2022-2025

AL MAWAKEB AL GARHOUD

SCHOOL IMPROVEMENT PLAN

Priority 1: **To enhance the wellbeing of students and staff in the school** **(Refer to Wellbeing Action plan for more details)**	**Performance Target:** • Wellbeing in the school is aligned with the UAE Wellbeing National Strategy • The Dubai student wellbeing census shows that results for our students across the different areas being measured are higher than those for all Dubai students • The results for Emirati students' wellbeing are higher than those for all Emirati students in Dubai • Students and staff retention rates are high • A majority of parents participate in activities targeting students' wellbeing • More than 70% of survey data show positive feedback from students, parents, and staff • Student attainment and progress improve as a result of reduced stress

Focus Area	Strategies (Led by: Principal and Wellbeing Committee)	Timescale	PIC	Resources	Progress
Planning, Policies and Procedures	1) Update the Wellbeing Policy for the school.	Aug. 2022	• Wellbeing Team	• AMSI resources • Meeting time	🟢
	2) Revise the Wellbeing Action Plan on a yearly basis.	Aug. 2022			🟢
	3) Expand the Wellbeing Team to include middle management, teachers & parents in addition to the Wellbeing champion & students.	Aug. 2022			🟢
	4) Update the Electronic Communication and Social Media Use Policy.	Aug. 2022	• ICT	• IT resources	🟢
	5) Promote a "Growth Mindset" and "Praise Culture" across all school levels to help reduce academic worries and anxiety among students, especially with a focus on phases 3 and 4: a) Introduce additional praise systems similar to Wall of Fame in all sections. b) Enhance the student merit system and use it more frequently to praise students and promote the growth mindset.	Aug. 2022 – Jun 2023 and ongoing	• Curriculum coordinator • Wellbeing Team • HoS	• Printed docs • ECA resources	🟢

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

	6) Increase the opportunities for students, staff, and parents to exercise their voice (e.g., Feeling Indicator Wall, A Place For All QR Code)	Oct. 2022	• Wellbeing Team • HoS		🟢
	7) Collect, analyze, and use data, to monitor and refine the school's approach to wellbeing and to inform wellbeing strategies, policies, and procedures.	Sept. 2022 & ongoing			🟡
	8) Monitor the wellbeing of students of determination and Emirati students.	Aug. 2022 – Jun 2023 and ongoing			🟡
	9) Enhance the inclusion department by hiring a Social Counselor	Sep. 2023			🟢
Professional Development	1) Register the Wellbeing Champion and Wellbeing Team in external workshops on SEL. 2) Plan PD sessions to enhance teacher's understanding and use of SEL. 3) Conduct focused PD sessions for the middle leadership team to inform them of the "Growth Mindset" approach and its benefits. 4) Plan PD sessions twice a year with the objective of enhancing staff wellbeing. 5) Develop a mentorship program for teachers to share SEL expertise	Aug. 2021 – May 2023 and ongoing	• External resources • Curriculum Coordinator • Wellbeing Champion • Teachers	• Workshop material • Meeting time	🟢 🟢 🟢 🟢 🟡
Curriculum and Instruction	1) Integrate SEL into the curriculum using the Massachusetts and Illinois Standards. 2) Ensure that lesson planning across subjects and phases contains connections to crucial learning for wellness. 3) Adapt the school curriculum to target student wellbeing while addressing their academic issues. 4) Increase curriculum offerings of course electives that target wellbeing. 5) Ensure that the workload allows for more focus on students' wellbeing rather than attainment.	Oct. 2022 – May 2025 Aug. – Sep. 2022 Jun. 2023 – Jun. 2025 Aug. – Nov. 2022	• Wellbeing Team • SCs • Curriculum Coordinator	• Workshop Material • Curriculum documentation • Assessment data	🟢 🟢 🟢 🟡 🟢

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

Assessment	1) Adapt the assessment requirements to target student wellbeing while addressing their academic issues. 2) Revisit the assessment procedures to decrease the load on students with a focus on quality assessments vs quantity assessments. 3) Ensure a smooth transition between assessments pre and post covid.	Jun. – Jul. 2022	• HoS • Curriculum Coordinator • SCs	• Assessment Calendar • Assessment Policy	🟢🟢🟢
Digital Wellbeing	1) Develop the activity calendar to include awareness sessions and activities that promote positive virtual communications. 2) Involve students in leadership roles that include involvement in spreading awareness on the importance of digital wellbeing. 3) Partner with parents to enhance students' awareness on positive use of digital communication. 4) Activate the role of the ICT department to carry out campaigns on the school portal and Social Media platforms.	Oct. 2022 – May 2023	• Activity coordinator • Wellbeing team • ICT	• ECA • ICT resources	🟢🟢🟢🟢
Student Activities	1) Revisit the activities calendar to reinitiate activities that focus on wellbeing and that have been stopped due to the pandemic. 2) Design targeted activities based on the data from the surveys. 3) Increase student participation in external activities and secure provisions for all suggested ECAs and external participations.	Jun. – Jul. 2022 Oct. 2022 – May 2023 (ongoing)	• Wellbeing Champion • Activities Coordinator	• Activities Calendar • ECA requirements	🟢🟢🟢
Student Health	1) Collaborate with the Health & Safety committee to devise plans for excellent communication on health issues to all stakeholders. 2) Increase leadership opportunities for students of determination to involve them in awareness sessions for students. 3) Increase the number of students active in the Health & Fitness clubs. 4) Plan for school-wide activities that promote for healthy lifestyles. 5) Increase the outlets for students to express frustrations, sadness and/or anger and provide them with prompt aid to overcome their concerns. (Let's Talk, A Place For All, Be Safe)	Oct. & Nov. 2022 – Nov. 2022 – May 2023 Sept. 2022 Oct. 2022 – May 2023 (ongoing)	• Wellbeing Team • Health and safety committee • Principal • Wellbeing Team • HoS • Inclusion Coordinator	• Questionnaires • ECA material • IT resources • AMSI resources • Meeting time	🟢🟡🟢🟢🟢

