AL MAWAKEB AL GARHOUD

INCLUSIVE EDUCATION IMPROVEMENT PLAN

Key Area 1:
Develop teachers as facilitators of learning, rather than directors of learning who:
   a. **Use differentiation as a process, based upon recognizing student needs and addressing the learning tasks to fit those needs.**
   b. **Instil greater challenge and raise expectations for all students in all grades and all subjects.**
   c. **Identify more-able students, and students with gifts and talents, and support them to achieve their potential.**
   d. **Identify students who need early intervention in KG section**

Key Actions	Lead Person	Resources/ Cost	Timeline	Success Criteria	Progress

1. Conduct meetings that target:
   a) Identifying students' different learning styles and needs.
   b) Differentiation methods for all teachers in all phases
	• Inclusion Coordinator	• Monthly Progress Feedback
		
		• Class Observation
			• Sep. 2022-Jun. 2023	• Teachers use different methods to identify their students' learning needs, abilities, and styles.
				• Teachers modify instruction to cater to their students' various learning needs, abilities, and styles.
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2. Use data from CAT4, MAP and NGRT to:
   a) Identify and understand students' learning styles
   b) Identify and understand students' learning abilities
   c) Identify students' strengths and areas of improvement
   d) Identify students' as Gifted and Talented in certain areas
   e) Modify and differentiate instruction
   f) Personalize learning
	• SCs
	• Teachers
		• CAT4 Reports
		
		• Student Profiles
		
		• Class Rosters
		
		• External benchmarks data
			• Oct. 2022-June 2025	• Teachers read, understand, and analyze data.
				• Teachers' planning includes systematic and consistent differentiation based on students' learning styles and abilities.
				• Improve students' verbal reasoning by implementing different strategies.
				• Students are aware of their learning styles.
				• Teachers use data from different resources and recognize their students' needs.
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🟢 **Complete in all aspects**   🟡 **Currently in progress**

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Key Actions	Lead Person	Resources/ Cost	Timeline	Success Criteria	Progress
				• Tailored lesson plans are authored to cater to the needs of different groups of students in every class. • ALP for G&T students are shared with parents and teachers. • IEPs for students of determinations are shared with parents and teachers. • Monthly progress reports to track students of determination progress based on the IEP goals and objectives are shared with parents and head of sections.	
3. Ensure that teachers diversify the learning activities to allow students of different abilities and needs to choose and become actively engaged in their own learning process.	• SCs • Teachers	• Teachers • SCs	• Sep. 2022- Jun. 2023	• Students are more comfortable taking responsibility for their own learning. • Students are actively engaged in different types of activities tailored to their learning needs, abilities,	🟢

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Key Actions	Lead Person	Resources/ Cost	Timeline	Success Criteria	Progress
				and styles that eventually develop their critical thinking skills. • Teachers are using collaborative activities and tasks	
4. Use learning technology as a tool of differentiation to target all learners and to help expand their learning and skills.	• SCs	• iPads • IXL • RAZ kids • Technology tools	Sep. 2022-Jun. 2023	• 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. • Teachers assign differentiated tasks based on their students" pace. • Students are motivated to work more. • Students" use of technology is widespread across all phases.	🟢
5. Ensure that all teachers are aware of the methods and strategies of differentiation: a) One-on-one sessions	• SCs • Inclusion Coordinator	• Meeting time • Teachers' schedule	Sep. 2022-Jun. 2023	• Teachers are using the strategies	🟢

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Key Actions	Lead Person	Resources/ Cost	Timeline	Success Criteria	Progress
b) Focused department meetings targeting differentiated instructional strategies c) Modelling, mentoring, shadowing, and peer observations					
6. Detect early signs of LD in the KG section using checklist	• Inclusion Coordinator	• Checklist	Sep. 2022-Jun. 2023	• Increase the number of identified students of determination in the KG section.	🟡
7. Conduct an open house day for parents of Phase 1 and 2 students to highlight the red flags of Learning Difficulties	• HOS • Inclusion Coordinator	• PPT Presentation • Checklist	Sep. 2022	• Parents are more aware of the red flags of children who are suspected to have learning disabilities	🟢

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Key Area 2:
Support all teachers to implement fully the targets, accommodations and modifications that are set out in the individualized education plans (IEPs) for students of determination and the Advanced Learning Plan (ALP) for GT students.

