



## Action Plan

**Goal 1:** *To ensure that the time allocated to the teaching of Arabic, at all stages meets the requirements of the Ministry of Education.*

What needs to be done? (Strategic Actions)	By whom and when?	What resources?	What evidence indicates progress?	How and when evidence be gathered?
<p>Added 4 periods during *PEP time; offered Arabic for IGCSE as an optional subject</p> <p>All Arabic and/ Islamic teachers registered with the Ministry; the registration of 1 newly hired teacher for Islamic Studies is under process</p>	<p>Management Team planned how requirements fit in the time table, additional resources and/ facilities determined, June 2009</p> <p>Arabic Supervisor/ Advisor (Education Matters)</p>	<p>Additional rooms/ facilities; number of teachers needed; number of hours required</p>	<p>Allocated needed rooms; 1 teacher for Islamic studies has been hired; teaching hours meet legal requirements (40 minutes per period)</p>	<p>Timetable planned, facilities provided, resource materials /textbooks for teachers and students purchased, additional teacher hired</p> <p>Implemented before the start of the Academic Term, 2009 - 2010</p>

\*Personal Enrichment Programme

**Goal 2:** *To monitor and evaluate teaching and learning to ensure that all students make the progress that is expected of them and to better inform curriculum review planning.*

What needs to be done? (Strategic Actions)	By whom and when?	What resources?	What evidence indicates progress?	How and when evidence be gathered?
<p><i>Implement a system to evaluate teaching effectiveness and ensure that all the needs of learners are met and; establish a framework, and procedures for supporting staff development.</i></p> <p><b>A. Teacher Evaluation (Student Ratings)</b></p>	<p>Pilot testing &amp; Validation of Evaluation Instruments, Analysis of Results, Student Counsellor, May – June 2009</p> <p>Revision of Evaluation Instrument, Curriculum</p>	<p>Printing of Materials, Conduct of Evaluation (Head, Student Welfare)</p> <p>Session/s with teachers/ Dept to critique/modify evaluation</p>	<p>Individual &amp; Group Report of Teacher performance</p> <p>Revised Teacher Evaluation Form, Mid November</p>	<p>Conducted Teacher Evaluation/ Student Ratings (10% sample group) at all levels, May 2009; Individual Report of Teacher's Performance, and Group Profile, June 2009</p> <p>Revision shall have been made, all teachers will be furnished a copy, EO</p>

<p><b>A. Teacher Evaluation (Student Ratings)... con'td</b></p> <p>B. The teacher's assessment/ evaluation as reflected in their daily lesson plans to determine the general attitude of students towards learning, student's needs, etc. (Refer to Goal 4)</p> <p>C. Observation/ classroom visits to observe the teacher in action; and observe the level of rapport between the teacher and the students.</p>	<p>Manager, EO October</p> <p>Conduct of Teacher Evaluation (Student Ratings), Curriculum Manager, January 2010 (Grades 12 – 13) and March 2011 (Grades 5 to 11)</p> <p>Subject Heads and teachers under their department keep progress under review, taking supportive action needed.</p> <p>Instructional Support Team, headed by the Principal, Head of Academics (Secondary/Junior Level), Subject Heads; new teachers observed 2x and old teachers once as arranged/ scheduled per academic term</p>	<p>instrument</p> <p>Printing of survey forms, Availability of the Electronic Mark Reader Head of Academics/ Curriculum Manager, Subject Heads; Data processing by the IT Department</p> <p>Consolidation of Assessments of teachers by the Subject Heads</p> <p>Over-all Analysis/ Review by the Head of Academics/ Curriculum Manager</p> <p>Visits will be arranged by the Instructional Support Team;</p>	<p>December</p> <p>Conduct the survey to all students at all year levels from Grades 5 to 13.</p> <p>Analysis of Findings/ Summative Report of Student Ratings (Office of the Head of Academics)</p> <p>Periodic monitoring and/ meetings of Subject Heads and</p> <p>Subject Heads meeting with teachers recorded in a Log Book</p> <p>Observation Reports of the members of the Instructional Support Team will provide a detailed evaluation report indicating: (a) identified strengths, weaknesses and positive achievements of each teacher observed (b) a list of recommendations that can be used to build on strengths and improve weaknesses</p>	<p>Evaluation of Teacher Performance all students before exams;</p> <p>Results disseminated by the end of the term to all teachers. Summative Report, EO the Academic Term</p> <p>Teachers' Assessment/ Evaluation (Daily Lesson Plans) will be consolidated as a monitoring and formative assessment device</p> <p>Summative Report, EO the Academic Term</p> <p>Periodic device to monitor and/ observe teachers in the classroom</p> <p>Coaching/ mentoring session/s of a teacher based on classroom observation/s</p>
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**Goal 3: *To develop a formative assessment and student tracking processes.***

What needs to be done? (Strategic Actions)	By whom and when?	What resources?	What evidence indicates progress?	How and when evidence be gathered?
A. Teacher's Assessment of	Teachers, Year Supervisors/	Teachers accomplishing the	Periodic monitoring and evaluation of leads to	Student progress is reported