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

Parents' Engagement	1) Include parents in the Wellbeing Team. 2) Include wellbeing surveys in all PTMs that take place during the year. 3) Increase outlets for parents to share wellbeing/safeguarding concerns. 4) Involve parents in workshops, awareness campaigns, regular consultation, and subject focus meetings that target adolescence and mental wellbeing. 5) Facilitate meetings with parents during the schoolyear.	Sep. 2022 – Apr. 2024 (ongoing)	• Wellbeing Team • Activities Coordinator • HoS	• ECA material • Meeting time	🟢🟢🟢🟢🟢

Communication	1) Conduct awareness meetings and campaigns with different groups of stakeholders that target wellbeing:
	  a) Emails from Principal to parents, students, and teachers
	  b) Messages on social media to AMG community
	  c) Share newsletters with parents that focus on the general wellbeing.
	  d) Meetings with groups of students to spread awareness on the importance of praising themselves on "progress" rather than "the end product"
	2) Invite external speakers to school to address students and staff.
	3) Facilitate meetings with different stakeholder groups during the school year.
		Oct. 2022 – May 2023 and ongoing	• Wellbeing Team
			• ICT Coordinator
			• Activities Coordinator
				• ECA Calendar
				• Social Media resources
				• Budget resources
					🟡🟡🟢

Staff Wellbeing	1) Create a staff wellbeing activities' calendar and plan for a variety of staff wellbeing promotion activities. 2) Conduct workshops for staff about resilience, identity, self-confidence, healthy habits, and stress management. 3) Promote activities that acknowledges teachers and celebrate their contributions. 4) Seek opportunities for membership offerings access to staff in gyms, healthy lifestyle packages, retreats, etc.	Oct. 2022 – May 2023 and ongoing	• Principal • Wellbeing Team • Activities Coordinator	• ECA Calendar • Meeting Time • Budget resources	🟢🟢🟡🟡

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

Intended Outcomes
- Leadership team are well aware about the growth mindset approach and are ready to start creating a shift in the culture
- Less anxiety and stress exhibited by students before assessments
- Data will show better attainment because students are mentally and socially healthier
- Wellbeing surveys show better student and staff wellbeing
- Parents are cooperating with the school staff on the wellbeing of their children

Monitoring and Evaluation:	First Review date: Oct. 15, 2023
	Percentage of Completion:
	Second Review date: Mar. 15, 2024
	Percentage of Completion:

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

Priority 2	Performance Target:
Improve the provisions for students of determination and gifted and talented students. **(Refer to Inclusion Action Plan for more details)**	• **Increase the number of identified students of determination in the KG section.** • **Identify students of determination and G&T students with at least 80% accuracy.** • **At least 85% of teachers can effectively implement instructional strategies to meet the needs of all students of determination as evident in class observations.** • **At least 85% of targeted modifications and progress towards targets is achieved for students of determination.** • **At least 90% of G&T students show progress on their ALPs.** • **At least 80% of students show progress with their Social-Emotional wellbeing.** • **At least 90% enroll in universities and/or colleges that meet their needs.**

Focus Area	Strategies	Timescale	PIC	Resources	Progress

Screening and Identification	1) Enhance the screening and identification process and tools for students of determination and G&T students:
	  a) Use data from CAT4 and MAP as well as other sources to:
	    • Identify and understand students' learning styles, learning abilities, strengths, and areas of improvement.
	    • Identify students as Gifted and Talented in certain areas.
	  b) Invest in formal diagnostic tools.
	
	2) Conduct meetings that target identifying students' different learning styles and needs.
	
	3) Use the checklist to detect early signs of LD in the KG section.
	
	4) Collaboration between HoS, teachers, and learning support teachers on actions to validate identification results.
	
