# School Improvement Plan

THE KINDERGARTEN STARTERS

# *KEY DSIB RECOMMENDATIONS 2019-2020*

1. The Governing Board should address the repeated recommendations of recent inspection reports, in relation to the quality of teaching, learning and assessment, including Arabic as an additional language, and in so doing, hold all leaders to greater account.

2. Ensure that the Governing Board and leadership at all levels engage in more strategic self-evaluation processes and as a consequence, implement more accurate school improvement planning, that leads to sustained and measurable progress.

3. Provide teachers with relevant professional development on differentiated teaching and learning alongside robust strategies of assessment and then monitor more effectively their impact on children's and students' outcomes, in all subjects.

4. Ensure that all teachers have higher expectations in lessons and are held to greater account for meeting the needs of all in their lesson planning and in the delivery of the curriculum, in both phases.

**Priority 1: The Governing Board should address the repeated recommendations of recent inspection reports, in relation to the quality of teaching, learning and assessment, including Arabic as an additional language, and in so doing, hold all leaders to greater account.** *(FW- 6.4,6.1,6.2, 1.1,1.2,1.3,3.1,3.2)*

| Targeted objectives | Key actions | Lead person | Start/Rev/End dates | Resources | Success Criteria | Monitoring Impact (Review and Next Steps) |
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| 1 (a) Strengthen quality assurance of monitoring teaching, learning and assessment including Arabic by all leaders | Assure quality of teaching, learning and assessment including Arabic through observations by external reviewers. | GEMS review Team LAB | S- Jan R- March R- June E- Sept. | | At least 65% of teachers deliver very good lessons in core subjects and 55% of Arabic teachers deliver good lessons. No weak lessons in any subject. External reviews validate the quality of teaching, learning and assessments ( In June) | |
| | Evaluate the shared leadership monitoring schedule every quarter through evidence-based interactions. | Vice President | S- Jan R- March R- June E- Sept. | | Documented evidence of the leadership interactions validated by the VP. | |
| | Share outstanding leadership practices and | Vice President | S- Jan R- March | | Positive impact of the implementation of shared | |

| | strategies within the group. | | R- June<br>E- Sept. | | practices and strategies adopted within our school context. | |
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| 1(b) Improve the library facility to promote a culture of reading in both Arabic and English. | Design a modern library facility to inculcate the joy of reading in all stakeholders. | Principal MSO | S- Jan<br>R- March<br>R- June<br>E- Sept. | 50,000 AED | Students experience the joy of reading in the modern library facility in September 2020. | |

**Priority 2: Ensure that the Governing Board and leadership at all levels engage in more strategic self-evaluation processes and as a consequence, implement more accurate school improvement planning, that leads to sustained and measurable progress.**

**(FW- 6.2, 6.4, 1.2)**

| Targeted objectives | Key actions | Lead person | Start/Rev/End dates | Resources | Success Criteria | Monitoring Impact (Review and Next Steps) |
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| 2) Ensure that governors and leaders implement secure processes for self-evaluation and school-improvement planning, and, as a consequence, improve the outcomes for all groups of students | Reflect on the weekly monitoring and annotate the SIP on a monthly basis to measure the impact of the actions for all groups of students. | SLT | S- Jan<br>R- March<br>R- June<br>E- Sept. | | Quarterly SIP targets are met by all leaders as evidenced in the data conversations and quarterly reports uploaded in the leadership e-portfolios in KGS SLT Teams. | |
| | Present quarterly reports to the governing body on the impact of the actions taken and progress made by all groups of students. | Principal and Vice principal | S- Jan<br>R- March<br>R- June<br>E- Sept. | | Quarterly reports and student work samples evidence that<br>a) >=75% of students attain at or above the | |

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| | | | | | curriculum standards (C1) in all subjects. | |
| | | | | | b) 65% of students attain at or above curriculum standards (B1) in English, Math, Science and Social Studies. | |
| | | | | | c) 55% of students attain at or above curriculum standards (B1) in Arabic. | |
| | | | | | d) >=75% of students make **expected progress** in all subjects. | |
| | | | | | e) At least 65% of students make **better than expected progress** in English, Math, Science and Social Studies. | |
| | | | | | f) At least 55% of students make better than **expected progress** in Arabic as an additional language. | |
| | Review and evaluate at all levels the impact of the actions taken to strengthen the self – evaluation processes. | SLT | S- Jan<br>R- March<br>R- June<br>E- Sept. | | The **'Impact Analysis Document'** evidences the impact of the actions taken and the next steps towards building an evidence based SEF. | |

**Priority 3: Provide teachers with relevant professional development on differentiated teaching and learning alongside robust strategies of assessment and then monitor more effectively their impact on children's and students' outcomes, in all subjects.**