<p>Learning Outcomes (using Basic Statistics Tools) at all levels</p> <p>B. Student Progress Chart with parent's guidance and/ comments</p>	<p>Coordinators. Supervision of the Subject Heads,</p> <p>Students (secondary level) charting their progress in every exam and setting goals to attain higher level of achievement, 5x per academic term</p>	<p>Assessment of Learning Outcomes (using Basic Statistics) at all levels; Behavioral Dimensions are included</p> <p>Teachers monitoring the accomplishment of the Student's Progress Charts</p> <p>Enlist support of parents to motivate students' learning, and/ for remedial or corrective strategies</p> <p>Management to provide instructional support and resources, as needed</p>	<p>improvement of instruction: teaching practices, and curriculum, efficient delivery of support services and other school structures.</p> <p>Information based on the periodic monitoring of progress enables the teachers and support staff (Student Welfare/ Student Counsellor) to assess students' needs; and take reasonable steps to assist students.</p> <p>Each student takes an active part in the learning process by mapping his progress in each subject, evaluating his strengths and weaknesses and the student sets for himself goals with a criteria for success; Active involvement or participation of parents is sustained throughout the academic term to further improve student achievement</p>	<p>periodically to students and parents (5x per academic term)</p> <p>Teachers, Student Coordinators, Student Welfare Head and Student Counsellor working collaboratively to support the academic achievement of all students.</p> <p>Students' Progress Charts are accomplished 5x per academic term, as a monitoring and formative assessment tool; to be collected and consolidated as part of the summative report, EO academic term</p>
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**Goal 4:** *To be able to develop and extend, across the whole school a range of teaching strategies that effectively meet the learning needs of every student.*

What needs to be done? (Strategic Actions)	By whom and when?	What resources?	What evidence indicates progress?	How and when evidence be gathered?
<p><u>Teachers Support and Improvement Plan</u></p> <p>A. Every teacher is supported in improving teaching and learning</p>	<p>Planning: Subject Heads discuss and record priorities and objectives with each of the teachers in their department; and discuss how progress will</p>	<p>Supervision of Heads of Secondary and Primary</p> <p>Coaching/ mentoring session/s of a teacher with</p>	<p>Appropriate attention and extra support are provided to teachers whose practice is in need of improvement</p>	<p>Periodic review of Subject Heads and Teachers reviews &amp; consultation meetings or sessions</p>

	<p>be monitored; every start of the academic term.</p> <p>Monitoring: Subject Heads and teachers under their department keep progress under review throughout the cycle, taking any supportive action needed.</p> <p>Review: Subject Heads and teachers under their department review achievements over the year and evaluate the teacher's overall performance taking account of progress against objectives.</p>	the respective Subject Head	<p>Pupils motivation is increased and levels of challenge and stimulation within the classroom and their attainment is raised through effective planning and/ target setting.</p> <p>Satisfactory ratings of teacher performance by students and, by supervisors (Instructional Support Team).</p>	Progress or improvements initiated, and supportive actions implemented are recorded in the Log Book (Anecdotal Record).
B. Formal Assessment of Teacher Performance. (Refer to Goal 2)	<p>Conduct Students' Evaluation of Teachers, 2x a year, to be fully implemented for AY 2010 – 2011; Validation and revision of questionnaire (pilot-testing) for Academic Years 2008 - 2009 &amp; 2009 – 2010.</p> <p>Consolidated Supervisor's Ratings (Based on Observation Reports of</p>	<p>Validation by Student Counsellor;</p> <p>Conduct of Evaluation and Consolidation of Ratings, by the Heads of Secondary &amp; Primary</p> <p>Processing of Results, IT Department</p> <p>Over-all Rating Performance of Teachers by the Instructional Support Team</p>	<p>Individual Ratings/ Profiles of Teacher's Over-all Performance by the Students and Supervisors</p> <p>Analysis of Findings/ Summative Report of Teachers' Over-all Performance (Office of the Head of Academics)</p>	<p>A copy of Over-all performance of teachers furnished before the end of the Academic Term.</p> <p>Analysis of findings disseminated at the end of the semester to all teachers.</p> <p>Summative Report, EO the Academic Term</p>
C. Staff Development (School-wide) 1. Efficient use of technology to enhance student learning: use of Interactive Boards as teaching aid	<p>Training workshops conducted to all teachers, 2 sessions (June 2009); 4 sessions (Aug &amp; Sept 2009)</p> <p>Follow-up sessions of the</p>	<p>Interactive Board Trainors; Assistance of the IT Department during workshops.</p> <p>Periodic monitoring observation by Instructional Support Team to determine the efficient use of</p>	<p>Efficient use and further training needs will be determined by the Instructional Support Team</p> <p>Increase the level of students engagement in a</p>	<p>Determined through the periodic observation visits of the Instructional Support Team</p> <p>Level of enthusiasm and interest will be determined through the Students'</p>

