

Ensure Appropriate Understanding and Use of Data by Teachers and Students to meet needs of all groups of students	Enhance Teachers ability to use data to meet needs of students					
	Targets/Outcome	Success Criteria	Tasks	Resources	Person(s) Responsible	Time Line
In K-4, more than 90% of the reading data is objective and accurate in English and Arabic	Pilot the MAP Reading Fluency (English) and I Read Arabic Reading Assessment (Arabic) to obtain streamlined and objective reading assessment data	Purchase and implement MAP Reading Fluency program to provide accurate reading starting point data and areas of reading development	NWEA MAP Reading Fluency https://www.nwea.org/map-reading-fluency/	5 KG2 Homeroom Teachers, 14 Primary Homeroom Teachers and 3 English Teachers	April 23, 2019- Short Term Goal	AP& Reading Specialist
		Purchase and implement Arabic Reading Fluency program to provide accurate reading starting point data and areas of reading development	I Read Arabic Reading Assessment https://www.ireadarabic.com/ar/	6 Arabic Teachers	Beginning of Term 2	Arabic HoD
Ensure 100% of the teachers have accurate data (for all subjects) in their DAIR Binders	100% of data in DAIR Binders accurate and updated	Binders updated by 62 teachers after 16 - 18 data collection points	DAIR Binders Data Reports Internal Assessment DAIR Binders Data Reports Internal Assessment	62 Teachers, Data Leads, Head of Departments	Every 2 Weeks- Short Term Goal	AP& Data Specialist
		Data checked by Data Leads every 4 weeks/after assessment cycle		3 Data Leads	Every 2 Weeks- Short Term Goal	AP& Data Specialist
Data being used to group students and adapt instruction in almost all lessons (more than 90%)	In lessons, 90% of lessons meet needs of students (KHDA Indicator: 3.1.4)	Provide training on: a- how to effectively group/seat students based on the MAP learning continuum b- use CAT4 data to for TAG identification C – differentiation with supported opportunities to plan lesson which meet the needs of their specific students	MAP LC & MAP Dashboard Learning Continuum, Strand Set and Test View CAT4 Data	Head of Departments & AP	August Teacher Orientation Week and PD Sessions in Sept and October- Long Term Goals	VP and AP
		Homeroom and subject teachers have undertaken MAP tests to understand the rigor and questioning style of the assessments.	MAP tests	Homeroom and subject teachers	August orientation week and PD sessions	VP and AP
		Add subject-based seating plans for all grade levels based on student needs and abilities in 4 Core Subjects (E, M, S, Arabic)	DAIR Binders Data Reports	English, Math, Science & Arabic Teachers	October 1, 2019 (based on Assessment data)- - Short Term Goal	VP and AP
		Teachers required to bring DAIR Binders to all planning sessions	Homeroom and Subject Teachers	AP, HOD's, and grade level leads	Weekly- Long Term Goal	AP