	5) Procure new assessment tools to identify students with learning difficulties.
		Sep. 2022-Jun. 2024 and ongoing
		
		Jun. 2023 and ongoing
			• Inclusion Coordinator	• ICT resources
				• CAT4, MAP Reports,
				• Student Profiles
				• Class Rosters
				• Budget resources
				
				• Meeting time
				
				• KG Checklist
				
				• Meeting time
				
				• ICT resources
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Progress Tracking Legend:

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Intended Outcomes
- More accurate identification of students of determination and G&T students
- Teachers and other staff are more able to use data to identify students of determination and G&T students in their classes

Professional Development	Develop teachers as facilitators of learning, rather than directors of learning who:	Sep. 2022-Jun. 2023 and annually for new and select teachers	• Inclusion Coordinator • SCs	• Budget resources • ICT resources • Professional Development resources • CPD Schedule	🟡
	1) use differentiation as a process, based upon recognizing student needs and addressing the learning tasks to fit those needs.				🟡
	2) instil greater challenge and raise expectations for all students in all grades and all subjects.				🟢
	3) support students to achieve their potential:				

	a) Ensure that new teachers and current struggling teachers are aware of the methods and strategies of differentiation through:
	    ✓ One-on-one sessions
	    ✓ Focused department meetings targeting differentiated instructional strategies
	    ✓ Modelling, mentoring, shadowing, and peer observations
					🟢

	b) Conduct workshops during the PD to improve teachers' skills on how to implement and monitor the targets and modifications that are listed in the IEPs.				🟡
	c) Enroll specific teachers in external training and workshops (e.g., Lexicon trainings and workshops) to improve their skills in working with students of determination and GT students, especially in differentiation.				🟡
	d) Inclusion team to conduct class observations and provide feedback to assist the teachers in improving the strategies and methods used to meet the needs of students of determination and G&T students.				

Intended Outcomes
- Teachers assign differentiated tasks based on their students' pace.
- Students are motivated to work more.
- Teachers reach all students with learning disabilities and provide the right support in a mainstream classroom
- Meetings are held after class observations and constructive feedback is provided to teachers

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

Assistive Technologies and learning tools for Students of Determination	1) Ensure the availability of all needed resources for the implementation of the IEP:
	  a) IEPs, ALPs, accommodation/ modifications checklists, referral forms
	  b) Assistive technology devices/tools (e.g., Text-to-Speech application, Typing agent, headphones in MAP exams)
	  c) iPads and interactive white boards
	2) Procure more online resources to help students gain more skills in the use of assistive technologies.
	3) Invest in intervention kits to help students develop literacy skills.
		Sep. 2022-Jun. 2025
		
		Sep. 2023-Jun. 2025
			• Inclusion Coordinator
			
			• Inclusion Coordinator & Principal
				• iPads
				
				• IXL
				
				• RAZ kids
				
				• Technology tools
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					🟡
					
					🟡

Intended Outcomes					
• Teachers make effective use of technology to cater to the different groups of students in their class. • Students use various forms of technology that help them in their learning process. • Students' use of technology is widespread across all phases.					
Human Resources	1) Increase the number of Learning Support Assistants across the school phases 2) Expand the inclusion department team by hiring more Learning Support Teachers across phases 3 and 4. 3) Hire a Social Counselor.	Aug. 2022 Jan. 2023 Sep. 2023	• Principal	• Budget resources • Training resources	🟢 🟢 🟢
Intended Outcomes					
• Increased ability for the inclusion team to provide pull out and one-on-one sessions to support students of determination. • An IEP is written for each student of determination who receive one-on-one pull-out sessions.					

Teaching and Learning	1) Create a shared folder containing all documents related to students of determination and provide access to all academic staff.
	2) Ensure that teachers use quantitative data from CAT4, MAP and PSAT to:
	  a) modify and differentiate instruction
	  b) personalize learning
	3) Ensure that teachers diversify the learning activities to allow students of different abilities and needs to choose and become actively engaged in their
		Sep. 2022
		
		Ongoing
		
		Ongoing
			• Inclusion Coordinator
			• SCs and Teachers
				• IT resources
				
				• Student profile data
				
				• Class observation
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Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

own learning process. 4) Provide all teachers and HoS with access to the IEP/ALP to help teachers plan their lessons according to the students' strengths, challenges, accommodations, recommendations, and standardized tests result presented in the IEP/ALP.	Oct. 2022	tools • Meeting time	🟢
5) Collaborate with Subject Coordinators to conduct class observations to assist the teachers in improving the strategies and methods used to meet students' needs and promote consistency in the accommodations and modifications.	Nov. 2022-Jun. 2023 (Ongoing)		🟢
6) Schedule meetings with teachers as needed to follow up on the implementation of the IEPs and track the progress towards meeting the targets.	Nov. 2022-Jun. 2023 (ongoing)		🟡
7) Schedule parent meetings with the Inclusion Coordinator and teachers to discuss parents' contribution to the successful implementation of targets.			🟢
8) Monitor the progress of individual students: a) Develop a formal "Tier Structure" to track students' attainment and progress in skill assessments and build a system for remediation. b) Issue a monthly progress report.	Nov. 2022-Jun. 2025 (ongoing)		🟡
9) Encourage collaboration between general education and special education teachers to develop and deliver inclusive lessons.	Oct. 2023-Jun. 2024 (ongoing)		🟡

Intended Outcomes
- All academic staff have access to shared folder
- Staff are aware of all students' needs, strengths and areas for improvement and modifications provided.
- Students' use of technology is widespread across all phases.
- Teachers modify instruction to cater to their students' various learning needs, abilities, and styles.
- Teachers' planning includes systematic and consistent differentiation based on students' learning styles, needs, and abilities.
- Strategies and drills to improve students' verbal reasoning are in place.
- Progress reports of students of determination based on the IEP goals and objectives are tracked monthly.
- Students are actively engaged in different types of activities tailored to their learning needs, abilities, and styles that eventually develop their critical thinking skills.

