge for all students** | | | | | |
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| **Key Actions** | **Lead Person** | **Resources/ Cost** | **Timeline** | **Success Criteria** | **Progress** |
| * 1. Refine the assessment framework to promote collaboration among teachers to develop rigorous on-going and summative assessments. | * SC * Teachers | * Department Meeting * Assessments * Assessment Framework | * May 2023-June 2024 | * In phase 2, at least 75% of students meet the curriculum expectations in MAP (Spring 2024) and at least 50% of students exceed the curriculum expectations in MAP (Spring 2024). * In phases 3 and 4, at least 75% of students meet the curriculum expectations in MAP (Spring 2024) and at least 61% of students exceed the curriculum expectations in MAP (Spring 2024). |  |
| * 1. Provide teachers with guidelines and models on using assessment data to inform instructions and accommodate to students’ learning needs. | * SC * Teachers | * Department Meeting * Internal Assessment results * Student Profile * MAP, CAT4, & NGRT reports | * November 2022-June 2024 | * In phase 2, at least 75% of students meet the curriculum expectations in MAP (Spring 2024) and at least 50% of students exceed the curriculum expectations in MAP (Spring 2024). * In phases 3 and 4, at least 75% of students meet the curriculum expectations in MAP (Spring 2024) and at least 61% of students exceed the curriculum expectations in MAP (Spring 2024). * In phases 2-4, at least 75% of students show progress in NGRT from Fall 2023 -Spring 2024. * 100% of the teachers can read and analyze data to inform instructions and accommodate to students’ learning needs. |  |
| * 1. Develop rigorous annual professional development for leadership and teachers to build on the principles of assessment when reviewing and modifying the curriculum. | * SC * Teachers | * LMS academic resources * Scope & Sequence * Students’ data from internal & external assessments * Curriculum review guidelines | * June 2023 - June 2024 | * All Subject Coordinators implement successfully targeted department goals focusing on assessment data to review and modify the curriculum to meet all students’ needs. |  |
| * 1. Provide professional development training for teachers to:  1. Evaluate what rigor is by collaboratively or/and independently designing and creating ongoing rigorous assessment and independent tasks aligned with the curriculum standards. | * SCs * Teachers | * Student Profiles * Class Rosters * CAT4 Reports * MAP Reports * NGRT Reports | * Sept. 2022-June 2024 | * All teachers effectively use data from all internal and external assessment sources to identify students’ areas of strengths and areas for development and to meet all students’ learning needs. |  |
| 1. Follow a systematic data literacy process to collect, read, analyze, and interpret data from internal and external (MAP, CAT4, NGRT, IBT) assessments:  * Identify GAT, very abled, and students with very low verbal deficit. * Follow data analysis with high quality corrective instruction. * Reassess to demonstrate success and determine the effectiveness of the corrective instruction. | * SCs * Teachers | * CAT 4 reports * MAP reports * NGRT reports * IBT reports * Internal assessment Data * Student profile | * Sept. 2022-June 2024 | * At least 75% of teachers plan remediation/intervention sessions based on the analyzed data. * Students who are reassessed after corrective instruction show progress. |  |
| * 1. Teachers train students to: * Read and interpret their external assessment results (MAP, NGRT, IBT) * Set their goals to show progress in the next external assessment window. * Practice on the skills set in their goal setting using IXL Skill Plan for Math, English, and Science * Reflect on teachers’ feedback given to them on the work done based on the goal setting. | * Teachers * Students | * MAP class reports * NGRT reports * IBT reports * Goal setting template * IXL skill plan | * Sept. 2023- May 2024 | * All students are aware of strengths and areas for development based on their external assessment results. * Most students set their next steps to improve their learning. |  |