Make regular use of data to evaluate impact of strategies on student outcomes						
Targets/Outcome	Success Criteria	Tasks	Resources	Person Responsible	Time Line	Evaluator
Very Good progress (61% at or above 61%tile) in MAP in English, Math and Science as per KHDA criteria	Effective teaching practices and strategies will lead to accelerated progress and reducing and/ or closing of learning gaps.	Hold meetings to review formative data and student outcomes to guide school wide and class-based focus and direction.	CAT4 & MAP Reports DAIR Binder	10 Data Leads, 9 Head of Departments, AP and Data Specialist and all teachers	10 Monthly Meetings	VP and AP
		Based on data meetings, teachers accurately identify gaps and areas of intervention	DAIR Binders Teachers Guide + Curriculum Resources	All Teachers	Weekly	AP
		DL's hold monthly data-driven discussions to evaluate impact and adapt accordingly in vertical meetings	CAT4 & MAP Reports DAIR Binder	3 Data Leads	Monthly as of January 2020	AP
		Head of Departments & AP check planning to ensure the correct gaps are identified by teachers and lesson plans identified to close these gaps after teachers have planned collaboratively	DAIR Binders Teachers Guide + Curriculum Resources	9 Head of Departments & AP	Weekly	VP
Ensure leaders are qualified to monitor effective teacher use of data.						
Leaders and teachers can clearly articulate the gaps identified in their data and actions being taken to address these gaps	Improvement in RIT scores and NWEA norms by Winter 2020 testing	Hire data specialist/AP that will coach leaders and teachers on data analysis and use of data for action planning and classroom planning	Search Associates	Director of Development	Completed April 1, 2019- Short Term Goal	Principal
		Schedule monthly leadership data discussion meetings in which leaders report all their data monitoring to data specialist/AP	DAIR Binders Data Reports MAS Action Plan	Data Leads, Head of Departments & AP/Data Specialist	10 Monthly Meetings (1 every month –July/ Aug) based on KHDA Academic Calendar- Long Term Goal	VP and AP
Students understand their data and can communicate their goals and progress.						
More than 80% of students are aware of their current levels, understand their knowledge gaps and skills, and how to maintain or exceed their growth potential and their targets.	More than 80% of students understand their scores, can identify their potential and have set goals to reach that potential	Teach students test taking skills to ensure they are confident and that testing reflects and challenges their abilities.	Practice Tests & MAP Practice Sessions Include MAP type questions in lessons Skills Navigator Schoology Assessment Feature (curriculum generated) Skills Navigator	Teachers and HOD's	Weekly	VP and AP
		Complete, discuss and make use of goal setting worksheet to set and exceed goals with a clear pathway and identification of resources required to progress.	Student Goal Setting Worksheet (NWEA Resource)	English, Math, Science, and Homeroom teachers	After every Testing Session (Fall, Winter and Spring Testing Sessions)- Long Term Goal Reflection and usage- weekly based on KHDA Academic Calendar- Long Term Goal	HoD's and AP
		Deploy data cards	NWEA Student Data Cards	All students & all English, Math, Science, and Homeroom teachers	Winter & Spring testing session-	Middle Leadership Team and Senior Leadership

Ensure Appropriate Understanding and Use of Data by Teachers and Students to meet needs of all groups of students



Raise student achievement so that 75% of students across all phases are performing at or above grade level expectations by June 2020

Outcomes/Targets	Success Criteria	Tasks	Resources	Person Responsible	Time Line	Evaluator
75- 90 % students are performing at or above grade level expectations to align to the National Agenda Parameter of College Readiness	75% of students at 65% (as per KHDA internal data criteria)	Accelerate progress through higher teacher expectations, faster lesson pacing, and more challenging lesson objectives.	DAIR Binders Teachers Guide + Curriculum Resources	Students, Teachers, Head of Departments & AP	Monthly (Data Meetings) based on KHDA Academic Calendar- Short and Long Term Goal	Vice Principal and AP
		Teachers know student gaps and plan lessons efficiently to close those gaps.	Data Reports, Goal Setting Worksheets, Data Cards, DAIR Binder	Teacher & students	Fall, Winter and Spring Testing Sessions- 3 times a year- Long Term Goal	HoD's, AP, and VP
		Students irrelevant of starting point are supported and challenged in lesson to make good or better progress.	DAIR Binders Student Work	Teacher & students SEN Team	Weekly (Planning sessions and plans)	HoD's, AP&Data Specialist

Enhance RAC and improve reading levels so that students secure good outcomes/achievement in Map Reading Scores or alternate assessments depending on Phase