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

• Teachers are using collaborative activities and tasks. • Students are more comfortable taking responsibility for their own learning. • Parents are engaged in their children's learning.				

Students' Awareness and Social-Emotional Wellbeing	1) Increase students' awareness on different types of learning disabilities by allowing students of determination to:
	   a) spread awareness of different type of learning difficulties
	   b) conduct a seminar on mental health day
	   c) prepare a speech in the morning assembly on dyslexia
	   d) conduct a seminar on ADHD & ADD
	   e) conduct a seminar on Down Syndrome
	2) Create a wellbeing room in phase 2.
	
	3) Ensure students of determination develop the five core competencies (Self-Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision Making):
	   a) Create a new pilot program called "Check-in & Check-out" in phase 2 to support students who struggle emotionally and socially.
	   b) Students who have social and emotional difficulties will manage their feelings (i.e., anger, anxiety, stress, frustration) daily with frequency as measured by daily tracking sheet.
	   c) Students will manage conflicts daily independent of teacher support, and with teacher support as measured by daily self-evaluation checklist.
	   d) Improve communication methods with students, parents, and teachers:
	     - collaborate with the Wellbeing Coordinator, the Child Protection Officer, and the SLT to create an online communication platform aimed at providing students, teachers, and parents with a venue to voice their concerns and enhance their overall wellbeing.
	   e) Conduct self-improvement activities to helping students with anger issues and aggressive reactions
		Nov. 2022-Jun. 2023 (ongoing)
		
		Sep. – Oct. 2022
		
		Nov. 2022-Jun. 2023 (ongoing)
		
		October 2023-June 2024 Ongoing
		
		October 2023.
			• Inclusion Coordinator
			• Hand in Hand Student Support Team (SST)
			
			• Inclusion Coordinator
			• Facilities Manager
			
			• HoS
			
			• Inclusion Coordinator
			• Social Counselor
			• Wellbeing Coordinator
				• IT resources
				
				• SST
				
				• Manual from the inclusion department
				
				• Budget resources for furniture and resources
				
				• Meeting time
				
				• Meeting time
				• ICT resources
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Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

Intended Outcomes

- Students from grade 7 to grade 12 are aware of
    - ✓ different types of learning difficulties, their signs, symptoms, cause, and treatment.
    - ✓ what healthy boundaries are and how to implement them in their daily and personal life.
    - ✓ ADHD & ADD signs, symptoms, cause, and treatment.
    - ✓ Dyslexia awareness day.
    - ✓ At least 90% of the students from grade 5 to grade 12 are aware of Down Syndrome signs, symptoms, cause, and treatment.
- Students who struggle emotionally will feel more content with their personal life.
- SEL students have higher self-esteem and satisfied of their accomplishments.

Parents' and Community Engagement	1) Conduct an open house day for parents of Phase 1 and 2 students to highlight the red flags of Learning Difficulties.	Sep. 2022	• Parents • HOS • Inclusion champion Inclusion Coordinator	• Meeting time • Budget resources • IT resources	🟢
	2) Increase parent's involvement in student's academic and non-academic performances.	Oct. 2022-Jun. 2023			🟡
	3) Collaborate with an external agency to provide reading specialists and speech therapists who can help with providing therapy sessions.	Aug. 2022-Jan. 2024			🟡
	4) Partner with local disability organizations, therapists, and advocacy groups to promote awareness and provide additional resources and support for students of determination.	Aug. 2023-Jan. 2025			🟡

Intended Outcomes

- Most parents are more aware of the red flags of children who are suspected to have learning disabilities
- At least 70% of parents enroll their children in extra-curriculum activities.

| Pathways for Future | 1) Explore appropriate educational pathways available to students of determination as they prepare to transfer to their next educational phase:
a) Add a transitional phase in the IEP. | Oct. 2022-Nov. 2022 | • Inclusion Coordinator

• Guidance Counselor | • Meeting time
• IT resources | 🟡 |
| | b) Collaborate with the career counsellor to guide the student of determination toward the most suitable post-graduation plan. | Oct. 2022-May 2023 | | | 🟡 |

Progress Tracking Legend:

🟢 **Complete in all aspects**　　　🟡 **Currently in progress**

	c) Involve Students of determination in setting their personal goal.	Oct. 2022-Nov. 2022				🟡
	d) Encourage students of determination to enroll in clubs and activities to develop non-academic skills.	Sep. 2022-Jun. 2023				🟡

Intended Outcomes
- At least 90% of students are aware of their strengths, learning style, and challenges.
- At least 90% of students enroll in universities and/or colleges that meet their needs in majors based on their strong areas.
- At least 50% of students of determination are engaged in extra-curricular activities.

