National Agenda Action Plan 2022-2023

National Agenda Outcome Statement
To ensure that National Agenda Parameters TIMSS, PISA, PIRLS, CAT4, NGRT, ABT, and MAP are fully implemented and to ensure ASCS actively drives attainment and progress to achieve UAE National Agenda targets.

National Agenda Performance Outcome Targets (NAPOT):
• PIRLS 2021 (Awaiting Outcomes): Achieve a score greater than 539 (ePIRLS 2016 Private Schools Participating in PIRLS in Dubai average) • PISA 2022: (No Grade 10 cohort and only 3 students 15 years and above) Achieve a score greater than 2018 UAE Average of Science 434, Reading 432, Math 435 • TIMSS 2023: Ensure to meet targets set for school for Math (477 – 482) and Science (459 – 464) • Literacy Combination (CAT4 & NGRT): Ensure progress in Literacy in Phases 2, 3, and 4 is at least 'Good' • NGRT: Ensure most students (75% and above) achieve age-related reading levels • ABT Arabic: Ensure a majority of students (50% and above) make above expected progress and that attainment in Arabic A & B is at least "Good" in Phases 2 -4 • MAP Science: To ensure "Very Good" attainment in Phases 2-4 • MAP Math: To ensure "Very Good" attainment in Phase 2, "Good" attainment in Phase 3, and "Good" attainment in Phase 4 • MAP Language Usage: To ensure "Good" attainment in Phases 2-4 • MAP Reading: To ensure "Good" attainment in Phase 2 and "Acceptable" attainment in Phases 3-4

Focus: Highly Effective School Leadership & Management					
Action	**Responsibility**	**Desired Outcome**	**Completed by**	**Reviewed by**	**Status/Impact**
The Leadership Team, including School Governing Board, demonstrate a relentless commitment to the National Agenda Priorities & National Agenda Outcome Statement	Principal, Senior Leadership Team, Middle Leadership Team	SLT, MLT, SGB analyze NAP data and provide a clear action plan that is understood by all stakeholders with PowerBI reports that allow full access to data with analysis by phase, grade level, and groups of students NAP Action Plan links seamlessly to Inspection Framework, SDP and Middle Leaders action plans SLT, MLT, and SGB formally evaluate progress towards National Agenda Targets via 3 department review audits scheduled in monitoring calendar	August 2022 August 2022 Nov 2022 Jan 2023 May 2023	Chair of Governors	National Agenda action plan impact upon curriculum and teaching & learning. This in turn achieves the National Agenda Targets.

		Middle Leaders carry out daily quality assurance that underpins granular level progress towards National Agenda Targets	Ongoing		
		Progress towards National Agenda Targets are reported to stakeholders at least once a semester and the action plan is reviewed and updated	January 2023 & May 2023		
Ensure all staff are fully trained in UAE National Agenda Parameters, UAE Vision 2021, UAE Centennial Plan 2071 and ASCS action plans National Agenda Targets are met.	Head of Academics, Assessment Coordinator and HoDs	CPD ensures that all members of staff know our National Agenda Targets	Semester 1	Principal	Professional Development program ensures all staff know National Agenda Outcome Statement and Targets
		Data analysis and next steps are shared with teams by the Middle Leadership Team	Ongoing		
		All teachers understand the data analysis and develop highly effective interventions within teaching and learning to achieve National Agenda Targets	Ongoing		
		All staff understand the details of the UAE Centennial Plan 2071 and 4 pillars: Future Focused Government, Excellent Education, A diversified Knowledge Economy and A Happy and Cohesive Society			
Ensure all parents and students fully aware of UAE Vision 2021, UAE Centennial Plan 2071 and are aware of our plan and agreed actions to meet National Agenda Outcome Statement & Targets	Head of Academics & Assessment Coordinator	Newsletter and webinars to be conducted to educate parents on statement and targets	Semester 1 with continued follow up in Semester 2 - ongoing basis	Principal & Chair of Governors	Students and parents are fully aware National Agenda Statement & Targets and support their children achieving them.
		Assemblies and displays and homeroom time to generate student awareness of targets to be achieved, especially TIMSS.			