Outcomes/Targets	Success Criteria	Tasks	Resources	Person Responsible	Time Line	Evaluator
61 – 74 % of students reading at or above grade level.	65% of students at 41st or above in MAP Reading	Provide & utilize leveled readers for school and home use based on Reading assessment data.	Leveled Readers	Librarian, Reading Specialist, Teachers, Students & Parents	2 to 3 times a week based on KHDA Academic Calendar- Short Term Goal	AP& Vice Principal
		Resource enhancement	Online Arabic Library In-class Library School Library Teacher Resource Room	Librarian, Reading Specialist, Teachers & Senior Leadership Team	3 Times a year based on needs analysis and teacher and student needs and requests- Long Term Goal	Board of Governors
		Use MAP Reading Fluency to identify, monitor and guide reading levels and development	NWEA MAP Fluency	Reading Specialist, AP, Teachers and Students	Fall, Winter and Spring Testing Session – 3 times a year- Long Term Goal	VP&AP
		Develop student fluency, accuracy, comprehension and vocabulary to enable access to expected curriculum	Curriculum Resources	Students, Teachers, and Head of Departments	Weekly based on KHDA Academic Calendar- Long Term	Principal/VP, Reading Specialist, AP

Improve writing skills in English and Arabic so that at least 75% of students are writing as per grade level expectations by June 2021

Outcomes/Targets	Success Criteria	Tasks	Resources	Person Responsible	Time Line	Evaluator
Students at all grade levels with write with increased stamina and accuracy.	A large majority of students will be able to work independently and self-correct using a rubric.	Develop writing tasks and skills across subjects for a variety of purposes. <i>(Purposes: pleasure, journals keeping, depth, persuasion, narration, informative, expository, debates, presentations)</i>	Rubrics CCSS Curriculum Resources	Teachers & students	Every 2 Weeks	Head of Departments, AP, Vice Principal
		Have weekly writing assignments with variety of lengths to improve writing ability and stamina.		Teachers & students	Every 2 Weeks	Head of Departments, AP, Vice Principal
		Use standard based rubrics to guide, evaluate and reflect on writing process and product.		Teachers & Head of Departments	Every 2 Weeks	Head of Departments, AP, Vice Principal
		Develop the use of open-ended responses across the curriculum		Teachers & students	Every 2 Weeks	Head of Departments, AP, Vice Principal

Raise student achievement to meet grade level expectations and enhance student performance

Improve quality and effectiveness of teaching for higher standard of instruction and more effective learning

Implement teaching strategies that are appropriate for students' learning through a language of instruction that is not their first language

Outcomes/Targets	Success Criteria	Tasks	Resources	Person Responsible	Time Line	Evaluator
I, We, You, model of instruction supports and guides EAL learners to make progress in lessons.	Improvement in RIT scores and NWEA norms by Winter 2020 testing	Provide PD's on effective teaching strategies for ELL. (Examples: Modeling, gestures, visuals, graphic organizers, prior knowledge, Read Aloud, and Questioning strategies)	Best Practitioners, PD Videos, Webinars, Peer Observations, Coaching, Inter School Visitations Librarian, AP, Grade Level Leads, Head of Departments Curriculum Resources+ NWEA Resources	Exemplary Teachers, Head of Departments, Reading Specialist &AP	Monthly PD Sessions- Long Term Goal	AP and Reading Specialist
		Displays in classrooms up to date with current subject vocabulary visible.		All Teachers, Head of Departments, Reading Specialist &AP	Weekly based on KHDA Academic Calendar- Short and Long Term Goal	Middle Leadership Team & Senior Leadership Team
		Standardize lesson format and PowerPoints including visuals which assist ELL learners in navigating lessons		Exemplary Teachers, Head of Departments , Reading Specialists, Grade Level Heads	3 times a year- At the end of each term when conduction curriculum review- Short and Long Term	VP and AP
		Use student friendly language in self/peer assessment and goal development.		All Teachers	Daily based on KHDA Academic Calendar- Long Term Goals	Middle Leadership Team & Senior Leadership Team