Monitoring and Evaluation:	**First Review date: Oct. 15, 2023**
	Percentage of Completion:
	Second Review date: Mar. 15, 2024
	Percentage of Completion:

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

Priority 3 Improve teaching and learning in the school to raise student attainment and progress across phases	Performance Target: • 75% of the attainment and progress indicators on the DSIP inspection is rated at least "Very Good".				
Focus Area	**Strategies (Led by Curriculum Coordinator and Subject Coordinators)**	**Timescale**	**PIC**	**Resources**	**Progress**

Curriculum and Instruction	1) Systematically increase rigor and timely feedback to students in order to increase accountability and independent learning skills.
	  a) Require ongoing professional development for senior leaders and teachers on rigor and the importance of feedback.
	  b) Emphasize feedback and rigor in the teacher observation tool.
	  c) Require all SCs to include feedback and rigor goals into their department SMART goals.
	  d) Evaluate assessment practices to ensure increased rigor during instructional periods.
		Aug. 2022 – Jun. 2025	• Curriculum Coordinator
			
			• Subject Coordinators
				• IT resources
				• PD Schedule
					🟡

	2) Establish an evaluation committee that includes middle leaders from different departments to:
	  a) Modify the class observation rubric to include more structured and rigorous criteria
	  b) Develop an observation and evaluation protocol that considers following:
	    ✓ Frequency of observation
	    ✓ Teacher notification
	    ✓ Feedback procedure
	    ✓ Post-observation self-reflection
	  c) Modify the teaching and learning domain in the appraisal form to align with the observation rubric and department goals.
		July 22-Sep.22	• Curriculum Coordinator
			
			• Curriculum Committee Members
				• Meeting Time
				• Observation checklist
				
				• Budget
					🟢

	3) Re-evaluate curriculum resources and increase the provisions for such resources:	Aug. 2022 – Jun. 2025	• SCs • Principal		🟡

Progress Tracking Legend:

🟢 **Complete in all aspects**　　　🟡 **Currently in progress**

	a) Switch to Pearson (List resources in Math, Science, English). b) Increase digital resources to support the implementation of department SMART goals. c) Increase curriculum offerings of electives and AP courses in high school.			

Differentiation	1) Develop and enrich learning in kindergarten through greater focus on play-based learning and frequent opportunities for choice.
	  a) Teachers intentionally and purposefully plan play-based learning activities that are aligned with the curriculum standards to provide multiple methods for the students to engage with a variety of materials.
	  b) Teachers conference with students to scaffold learning and collect evidence of their learning.
		July 2022-June2025	• Head of Kindergarten Section
			• Principal
				• PD Schedule
				• Budget for manipulatives 🟡

	2) Using the curriculum as a foundation, implement an organized system of differentiation practices to ensure all students receive appropriate interventions.
	  a) Mandate teacher intervention, remediation, and accelerated learning routines as a part of the classroom structure.
	  b) Emphasize differentiation and data collection in the teacher observation tool.
	  c) Require all SCs to include differentiation and data collection goals into their department SMART goals
		July 2022-May 2024	• Curriculum Coordinator
			• SCs
			• Assessment Committee Members
				• PD Schedule
				• Meeting Time
				• IT resources 🟡

Assessment	1) Accelerate attainment and progress in assessment across subjects in phases 2, 3 and 4.
	  a) Develop an assessment framework that promotes collaboration among teachers to implement on-going rigorous assessments.
	  b) Develop rigorous annual professional development for leadership and teachers to develop awareness and understanding of the principles of assessment.
	2) Implement an organized system of accurate assessment practices across all phases to ensure all students receive appropriate interventions.
		July 2022-May 2023	• Curriculum Coordinator
			• SCs
			• Assessment Committee Members
				• PD Schedule
				• Meeting Time
				• IT resources 🟢

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

	a) Integrate balanced and informative ongoing formative assessment practices (diagnostics, preassessments, skills assessments, running records etc.) to inform differentiated instruction. b) Require progress tracking using data collection tools for all teachers. c) Emphasize differentiation and data collection in the teacher observation tool. d) Make better use of data on external and internal assessment and use data to drive planning, differentiation, and instruction	July 2022-May 2024	• Curriculum Coordinator • SCs • Assessment Committee Members	• PD Schedule • Meeting Time • IT resources	🟡

Professional Development	1) Provide professional development training for teachers to
	  a) evaluate what rigor is by collaboratively or/and independently designing and creating:
	   ✓ Predetermined "Interview Type" questions per lesson.
	   ✓ Ongoing rigorous assessment and independent tasks aligned with the curriculum standards.
	  b) Follow a systematic process to collect, read, analyze, and interpret data from internal and external (MAP, CAT4, NGRT) assessments:
	   ✓ Identify GAT and very able students.
	   ✓ Identify students with very low verbal deficit.
	   ✓ Inform instructions to meet all students' needs.
		July 2022-June 2024	• SCs	• PD Schedule
				• IT Resources
					🟡