**(FW- 6.1, 6.2, 6.5, 3.1, 3.2, 1.1, 1.2, 1.3)**

| Targeted objectives | Key actions | Lead person | Start/Rev/End dates | Resources | Success Criteria | Monitoring Impact (Review and Next Steps) |
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| 3 (a)Provide teachers with targeted, need-based, differentiated and developmental PD to improve teaching practices and student learning outcomes<br>• Workshops<br>• Co-teaching<br>• Peer observations<br>• Instructional coaching- EOCO<br>• Modeling<br>• CPT | Conduct internal and external research based PD sessions on differentiated instruction to improve teaching and learning | SLT | S- Jan<br>R- March<br>R- June<br>E- Sept | | A large majority of teachers plan and implement research based differentiated strategies skillfully in lessons that cater to the needs of all groups of students. | |
| | Conduct internal and external PD sessions on strengthening research based formative assessment strategies to measure attainment and progress in lessons. | SLT | S- Jan<br>R- March<br>R- June<br>E- Sept | | A large majority of teachers plan and implement research based formative assessment strategies skillfully in lessons that cater to the needs of all groups of students | |
| | Conduct internal and external PD sessions to improve the triangulation and use of assessment data (internal/external/AFL) to meet the needs of all the students in lessons. | HOA | S- Jan<br>R- March<br>R- June<br>E- Sept | 10,000 AED | A large majority of teachers triangulate and use assessment data very effectively to enhance the progress of all groups of students as evidenced in lessons and student work samples. | |

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| • Study Circles<br>• Team Teaching | Build capacity in leaders and teachers to fortify internal moderation processes and validate student outcomes | HOA | S- Jan<br>R- March<br>R- June<br>E- Sept | | All leaders and teachers make valid, reliable and evidence-based decisions to further embed mindful marking. | |
| | Conduct internal and external workshops to improve teachers' skills on early intervention and in class support strategies to meet the needs of students of determination and Gifted and Talented students more effectively.<br><br>Build capacity in all LSAs and TAs to assist the teachers to support the students of Determination in lessons. | HOI | S- Jan<br>R- March<br>R- June<br>E- Sept | | All teachers accurately identify and refer all students with special needs leading to prompt and early intervention.<br><br>All teachers modify, annotate and implement differentiated strategies in lessons linked to IEP targets.<br><br>All teachers extend and challenge T&G students effectively in lessons so that they make better than expected progress.<br><br>All LSAs and TAs provide effective in-class support to ensure SODs make consistent, personal and academic progress. | • |
| 3(b) Monitor the impact of professional development workshops on | Continue to monitor the quality of teaching, learning and assessments through a rigorous shared leadership monitoring | SLT | S- Jan<br>R- March<br>R- June<br>E- Sept | | A large majority of teachers deliver very good lessons in core subjects and a majority of Arabic teachers deliver good lessons, as a result of the | |

| student learning outcomes | schedule comprising focused lesson observations, learning walks, drop ins, book looks and peer observations for enhancing student outcomes. | | | | rigorous leadership monitoring schedule.<br><br>No weak lessons are observed in any subject. | |
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| | Strengthen the moderation process to validate internal data and ensure a greater impact on learning outcomes | HOA | S- Jan<br>R- March<br>R- June<br>E- Sept | | The moderation process evidences coherent and consistent internal assessment processes that validate student outcomes. | |
| | Strengthen data conversations with the teachers on a quarterly basis to measure the impact of improved quality of teaching on student outcomes. | SLT | S- Jan<br>R- March<br>R- June<br>E- Sept | | All teachers analyze and use data on a quarterly basis and demonstrate an in-depth knowledge of the strengths and weaknesses of their students to personalize instruction. | |

**Priority 4: Ensure that all teachers have higher expectations in lessons and are held to greater account for meeting the needs of all in their lesson planning and in the delivery of the curriculum, in both phases. (FW- 3.1, 4.2, 1.1,1.2, 1.3, 6.1, 6.2)**

| Targeted objectives | Key actions | Lead person | Start/Rev/End dates | Resources | Success Criteria | Monitoring Impact (Review and Next Steps) |
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| 4 (a) Ensure that all teachers set higher | • Teachers demonstrate high | Supervisors/TLC | S- Jan<br>R- March | | • All groups of students are challenged in | |

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| expectations for all groups of students, and engage in more creative and challenging lesson planning. | estimates of student achievement (John Hattie's Research – 1.62 effect size)<br><br>• Set SMART student targets for all core subjects on a termly basis with reference to the internal and external data.<br>• Continue to ensure that lesson plans are creative and challenges are personalized to meet the needs of different groups of students. | | R- June<br>E- Sept | | lessons, cognitive tasks, projects and assessments.<br><br>• All students set SMART targets in all core subjects on a termly basis.<br><br>• A large majority of teachers plan creative lessons and provide specific support and challenges to meet the needs of all students. | |
| 4(b) Extend the range of opportunities so that students can take ownership for developing their own creative and innovative ideas and solutions to problems. | • Ensure a large majority of students work independently and use thinking routines, innovative learning technologies and the design thinking process to | Supervisors/TLC | S- Jan<br>R- March<br>R- June<br>E- Sept | | • A culture of visible thinking is evident wherein critical thinking is a key feature in lessons.<br>• A large majority of students work independently and use thinking routines, innovative learning technologies and the | |