Ensure all parents and students are fully aware of their personal progress towards achieving the school's National Agenda Outcome Statement and Targets	Head of Academics & Assessment Coordinator	Student Firefly Personal Pages are actively used to provide access to Student CAT4 Reports, MAP Family Reports and each student's own personal targets for MAP, NGRT, and ABT.	Updated after each testing window (ABT, NGRT, CAT4, and MAP)	Principal	Students and parents are fully aware of their own personal targets and parents support their children to achieve them.
Focus: Complete Registration and administering of N.A.P Benchmarking Assessment for 2022-23					
Action	**Responsibility**	**Desired Outcome**	**Completed by**	**Reviewed by**	**Status/Impact**
Deliver GL Cognitive Ability Test – CAT4 in Grades 3-9 for all students (All students who took CAT4 in 21-22 do not need to re-sit this academic year)	Assessment Coordinator & Head of Academics	Complete testing in compliance with guidelines provided in KHDA circular supplement and allow for school to calculate the measured potential of students vs academic attainment. Ensure all students in Grades 3-9 have a valid CAT4 score	CAT4 Testing to be conducted before end of September 2022	Principal, Head of Sections, and Head of Academics, and Head of Inclusion	Allows for flagging for potential SEND and G&T Data used by teachers to ensure planning to meet learning profiles allowing needed accommodations.
Deliver ABT Arabic to Arabic A & Arabic B students in Grades 3-9	Assessment Coordinator & Head of MOE Subjects	Validation of internal assessment processes and all students of Grades 3-9 successfully complete the prescribed testing within the 3 stated windows	October 2022 (Window 1) January 2023 (Window 2) May 2023 (Window 3)	Principal, Head of Academics, and Head of Inclusion	Effective tracking of progress to inform Planning for Progress review meetings with Arabic teachers Flagging of at-risk students allowing for early help Teachers able to use data by domains to inform flexible grouping.
Deliver MAP Testing in Fall, Winter and Spring testing windows by using small groups of students (10 per session).	Heads of Departments in English, Math and Science along with Assessment Coordinator	All students of Grades 3-9 successfully complete their MAP test in fall, winter and spring in 2022-23 academic year.	Fall – completed by November 30th Winter – completed by February 28th Spring – completed by June 30th	Head of Academics	Triangulation of CAT4, Internal, and external assessment data to inform planning

Deliver NGRT testing for all students in Grades 1-9	Head of English and Assessment Coordinator	Reading age data gathered for all students in Grades 1-9 as per the prescribed 3 testing windows	October 2022 January 2023 April 2023	Principal and Head of Academics	Accurate reading levels obtained to ensure all teachers in school community have access Data to monitor literacy intervention

Focus: Accurately analyze the National Agenda Parameter assessment data enabling teachers to interpret N.A.P. data and inform instruction					
Action	**Responsibility**	**Desired Outcome**	**Completed by**	**Reviewed by**	**Status/Impact**
Upload all N.A.P data to the school management system to produce rigorous data analysis	Assessment Coordinator	Complete and accurate database using Power BI that allows all teachers easy access.	Updated after each Testing session	Principal & SLT with Heads of Departments	Ongoing after each testing window Data from external testing enables leaders to hold Heads of Departments and teachers to account for student outcomes and inform self-evaluation and needed intervention.
Provide Triangulation of Data Report for Teachers (CAT4, MAP & Semester 1 Internal) in addition to (CAT4 & NGRT)	Assessment Coordinator and Subject Leads	To enable teachers to better analyze data and understand students who are underperforming against their measured potential and update their planning to accommodate individual needs and track progress	December 2022	Head of Academics	Facilitate planning for progress meetings whereby teachers can actively reflect on students not yet meeting their measured potential and address lack of progress
Analyze MAP data to measure students' attainment against international grade expected norm and identify each cohort based on their attainment and progress and engage staff in Data Talks	Head of Academics and Subject Leads	Build capacity of the leadership team on data literacy through in house and external professional development to effectively and accurately use N.A.P data analysis and promote the data culture across the school By engaging in data talks, teachers of core subjects are able to reflect and review their current progress against National Agenda Target and plan for	After each testing window	Principal	Teachers continuously use MAP Learning continuum data to inform flexible grouping in their weekly lesson planning

		students making good or below expected progress			
Promote a data culture and data-driven decision making across the school	Head of Academics with Subject Heads of Departments	All action plans and school improvement plans are driven by data and have clear links to National Agenda Targets; Department audit reviews of subject action plans are conducted with data reviews	Ongoing	Principal	Culture of accountability to ensure achieve targets set

Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
Create Power BI Dashboard of CAT4 scores for each grade level along with summary views	Assessment Coordinator and Head of Section	Accessibility of data for teachers	November 2022	Principal	Dashboards allow for ease of access to data for review Summary dashboards provided to teachers from this allow for ready identification of profiles and possible accommodations.
Conduct training with all departments on how to use CAT4 Data to inform their teaching and enable personalization of learning	Assessment Coordinator	All teachers are aware of their students' cognitive ability and learning preference and apply a variety of teaching strategies in the classroom to accommodate every child's learning need (learning style, verbal deficit, etc)	November 2022	Principal	Two-part training series on use of CAT4 data to inform instruction completed and saved on Intranet site for future reference
Follow up training conducted with teachers on how to use CAT4 data to inform planning and devise data cover sheet for planning	Assessment Coordinator & Head of Section	All teachers now use CAT4 data in consistent manner to inform planning especially in relation to accommodations to cater for bias learning profiles Teachers understand the data and use it when planning lessons and target setting. Subject leaders are aware of the gaps, weaknesses and strengths in their subject area. Teachers have and refer to the MAP and CAT4 data for their	November 2022	Principal	Internal data summary supplements created providing learning profiles and strategies for each group of students generated

		students when planning to see areas to develop and work on.			
Strategies to support verbal, even-profile, and spatial bias and weaknesses are collated and shared with all stakeholders and Heads of Departments have worked with teachers to create subject-specific data cover sheets	Assessment Coordinator & Head of Section with Heads of Departments	CAT4 differentiation and strategies on planning sheets to support children following the results from CAT4 reports in October	November 2022	Principal	CAT4 Strategies for learning providing teachers with greater knowledge of how this data can be used to inform planning Data cover sheet established lending consistency in use of data
Analyze CAT4 data to identify students with specific bias, verbal deficit, possible gifted and talented students and students with special educational needs.	Assessment Coordinator, SEND Teachers, Head of Academics & Head of Inclusion	Head of Inclusion is able to screen possible gifted and talented students and students with special educational needs that are flagged and add as needed to Students of determination or G&T lists and provide services accordingly. A list of students whose CAT4 scores warrant monitoring is created by Inclusion department and these students' attainment and progress is tracked at end of semester 1 and half-semesterly thus after to determine if further screening is warranted. Teachers are aware of students with specific learning bias and verbal deficit and able to then personalize learning according to data.	November 2022 Half Semesterly November 2022	Principal	Students at risk have been identified and are being monitored Review of G&T list has taken place accordingly
Collaboration with Hamdan Bin Rashid Al Maktoum Centre for Giftedness and Creativity	SEND Teachers, Head of Inclusion, & Head of Academics	From CAT4 screening, list of final students for further screening is generated to confirm externally their area of giftedness	November 2022	Principal	Potential extended program for G&T Emirati students is secured
Conduct CAT4 Workshops with parents and share these	Assessment Coordinator	Parents are educated on how to read CAT4 reports and are aware of their	November 2022	Principal	Parent online training has also taken place to enable them to

Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
on parent portal along with the CAT4 Report for Parents		child's cognitive ability and their learning preference.			better read and understand CAT4 Parent Reports.
Hold 'CAT4 Chats' with all students who have taken the CAT4 assessments to ensure that they know their areas to work on and what strategies them best to learn.	Assessment Coordinator	Children talk 1:1 with their teachers and Senior leadership to discuss barriers in their learning and what helps them to learn better following the CAT4 reports. Students reflect on this and can comment on strategies that may work to support their learning in their Student Portfolio	October 2022	Head of Academics	All students in grades 3-9 22-23 have had a 1:1 CAT4 data talk Students have access to their CAT4 reports on Firefly and can articulate at least 3 ways they might learn best.