	2) Develop rigorous annual professional development for leadership and teachers to develop awareness and understanding of the principles of differentiation, feedback, and rigor.	July 2022-June 2023	• Curriculum Coordinator	• PD Schedule • IT Resources	🟢
	3) Provide professional development training for teachers on strategies and approaches that increase rigor, set high expectations, and promote independent learning.	July 2022-June 2024	• SCs	• PD Schedule • IT Resources	🟡
	4) Initiate a PD Forum to empower teachers to share best practices and promote a collaborative culture.	Jan 2024-June 2024	• SCs • Ts	• PD Schedule • Survey • IT resources	🟡

Progress Tracking Legend:

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	5) Develop focused annual PD to unify priorities and implement a rigorous system of observations across all departments.
	   a) Based on the targeted priorities, develop annual PD in June for leadership to unify their understanding and SMART goal themes ahead of the upcoming school years.
	   b) Require departmental SMART goals and monitor their implementation at least 2 occasions throughout the school year.
	   c) Conduct thematic PD for all teachers in August to share departmental goals and understand the school priorities for the year.
	   d) Increase the rigor of the teacher observation tool and measures of accountability.
		July 2022-June 2023	• Curriculum Coordinator	• PD Schedule
				• IT Resources
					🟢

	6) Provide training on new curriculum resources (Pearson, SAVVAS, etc.)	Aug. 2022-May 2023	• Publisher's Team • SCs	• PD Schedule • IT Resources	🟢
	7) Continue to develop coaching programs to help support struggling teachers.	Aug. 2023 and ongoing	• SCs	• Meeting time	🟡

Current Outcomes:

- The new assessment structure is understood by all stakeholders and implemented consistently by all.
- Curriculum offers more challenge and innovation opportunities
- Curriculum meets the needs of all students
- Attainment and progress in external and external assessments improve.
- A CPD program is in place with an ongoing focus on critical thinking, analysis of student results and student-centered learning.

Monitoring and Evaluation:	First Review date: Oct. 15, 2023
	Percentage of Completion:
	Second Review date: Mar. 15, 2024
	Percentage of Completion:

Progress Tracking Legend:

🟢 **Complete in all aspects** 🟡 **Currently in progress**

Priority 4 Improve Literacy and Reading across curriculum in all phases (English and Arabic)	Performance Target: • Annually increase attainment by 2-4% in K-12 in internal assessments. • By June 2024, increase attainment in MAP so that Phase 2 attainment is good-very good and phase 3 is very good. • By June 2024, improve progress in MAP so that all phases make very good progress. • Ensure a large majority of students are at, or above their chronological reading ages.

Focus Area	Strategies (Led by Curriculum Coordinator and Subject Coordinators)	Timescale	PIC	Resources	Progress
Literacy Program	Develop a school-wide literacy program and implement a rigorous drive to impact learning skills development and measure impact on standardized assessment: 1) Increase the frequency of reading across all levels through strategies that promote literacy such as: a) RAZ Plus (Reading Room and Level Up) b) Class libraries for G1-3 c) Reading Competitions in Arabic and English d) Reading Basics (for Arabic) e) Poetry competitions in Arabic and English	Aug. 2022 – Jun. 2025 Aug. 2022 – Jun. 2025	• CC • Head of English Dept and Head of Arabic Dept. • Subject Coordinators	• Budget Resources • Calendar Time • ICT resources • List of reading and writing strategies • Student profile • NGRT reports	🟢
	2) Provide cross-content reading opportunities, with an intentional focus on vocabulary acquisition and comprehension strategy instruction.	Sep. 2022 – Jun. 2023			🟢
	3) Introduce balanced literacy (Daily 3, 4 & 5) in English and Arabic with reading groups to promote targeted reading intervention in Gr 1-4.	Sep. 2022			🟢
	4) Develop a Literacy Enrichment Program in English (Phases 2 and 3).	Sep. 2022 – Jun. 2024			🟡
	5) Dedicate the first five minutes of three periods per week for free Arabic reading across phases.	Sep. 2022 – Jun. 2023			🟢

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

	6) Require English reading (including read-aloud by the teacher) at the beginning of all classes in phases 1 and 2 (Gr 1 – 4)	Sep. 2022 – Jun. 2023			🟢
	7) Enhance literacy and reading drive visibility across school through activities and events.	Sep. 2022 – May 2023			🟡
	8) Incorporate writing instruction, writing process, writing applications, and writing conventions in Language Arts and across all content areas in phase 3 and 4. a) Write in all content areas. b) Encourage students in authentic writing tasks. c) Keep a writing portfolio or collection of samples. d) Support students in the different stages of the writing process by conferencing individually and in small groups.	Ongoing By Jun. 2023			🟢
	9) Create remedial program after school for identified students.	Sep. 2022 – Oct. 2023			🟢
	10) Introduce balanced literacy routines in KG2.	Feb. 2024 – Jun. 2024			🟡
	11) 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: a) Promote literacy awareness. b) Increase literacy rates. c) Organize literacy events. d) Measure and track progress of literacy goals. e) Support research into effective literacy strategies and stay updated on best practices.	Jan. 2024 – Ongoing			🟡