| **Key Area 2:**  **Ensure that there is an appropriately led and sustained drive to improve literacy in all phases** | | | | | |
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| **Key Actions** | **Lead Person** | **Resources/ Cost** | **Timeline** | **Success Criteria** | **Progress** |
| * 1. Develop a sustained plan to promote literacy across phases by: * Ensuring access to a wide range of digital and non-digital reading material (RAZ and supplementary books). * Providing opportunities to engage with complex literary and informational texts. * Providing explicit instructions in reading strategies. * Providing ample opportunities to engage in writings that enhance critical thinking and analysis skills. * Promoting literacy activities such as read aloud, storytelling, and DEAR. * Engaging all stakeholders, including parents in supporting literacy instruction and student achievement. * In Arabic: participating in national competitions (Emirates Festival of Literature, Poetry for All and Chevron’s Readers Cup- Reading Arab Challenge) * Scheduling frequent library visits to develop reading habits. * Adding ‘Kutubee Platform” to enhance reading skills. * Creating ‘Reading Essentials” on school portal to promote “read aloud”. * Conducting Benchmark Exam –IBT to enhance reading skills. | * SC * Teachers | * RAZ platform * Library/ Supplementary books * ‘Kutubee” Platform * Circulars | * Oct. 2023- June 2024 | * All students are reading complex texts and writing extended pieces. * In phases 2-4, at least 75% of students show progress in NGRT from Fall 2023 -Spring 2024. |  |
| * 1. In phase 2, build on and refine the Daily 4 framework that instills independent reading behaviors and skills among learners. | * SC * Teachers | * Class observations * PD schedule * Lesson plans * Running records | * Sept.2023-June 2024 | * In MAP Reading interim assessments, at least 61% of Gr.3-4 students show progress in reading level from Spring 2023-Spring 2024. * In NGRT at least 61% of Gr.1-4 students show progress in reading literacy skills from Fall 2023-Spring 2024. |  |
| * 1. Provide opportunities for professional development on reading strategies.  1. Introduce reading routines based on the Science of Reading | * SC * Teachers | * PD Schedule * PD presentations * Reading Routines | * Sept. 2023-June 2024 | * All students are actively engaged in reading and writing. * In MAP Reading interim assessments, at least 61% of Gr.3-4 students show progress in reading level from Spring 2023-Spring 2024. * In NGRT at least 61% of Gr.1-4 students show progress in reading literacy skills from Fall 2023-Spring 2024. |  |
| * 1. Engage students in internal and external extracurricular activities that promote literacy. | * SC * Teachers * Students * HoSs | * Circulars * Budget * Venue | * Sept. 2023-June 2024 | * All students are actively engaged in reading and writing. * In MAP Reading interim assessments, at least 61% of Gr.3-4 students show progress in reading level from Spring 2023-Spring 2024. * In NGRT at least 61% of Gr.1-4 students show progress in reading literacy skills from Fall 2023-Spring 2024. |  |
| * 1. Introduce a Literacy Committee comprising subject leaders, teachers, and high achieving students of G9-12 (consistently getting high scores in NGRT, MAP and CAT4 Verbal battery) with the following objectives: * Promote literacy awareness * Increase literacy rates * Organize literacy events * Measure and track progress of literacy goals * Support research into effective literacy strategies and stay updated on best practices. | * SC * Teachers * Students * Activities Coordinator | * Meeting schedule * Progress tracking documents * Events calendar * Data from assessments | * January 2024 – June 2024 | * Students’ reading scores in NGRT and MAP improve by 5-10%. * At least two research projects or studies related to literacy improvement are initiated annually. * At least two new literacy strategies are added into the curriculum per year. * At least 70% of committee members attend literacy conferences, workshops, or training sessions annually. * At least 3 literacy awareness campaigns or workshops are conducted annually for parents and students. |  |

| **Key Area 3:**  **Ensure that teachers in the upper phases provide regular opportunities for students to research using technology and that they evaluate information from multiple sources** | | | | | |
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| **Key Actions** | **Lead Person** | **Resources/ Cost** | **Timeline** | **Success Criteria** | **Progress** |
| * 1. Create a research framework to set clear objectives and expectations to integrate research skills in the curriculum. | * SCs * Teachers | * Research framework and guidelines | * Sep 2023-June 2024 | * All teachers develop competence in integrating research skills in their planning. |  |
| * 1. Develop and provide professional development training for teachers on research methodologies using technology: * Investigative techniques * Data analysis * Information literacy | * SCs * Teachers | * PD Time * PD Schedule * Learn online | * Aug.2023-June 2024 | * All teachers integrate research skills in their planning. * Most students develop independent learning and research skills. |  |
| * 1. Establish horizontal committee that includes teachers from different content areas to: * Collaborate in planning interdisciplinary activities and projects related to research skill development. * Share best practices on successful teaching strategies that promote research. | * SCs * Teachers | * Meeting time * Meeting minutes | * Sept.2023-June 2024 | * At least 1 interdisciplinary activity/project is planned and implemented per semester. |  |
| * 1. Build on inquiry-based learning and performance-based learning that promote research skills that aim at augmenting knowledge from multiple sources. | * SCs * Teachers | * Lesson plans * Students’ work | * Sep.2023-June 2024 | * In phase 2, at least 75% of students meet the curriculum expectations in MAP Spring 2024 and at least 50% of students exceed the curriculum expectations in MAP Spring 2024. * In phases 3 and 4, at least 75% of students meet the curriculum expectations in MAP Spring 2024 and at least 61% of students exceed the curriculum expectations in MAP Spring 2024. |  |
| * 1. Utilize the available space from discontinuing the Computer Lab by dedicating it to a new science lab to create more opportunities for students to enquire, investigate and apply research | * Principal * Facilities Manager * Science Coordinator | * Budget resources for science equipment * Timetable sessions | * January 2023 | * Dedicated sessions in the timetable available for lab * Students are utilizing the lab to conduct investigative experiments. * Students are producing high quality lab reports |  |

| **Key Area 4:**  **Create appropriate systems of feedback on students’ written work and include next steps to improve their learning.** | | | | | |
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| **Key Actions** | **Lead Person** | **Resources/ Cost** | **Timeline** | **Success Criteria** | **Progress** |
| * 1. Provide professional development training for teachers to:  1. Develop a common and clear understanding of what effective feedback is by determining the following: 2. Purpose of feedback 3. Role of goal setting 4. Role of teachers 5. Role of student 6. Use the feedback framework to engage students in the process of receiving and interpreting feedback by using: 7. Well-designed rubrics 8. Conferring protocol 9. Active retrieval practices (self-reflection and peer-reflection) | * SCs * Teachers * Students | * PD Time * PD Schedule * Rubrics * Running Records * Student Profile * Feedback framework | * Aug .2023-June 2024 | * All students are actively engaged in their learning. * At least 80 % of students demonstrate independent learning skills. * At least 61% of students show progress from MAP Spring 2023 to MAP Spring 2024 |  |