Raise teachers' expectations of student progress and achievement levels

Outcomes/Targets	Success Criteria	Tasks	Resources	Person Responsible	Time Line	Evaluator
Learning objectives must demonstrate higher order thinking skills (Bloom's Taxonomy) and feature opportunities for extended application of writing and how to apply knowledge to unseen context.	The majority (50 – 60%)of students exceedMAP growth targets by at least 4 RIT points	Training for teachers on how to use class data effectively	PD's, DAIR Binders, NWEA Data resources	Grade Level Leads, Head of Departments, AP	Monthly PD Sessions based on KHDA Academic Calendar- Short and Long Term Goals	SLT MLT
		Increase accountability of class teachers through monitoring by data leads and head of departments.	DAIR Binders, Assessment Reports, Curriculum Resources	Data Leads, Head of Departments, AP and Data Specialist	Weekly based on KHDA Academic Calendar- Long Term Goal	VP &AP
		Establish and maintain a growth mindset within the school community.	Goal Setting Sheets, Parent Workshops, Student and Parent Accountability Meetings	Goal Setting – Termly	Termly	SLT MLT
		Embed use of purple pens USE MAP Style questions in lessons Need to reformat these to match resources, person responsible, time line, and evaluator	Purples Pen Usage Teacher Reflection Videos	Teachers and Students Teachers	Monthly Video Reflection with a higher rate if needed	Principal/VP

Teachers provide effective feedback consistently across grade levels that is individualized and includes clearly defined next steps						
Outcomes/Targets	Success Criteria	Tasks	Resources	Person Responsible	Time Line	Evaluator
Marking is consistent in most subjects/phases and writing reflects SPAG which is up to date with feedback in appropriate pieces/works.	75 – 90% students are aware and able to access and progress using next steps identified by teachers, peers and/or self.	Provide whole school training on how to create high quality rubrics for marking	Webinars, Professional Book Clubs + PD Videos	Middle Leadership Team & Senior Leadership Team	Monthly PD Sessions	VP &AP
		Establish and implement detailed Mirdif American School(MAS) policy for all subjects on feedback and grading that: <i>Utilizes different methods to provide feedback.</i> <i>Ensures feedback is individualized and meaningful</i> <i>Provides clear next steps</i>	MAS Correction and Marking Policy	Head of Departments, AP, Vice Principal	September 1, 2019- establish Every 2 weeks to monitor and analyze based on KHDA Academic Calendar- Short Term Goal	Principal/VP
		Middle and Senior Leaders monitor feedback to ensure quality and consistency of accurate and individualized feedback in all grade levels	Monitoring Schedules, Academic Calendar	Head of Departments, AP, Vice Principal	Every 2 Weeks based on KHDA Academic Calendar- Long Term Goals	VP &AP
Develop and provide opportunities for students to use a variety of learning strategies						
Outcomes/Targets	Success Criteria	Tasks	Resources	Person Responsible	Time Line	Evaluator
Improved student progress and attainment opportunities by implementing various subject appropriate learning strategies	The 50 – 60% (majority) of students exceeding MAP growth targets by at least 4 RIT points	Provide students with opportunities for group/pair cooperative learning, project-based learning and centers as phase appropriate	Curriculum Resources, Students and Flexible classroom Routines	Teachers, Head of Departments &AP	Weekly based on KHDA Academic Calendar- Short Term Goal	VP &AP
		Provide students with opportunities for practical inquiry-based lessons. Science lessons will be underpinned by the scientific method.	Scientific Method, Lesson Plans and Curriculum Resources	Students, Teachers and Administration	Weekly based on KHDA Academic Calendar- Long Term Goal	Principal/VP + Counselor + Head of Departments
		Facilitate student independence and responsibility for learning by adding at least 3 elective curricula choices.	Subject Electives based on Student Input and Interest	Administration	3 times a year- Alternating Termly based on KHDA Academic Calendar- Long Term Goal	VP &AP

Improve teaching quality for higher standard of instruction and more effective learning