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

Assessment	1) Develop an effective reading assessment for KG 2 and Grade 1-2. 2) Introduce running records in phases 1 and 2 to monitor ongoing foundational skill development. 3) Mandate NGRT Exams in Grades 1 – 9	Sep. 2022 – Jun. 2023 Sep. 2022 – Jun 2023	• CC • Head of English Dept	• Calendar Time • ICT resources	🟢 🟢 🟢

Professional Development	1) Train teachers of phases 1 and 2 on how to conduct reading assessments and running records and how to collect and analyze data.
	   a) Allocate time for PD for different groups to reflect on best practices and next steps.
	   b) Follow up on data and teacher planning and schedule class visits to observe implementation of plans and next steps.
	   c) Schedule a time within the academic calendar to assess students (If needed.)
	   d) Include DIBELS and other reading assessments as part of entrance assessment requirements. Train enough staff (including Heads of Sections) to conduct the test.
		Apr. 2022 – Jun. 2023 and continued annually for new and select teachers	• CC
			 • Head of English Dept
				• Running records
				 • DIBELS template
				 • Meeting time
				 • Observation schedule
				 • Observation checklist
					🟡

	2) Develop a focused annual PD for phase 2 teachers directed at reading and writing instructions and strategies a) Increase the rigor of the teacher observation tool and measures of accountability. 3) Conduct training sessions on the use of the new curriculum resources in English (SAVVAS/Pearson Books **myView** and **myPerspectives**). 4) Improve teacher follow up and lesson planning using external data to effectively differentiate instructions and provide appropriate support.	Feb. 2022 – Jun. 2023 and annually new/ select teachers Aug. 2022 and annually	• CC • Head of English Dept • Head of English Dept • Head of English Dept • Assessment Coordinator	• PD time • Observation checklist • SMART Goals template • PD time • Teacher's resources • Student profile data	🟡 (Done in Arabic) 🟢 🟢

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

	5) Conduct PD to train subject teachers (science, math, SS, and Islamic Education) on how to incorporate reading opportunities and reading strategies across the curriculum.	As needed	• CC • Head of English Dept	• Writing Strategies • Horizontal planning time	🟡
Student Activities and Engagement	1) Encourage a wider group of students in phases 2 - 4 to participate in reading and literacy-based book clubs/awards: a) Create a series of competitions, spanning throughout the year, which lead to wider participation among all readers. b) Involve students in external Arabic/English reading competitions. 2) Conduct assemblies that celebrate the progress of readers across the phases 1 and 2 (e.g., RAZ achievement ceremony)	Annually throughout the year Jan. 2023	• Subject Coordinator • Activities Coordinator	• Progress of readers • ECA Calendar • Assembly time • Certificates Printouts • Reading criteria	🟡 🟡
Parents' Engagement	1) Involve parents in supporting the school literacy initiatives by participation in activities, meetings, and communication: a) Actively recruit parents to participate in all school/home activities. b) Involve parents in understanding the importance of early literacy though parents' workshops, Drop Everything and Read (DEAR) Parent Reading session, home shared reading, etc.	Aug. 2022 – June 2023 and annually	• Head of English Dept • Heads of Sections	• ICT resources • Communication tools • Meeting time with parents	🟡
Literacy resources	1) Enrich literacy resources available to students: a) Review curriculum documents to include a range of resources and assessments to support reading foundation skills. b) Register students in KG2-5 in RAZ Plus, an online reading platform, as a tool to differentiate instruction, promote independent reading and allow students to progress in internal and external reading assessments. c) Implement effective RAZ orientation for students in class and use RAZ in class during English periods.	Aug. 2022 – June 2023 and annually	• SCs	• Budget resources • ICT resources • Training time	🟢 🟢 🟢

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

d) Adopt the Arabic reading platforms: Kutubee and Alef. e) Initiate the Continuous Reading software in Arabic on Learn Online. f) Add "Ted Talks" in Arabic on Learn-Online for Phases 2 - 4 2) Further enhance the school's library program	Aug. 2022 – June 2023 Oct. 2023 Annually	• SC • Heads of English & Arabic Dept.		🟢 🟢 🟡 🟡

Outcomes:
- Literacy policy is implemented.
- Reading scores in MAP show improvement in attainment and progress.
- Large majority of students develop reading habits and are more willing to read.
- Large majority of students' reading levels improve throughout the year.
- Parents' involvement in their children's learning is more evident.
- Students are utilizing RAZ Plus.
- Curriculum documents are updated and enriched.
- Teachers use MAP, CAT4 and NGRT data to differentiate resources and mastery check.
- Reading scores in MAP show improvement in attainment and progress.
- NGRT scores show progress in reading.
- Class observation shows that students analyze, synthesize, and interpret the text they are reading at a complex level.