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| | build creative solutions to real life problems. | | | | design thinking process to build creative solutions to real life problems. | |
| 4(c) Review the curriculum in KG and adopt a holistic, integrated approach, especially with outdoor play. | • Review the KG curriculum to integrate and accommodate outdoor play every day.<br>• Expand the outdoor play pen areas to accommodate extended outdoor play periods. | HOK | S- Jan<br>R- March<br>R- June<br>  E- Sept<br><br><br>Sept-2020 | 100,000 AED | • All Kindergarten students evidence enhanced learning skills and outcomes, particularly in the gross motor skills, due to the extended and varied opportunities for outdoor play integrated in the timetable from April 2020. | |
| 4(d) Improve opportunities for children in KG to seek new experiences and challenges and so develop their independent learning skills in the key subjects (Learning skills). | • Ensure a large majority of students in the kindergarten engage in independent exploration through Reggio Inspired Inquiry and present their learning in all key subjects. | HOK | S- Jan<br>R- March<br>R- June<br>E- Sept | | • A large majority of students in the kindergarten enquire, question and demonstrate independent learning skills.<br><br>• Student thinking is visible as they communicate their learning | |

| 4 (e) Check the impact of curriculum initiatives and modifications on learning outcomes for all students. | • Measure the impact of new initiatives on student outcomes for all groups of students<br>1. Gamification<br>2. Climate Change integration<br>3. Forensic Science<br>4. Robotics (Micro: bit/AR/VR) | HOC | S- Jan<br>R- March<br>R- June<br>E- Sept | Climate Change Actions – 25,000 AED<br><br>Forensic materials – 10,000 AED | 1. A large majority of students improve skills in Memory, Visual processing, Focus and Attention, Problem solving and linguistics as evidenced in the gamification report.<br>2. Almost all students implement 6R's and take climate change actions through<br>a) PAL<br>b) Waste Management<br>c) Avoiding single use plastic<br>d) Raising awareness<br><br>3. A large majority of students in the upper primary demonstrate scientific process and linguistic skills (forensic science)<br>4. A large majority of students use Micro: bit to code, program and build solutions. | |

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| 4 (f) Improve the level of support and range of appropriate challenge in all lessons for students of determination and for those who are talented and gifted. | • Provide extended curricular and co-curricular opportunities for the talented and gifted students<br>• Design STREAM stations in the Design Atelier lab to engage students in PBL for talented and gifted students. | SLT | S- Jan<br>R- March<br>R- June<br>E- Sept | | • T&G students' extended work samples and projects in curricular and co-curricular areas (STREAM) documented in the e- portfolios evidence better than expected progress | |
| 4(g) All teachers are held to greater account for meeting the needs of all students in their lesson planning and in the delivery of the curriculum, in both phases | • Strengthen the performance management process<br>• Set SMART Targets<br>• Provide support through need-based developmental PD<br>• Review targets and suggest next steps | SLT | R- Jan 2020<br>E- March 2020<br><br>New PM Cycle 2020-21<br><br>S – April 2020<br>R – Oct 2020<br>E – Mar 2021 | | All teachers take accountability for the attainment and progress of all their students and meet their targets as evidenced in their digital Performance Management portfolios.<br><br>All students make expected and better than expected progress. | |

## KEY TO ABBREVIATIONS USED

AFL – Assessment for Learning, SOD – Students of determination, T & G – Talented and Gifted, CPD – Continuous Professional Development, LSA – Learning Support Assistants, SLT – Senior Leadership Team, VP- Vice Principal, CPT – Common Planning Time, CDIO- Chief Digital and Innovations Officer, , CAT4- Cognitive Ability Tests Fourth Edition,  ASSET- Assessment of Scholastic Skills through Educational Testing, HOK- Head of Kindergarten, STREAM- Science, Technology, Research, Engineering, Arts and Mathematics PBL- Project Based Learning, PAL- Plant a Legacy, AR- Augmented Reality, VR- Virtual Reality, LAB- Local Advisory Body, HOA- Head of Assessment, SMART- Specific, Measurable, Achievable, Realistic and Time Bound, HOI- Head of Inclusion, EOCO- Each One Coach One, SIP- School Improvement Plan, SEF- Self Evaluation Form, MS)- Manager of School Operations, PM – Performance Management, SMART – Specific, Measurable, Achievable, Relevant, Time-bound, S-Start, R-Review, E- End.

## COLOUR KEYS TO HIGHLIGHTS TO BE USED FOR THE MONITORING  IMPACT COLUMN WHILST REVIEWING THE SIP

Review of SIP, strengths and next steps from Jan to March will be highlighted in yellow in the Monitoring Impact column.

Review of SIP, strengths and next steps from April to June will be highlighted in blue in the Monitoring Impact column.

Review of SIP, strengths and next steps from September to October will be highlighted in green in the Monitoring Impact column.