Key Actions	Lead Person	Resources/ Cost	Timeline	Success Criteria	Progress
1. Conduct workshops during the PDD to improve teachers' skills on how to implement and monitor the targets and modifications that are listed in the IEPs.	• Inclusion Coordinator	• Professional Development resources • CPD Schedule	Sep. 2022	• Workshops are held during orientation and PDD • Teachers are engaged during workshops	🟢
2. Collaborate with an external center to strengthen teacher's skills in teaching students of determination in an inclusive classroom	• Lexicon Reading Center • Inclusion Coordinator	• Professional Development resources • CPD Schedule • Free of charge	Jan. 2024	• Teachers reach all students with Learning disabilities and provide the right support in a mainstreamed classroom	🟡
3. Create a shared folder containing all documents related to students of determination and provide access to all academic staff	• Inclusion Coordinator	• IT resources	Sep. 2022	• All academic staff have access to folder • Staff are aware of all students' needs, strengths and areas for improvement and modifications provided	🟢

4. 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
	• Inclusion Coordinator	• Budget resources
		•
		• Curriculum documents
			Sep. 2022	• Teachers are using the provided resources in their implementation	🟢

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Key Actions	Lead Person	Resources/ Cost	Timeline	Success Criteria	Progress
5. Schedule meetings with teachers as needed to follow up on the implementation of the IEPs and track the progress towards meeting the targets.	• Inclusion Coordinator	• Meeting time	Ongoing	• Meetings are held • Students show progress towards targets	🟡
6. Schedule parent meetings with the Inclusion Coordinator and teachers to discuss parents' contribution to the successful implementation of targets.	• Inclusion Coordinator • Teachers	• Meeting time	Sep. 2022-Jun. 2023	• Parents participate in meetings and provide constructive feedback	🟡
7. Conduct classroom observations to provide feedback to teachers on the implementation of IEPs.	• Inclusion Coordinator	• Observation schedule	Nov. 2022	• Meetings are held after class observations and constructive feedback is provided to teachers	🟡
8. Collaborate with Subject Coordinators to devise steps to ensure, through their class observations, the monitoring of implementation of targeted modifications and progress towards targets.	• Inclusion Coordinator • Counselors • SCs	• Meeting time	Nov. 2022-Jun. 2025	• Meetings with SCs indicate that proper follow up on targeted modifications is made	🟡

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Key Area 3:					
Explore appropriate educational pathways available to students of determination as they prepare to transfer to the next phase of their education					
Key Actions	**Lead Person**	**Resources/ Cost**	**Timeline**	**Success Criteria**	**Progress**
1. Add a transitional phase in the IEP	• Inclusion Coordinator • Career Counsellor	• Meetings	Oct. 2022-Nov. 2023	• At least 90% of students are aware of their strengths, learning style and challenges. • At least 90% of students set a personal goal	🟡
2. Collaborate with the career counsellor to guide the student of determination toward the most suitable post-graduation plan	• Inclusion Coordinator • Career Counsellor	• Meeting	Oct. 2022-May 2023	• All students enroll in universities and/or colleges that meet their needs • Correspond and collaborate with other educational entities to meet the students' needs • At least 90% of students choose majors based on their strong areas	🟡
3. Involve Students of determination and GT students in setting their personal goal	• Inclusion Coordinator	• Meetings	Oct. 2022-Nov. 2022	• At least 90% Students set their personal annual goal • Monitor self-growth • Increase the sense of responsibility • Increase sense of belonging	🟢
4. Encourage students of determination to enroll in clubs and activities to develop non-academic skills	• Inclusion Coordinator • Heads of Clubs	• Meetings	Sep. 2022-Jun. 2023	• At least 50% of students of determination are engaged in extra curriculum activities	🟡

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Key Actions	**Lead Person**	**Resources/ Cost**	**Timeline**	**Success Criteria**	**Progress**
				• At least 80% of students of determination develop their social and communication skills • At least 75% of students of determination have higher self-esteem	
5. Increase parent's involvement in student's academic and non-academic performances	• Parents • HOS • Inclusion champion	• Meeting time • Budget resources • IT resources	Oct. 2022-Jun. 2023	• At least 70% of parents enroll their children in extra-curriculum activities.	🟡

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Key Area 4:
Increase all the students' awareness on different types of learning disabilities across phases 3 and 4

Key Actions	Lead Person	Resources/ Cost	Timeline	Success Criteria	Progress
1. Involve students of determination in spreading awareness of different type of learning difficulties.	• Inclusion Coordinator • Hand in Hand Student Support Team (SST)	• Digital resources • Manual from the inclusion department	Oct. 2022-May 2023	• At least 90% of the students from grade 7 to grade 12 are aware of different types of learning difficulties, their signs, symptoms, cause, and treatment.	🟡
2. Students of determination shall prepare and conduct a seminar to spread awareness on mental health day.	• Inclusion Coordinator • Hand in Hand SST • Students of determination	• Digital resources • Manual from the inclusion department	Nov. 2022	• At least 90% of the students from grade 7 to grade 12 know what healthy boundaries are and how to implement them in their personal life, on a daily basis.	🟡
3. Students of determination shall prepare and present a speech in the morning assembly to spread awareness on dyslexia.	• Inclusion Coordinator • Hand in Hand SST • Students of determination	• Digital resources • Manual from the inclusion department	Oct. 7th, 2022	• At least 90% of the students from grade 7 to grade 12 know what dyslexia is.	🟢
4. Students of determination shall conduct a seminar to spread awareness on ADHD & ADD	• Inclusion Coordinator • Hand in Hand SST • Students of determination	• Digital resources • Manual from the inclusion department	Dec. 5th, 2022	• At least 90% of the students from grade 7 to grade 12 are aware of ADHD & ADD signs, symptoms, cause, and treatment.	🟡
5. Students of determination shall conduct a seminar to spread awareness on Down Syndrome (Students wear different pair of socks on that day as an activity)	• Inclusion Coordinator • Students of determination • Hand in Hand SST	• Digital resources • Manual from the inclusion department	Mar. 21st, 2023	• At least 90% of the students from grade 5 to grade 12 are aware of Down Syndrome signs, symptoms, cause, and treatment.	🟡