<p>2. Teaching Effectiveness Workshops</p>	<p>Trainors with teachers, EO every month</p> <p>Principal, Heads of Secondary and Primary to promote and ensure that teachers learn and grow together toward some common goal, conduct monthly workshops (every last Thursdays of the month)</p>	<p>Interactive Boards in teaching.</p> <p>Management to provide instructional support and resources, as needed</p>	<p>classroom, motivate students and promote enthusiasm for learning</p> <p>Conducted 4 workshops on June.; 4 workshops on Aug-Sept 2009</p>	<p>Evaluation of Teacher Performance</p> <p>Workshops focus on crucial problems of curriculum, and instruction (e.g. strategies of teaching) every last Thursdays of the month for the whole academic term</p>
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**Goal 5:** *Review the effectiveness of the organizational systems and resources to support the development of active learning experiences for every student and evaluate the appropriateness of the curriculum and facilities to support the learning of students in Grades 12 and 13.*

What needs to be done? (Strategic Actions)	By whom and when?	What resources?	What evidence indicates progress?	How and when evidence be gathered?
<p>A. Curriculum Review:</p> <p>1. Reviewed all available test results to identify areas of particular need (baseline data)</p> <p>2. Consolidated Analysis of Student Ratings (Teacher Performance)</p> <p>B. Professional Development Workshops and/ Improvement of the Teaching Staff for Grade 12 &amp; 13</p> <p>1. Training of Teachers, AS Level to improve quality of teaching in three subject areas, namely: ICT, Physics &amp; Chemistry</p> <p>2. Recruitment of experienced teachers for AS Level</p> <p>3. Staff Restructuring for Secondary Level</p>	<p>Student Counsellor, Exam Officer, Teacher Support Coordinator, Aug 2009</p> <p>University of Cambridge International Examinations (CIE) &amp; Edexcel, Oct 2009</p> <p>Management, July 2009</p> <p>Management, July 2009</p>	<p>Results of exams (IGCSE, AS and SAT)</p> <p>School Fund to support teacher training</p> <p>Interview of Applicants</p> <p>Reviewed qualifications and/ experiences for Subject Heads (HOS)</p>	<p>Consolidated analysis of the results indicating strengths and weaknesses</p> <p>3 teachers completing professional development trainings in ICT, Physics &amp; Chemistry</p> <p>Recruitment of 5 experienced teachers to handle AS Level</p> <p>Satisfactory ratings of teacher performance by students and, by supervisors</p>	<p>Achievement level of Students in the IGCSE, AS and SAT, collated immediately after the release of exam results for the purpose of curriculum review (Aug 2009)</p> <p>As evidenced by the Certificate of Attendance in the workshops.</p> <p>Recruited 5 teachers for AY 2009-2010</p> <p>Subject Heads providing support to foster exemplary teaching practices,</p>

D. Improvement of Facilities 1. Installed 30 additional Interactive Boards  2. Library: Purchased Additional Resources and/ Books (Implementation and Assessment Guides) for teachers and students	Funded as part of the School Improvement Plan, Aug 2009	Funding and supervision of the School Administrative Officer	(Instructional Support Team).  A total of 43 Interactive Boards installed and operational	throughout the academic term  Added Interactive Boards (130% increase) had been installed and operational before the start of classes.
	Funded as part of the School Improvement Plan, Sept 2009	Funded by the school Recording / book accessioning by the School Librarian	A 15% increment of resource materials/books for use of teachers and students	All resource materials/ books had been recorded and accessioned by the School Librarian

**Goal 6: *To develop more effective self-evaluation processes and extend the accountability.***

What needs to be done? (Strategic Actions)	By whom and when?	What resources?	What evidence indicates progress?	How and when evidence be gathered?
A. Monitor and evaluate improvement plans in terms of the (1) achievement of the educational objectives as reflected in to School Improvement plan, (2) budgetary objectives and (3) management systems and processes used for implementation.	Management Team, Weekly Meeting, to identify those school plans which have been achieved and the reasons for their achievement ; to identify areas of weakness in the implementation of the plans and possible reasons for these weaknesses and, to identify areas that can or should be included in a list of priorities for school improvement	Heads of Secondary and Primary and/ Support Staff to carry out the evaluation of their department and prepare their weekly/ monthly departmental evaluation report  Management to use individual departmental evaluation reports to prepare the whole school evaluation report and circulate to all interested parties	A detailed evaluation report indicating: (a) identified strengths, weaknesses and positive achievements (b) a list of recommendations that can be used to build on strengths and improve weaknesses  A summary of the evaluation report	Periodic assessment reviews by the Heads of Secondary and Primary  Circulation of the evaluation and summary evaluation (Summative Report) to be published in the website
B. Determine Stakeholders' Satisfaction Index (Parents & Students)	Management Team, Academic Term 2009-2010, March 2010	Data processing by the IT Department	Evaluation of the Improvement Plans Initiated for Academic Year 2009-2010	Administer Survey to parents and students, before EO the Academic Term