Monitoring and Evaluation:	**First Review date: Oct. 15, 2023**
	Percentage of Completion:
	Second Review date: Mar. 15, 2024
	Percentage of Completion:

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

Priority 5 Conduct essential maintenance and upgrades to the school facilities and infrastructure to ensure they stay up to date with program requirements and meet health and safety requirements.		Performance Target: • At least 90 % of the proposed requests are approved by the Governing Body. • At least 18% of the requests are budgeted and complete annually over the next 5 years.			
Focus Area	**Strategies (Led by Facilities Team)**	**Timescale**	**PIC**	**Resources**	**Progress**
Current Maintenance	1) Install a new sewer line from the primary section to Gate 6 with new Manhole heavy-duty.	July 2023	• Facilities Manager	Budget resources	🟢
	2) Change all ceramic flooring in KG bathrooms	July 2023		Municipality Approval	🟢
	3) Rebuild the school boundary wall between opposite to RTA	Apr. 2022			🟢
	4) Change the PVC in 3 KG classrooms and corridors	Apr. 2022			🟢
	5) Change the artificial grass in Gr.3 & 4 playground	July 2022			🟢
	6) Change the tiles in the corridors of Gr. 5 & 6	July 2023			🟢
	7) Renovate the outer fence around the school and add an Iron or Aluminum fence to the section between Gate 1 and Gate 2	July 2025			🟡
	8) Renovate Gr. 1 & 2 playground by extending the space of the playing area and furnish it with artificial grass.	July 2024			🟡
	9) Renovate the exterior of the administration entrance	July 2024			🟡

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

New Upgrades	1) Fix the ceiling above 3 classes in KG section	July 2022	• Facilities Manager	Budget resources	🟢
	2) Furnish the floor over the existing areas of KG Playground with Artificial Grass. Required area is 259m^2	Dec. 2022			🟢
	3) Replace the tiles with PVC in the KG Hall and the elementary section's corridors and classes	July 2025			🟡
	4) Replace faucets of all drinking water points	July 2023		Municipality Approval	🟢
	5) Install a new shading for gallery seat in the Boys Section's big playground	Aug. 2022			🟢
	6) Install a new shading in the Boys Section's small playground	July 2023			🟢
	7) Install new artificial grass in the small football playground in the Boys' Section	Oct 2022			🟢
	8) Transform one of the special rooms in the Boys' Section (Gr. 5-9) to become a bathroom and build a NEW special classroom in the garden area next to the water cooler.	July 2022			🟢
	9) Build a large gymnasium, a big hall, or a multipurpose hall on the grass field	July 2025			🟡
	10) Build a new activity hall behind the art room	July 2024			🟡
	11) Convert the current Computer Lab into a Science Lab.	Jan. 2024			🟡
	12) Build a new bathroom in the Gr. 1 - 4 section inside the building	July 2023			🟢
	13) Cover all the Bus Area with interlock	July 2022			🟢

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

	14) Cover the teachers' parking area with GAR paving	Aug. 2022			🟢
	15) Replace Electric DB	July 2022			🟢
	16) Cover the road from bus area to Boys' Section playground with interlock	July 2023-July 2024			🟡
	17) Build a new electricity substation and LV Room	Aug. 2023			🟢
	18) Upgrade all electricity in school	Dec. 2023			🟡
	19) Allocate a new planting area next to the Boy's Section	Sep. 2023			🟢
Furniture and Fixings	1) Procure 100 new tables and chairs for classes of Gr. 3 to 12	Aug. 2022	• Facilities Manger	• Budget resources	🟢
	2) Replace 2 ACs in the corridors with new ceiling type (4, 5 TR)	Aug. 2022			🟢
	3) Replace 12 ACs with new wall mounted type (2 TR)	Aug. 2022 – Jun 2023			🟢
	4) Procure 420 desks and chairs for Gr. 1 and 2 classrooms	Jul. 2023			🟡
IT resources	1) Launch an IT solution and related tools that would enable the school to provide a digital academic passport for students and alumni on the Blockchain.	Sept. 2022	• ICT Officer • Principal	• IT resources • Budget resources	🟢
	2) Establish an online procurement system whereby all school staff are able to initiate request for procurement of resources and track the procurement order from beginning to end.	Dec. 2022	• ICT Officer • Principal		🟢
	3) Introduce a "Campus Key" card which will serve as a student identification (ID) card while allowing students to access many services offered by the school,	Oct. 2022	• ICT Officer		🟢

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**

	including making purchases from the school cafeteria. 4) Establish a complete virtual class with 20-30 students and an instructor on the Metaverse	By Jun. 2023	• ICT Officer • CC		🟡

Intended Outcomes:
- The health and safety of students and staff is ensured.
- The environment in the school is conducive for learning.
- More opportunities for students to be involved in ECAs.
- The school buildings and outside appearance are in good conditions.

Monitoring and Evaluation	First Review date: Oct. 15, 2023
	Percentage of Completion:
	Second Review date: Mar. 15, 2024
	Percentage of Completion:

Progress Tracking Legend:

🟢 **Complete in all aspects**   🟡 **Currently in progress**