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Key Area 5: Expand the support team in the Inclusion Department					
Key Actions	**Lead Person**	**Resources/ Cost**	**Timeline**	**Success Criteria**	**Progress**
1. Expand the number of Learning Support Assistants across the school phases	• Principal • Inclusion Coordinator	• Budget resources	Aug. 2022-Jan. 2023	• The school leader hires 5 Learning Support Assistants in phases 1and 2 across the school	🟢
2. Expand the inclusion department team by hiring more Learning Support Teachers across phases 3 and 4	• Principal	• Budget resources	Aug. 2022-Jan. 2023	• The school leader hires 2 Learning Support Teachers in phases 3and 4 across the school	🟢
3. Provide pull out and one-on-one sessions to support students of determination	• Inclusion Coordinator • SCs • Inclusion Team	• Budget resources	Oct. 2022-Jun. 2023	• All students who are taking extra support are pulled out from classes to develop their academic skills and fill in their learning gaps	🟡
4. Develop a formal structure to track students' attainment and progress in skill assessments and build a system for remediation. a) Tier 1 students will conference with teachers who will reteach the skill. b) Tier 2 students will independently perform reinforcement activities. c) Tier 3 students will be provided with challenging work.	• Inclusion Coordinator • Inclusion Team • SCs	• Meeting time	Oct. 2022-May 2023	• Write IEP for all students of determination who receive one on one pull-out sessions • Write students' profile (SP) for all students of determination who are on the SOD list.	🟢

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Key Area 6: Social-Emotional Wellbeing –Students of Determination develop five core competencies (Self-Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision Making)					
Key Actions	**Lead Person**	**Resources/ Cost**	**Timeline**	**Success Criteria**	**Progress**
1. Create a new pilot program called "Check-in & Check-out" in phase 2 to support students who struggle emotionally and socially.	• Inclusion Coordinator • Head of section • Hand in Hand SST	• Checklist • Tracking checklist	Nov. 2022- Jun. 2023	• At least 80% of the students who struggle emotionally will feel more content with their personal life • At least 80% of the SEL have higher self-esteem	🟡
2. Students with social and emotional problems (e.g., anger, anxiety, stress, frustration) implement strategies to reduce the symptoms and identify and express one's feelings.	• Inclusion Coordinator • HoS • Hand in Hand SST	• Checklist • Tracking checklist • Tracking sheet • External resources • Flash cards	Nov. 2022- Jun. 2023	• At least 80% of students who struggle emotionally control their feelings and feel satisfied of their accomplishment • students who struggle emotionally show understanding of one's and other's feeling and make positive statement about one's qualities and achievements	🟡
3. Students with social and emotional problems learn how to manage conflicts independently with or without the teacher's support as measured by daily self-evaluation checklist	• Inclusion Coordinator • Head of section • Hand in Hand SST	• External resources • Flash cards • checklist	Nov. 2022- Jun. 2023	• students who struggle emotionally distinguish which behaviors and language are acceptable and unacceptable with 80% of accuracy. ✓ They can identify the situations that may lead to conflict 8/10 times.	🟡

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Key Actions	Lead Person	Resources/ Cost	Timeline	Success Criteria	Progress
				✓ They can control one's temper in conflict situations by implementing the behavioral techniques	
4. Create a wellbeing room in Phase 2 where students who struggle emotionally can engage in activities that promote a positive mindset through setting daily goals.	• Inclusion Coordinator • School facilitator	• Furniture • Resources • Decorative items • Sensory materials • Frame	Nov. 2022-Jun. 2023	• Students check in at the beginning of the day to be reminded of their personal goal. • Students check out at the end of the day to evaluate themselves. • At least 80% of the students who struggle emotionally feel a sense of personal growth.	🟢
5. Create a Behavior Plan for students who struggle at the social and emotional level.	• Inclusion Coordinator	• IEP behavior goals	Nov. 2022	• Students implement the tips giving by the wellbeing advisor.	🟡

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