Focus: To enhance progress made in MAP testing

Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
Utilize reporting features of NWEA Map - To generate family reports to engage parents in dialogue as to their child's attainment and targets and hold "Student Led Conferences"	Teachers and Subject Leads	All students are aware of their targets and learning gaps	After each testing window	Head of Academics	NWEA family reports are uploaded routinely uploaded to our students' Firefly Personal Pages
Classroom Monitor	Heads of Departments/Team Leaders and Teachers	To allow for effective tracking of progress against curriculum standards and identify gaps in curriculum to allow for curriculum reviews and to identify students for the scheduled intervention sessions To generate half-semesterly reports for parents as to targets	Semesterly Half-Semesterly	Head of Academics	Classroom monitor reports are uploaded to students' Firefly personal ages mid-Semester and end of Semester
Accelerate students' progress by applying interventions through embedded intervention and online programs such as Exact Path, Raz Kids for reading K-5, Achieve3000 reading 6-9	Teachers and Subject Leads	To allow for personalized targeted intervention to develop key skills in weekly intervention classes in Math and weekly Guided reading in English All teachers use e-resources to differentiate tasks and challenge students' critical thinking skills and	Weekly	Head of Academics	Tracked intervention program for Math and Literacy with personalized learning paths set for students via API integration with Exact Path & NWEA

Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
		ensure students engage in weekly Exact Path interview for Math and English at least once a week			
Student Engagement & Rapid testing threshold analysis & significantly different RIT score	Assessment Coordinator	To use the rapid testing threshold analysis to identify students who are at 30% or above and whose RIT score difference from last testing window shows a significant drop of greater than 20 points to yield valid data and consider in consultation with NWEA if re-testing is warranted and to review effectiveness of particular student test engagement and how to improve this for next testing window.	Each MAP testing window	Head of Academics	Complete analysis in each semesterly testing window identifying students with Rapid guessing and those with greater than 20 point RIT score differences with any instances for re-testing documented or action plan in place for next testing window.
Offer incentive program to students to award achievement for achieving 41st percentile, 61st percentile, etc	Head of Academics	All students are motivated and take MAP testing seriously across the school.	At end of each semester	Principal	Announcement of incentives was done to parents and students to motivate and encourage testing engagement MAP Honor Wall also established.

Focus: Quality Teaching & Learning

Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
Ongoing 20-day cycle review of intervention to ensure effectiveness of interventions Monitoring of continuous assessments via iCampus, PowerBi, and Classroom Monitor Review of Math Curriculum to address gaps of TIMSS cohort Grade 4 & 8 and carry out	Head of Math	Students in Grades 4 & 8 achieve school's TIMSS targets End of unit Pearson assessments aim for 75% of every class to achieve age related expectations. Achieve Very Good attainment in Phase 2 MAP with Good attainment in Phase 3 & 4 MAP by Spring 2023	CLP meetings weekly May 2023 Ongoing – at end of each assessment	Head of Academics	In Math, students at least meet National Agenda Performance Outcome targets Monitoring cycle and data reviews reflect ongoing good progress for all cohorts

weekly intervention and administer mock assessment Embed PISA style questions in Phase 3 & 4			Spring 2023 Testing Window		
KG co-planning meetings with Head of Science and embed within KG science lessons consistent investigation practices that develop scientific literacy Review of KG science assessment against I can statements In Phases 2-4 Minimum standards in use of labs for practical science sessions End of Unit Pearson assessments Ongoing analysis of MAP Testing windows to identify students with low attainment and understand gaps of students' understanding Embed in Phases 2-3 TIMSS Style questioning Embed in Phases 3-4 PISA Style questioning	Head of KG & Head of Science	Raise attainment in Phase 1 Science to overall Good in next DSIB visit Students in Grades 4 & 8 achieve school's TIMSS targets Achieve Very Good attainment across Phases 2-4 in Spring 2023 MAP Testing	Weekly planning sessions and modelling with KG Review of Science assessment process in KG by July 2022 Bi-weekly formative assessment review to inform planning on an ongoing basis TIMSS targets achieved May 2023 MAP targets achieved June 2023	Weekly planning Review by July 2022 Bi-weekly reviews to inform planning May 2023 June 2023	In Science, students at least meet National Agenda Performance Outcome targets Monitoring cycle and data reviews reflect ongoing good progress for all cohorts

Monitoring schedule ensures teaching & learning expectations are set out and achieved

Arabic department weekly after-school modeling of literacy lessons for department colleagues led by teachers each week whereby teacher plans lesson with Head and delivers to peers to drive forward consistencies in practice across phases

Weekly timed reading practice to develop greater oral fluency in Elementary to support students in lessening cognitive load to make greater gains in comprehension

Half-termly data reviews and planning for progress meetings

External ABT examinations to validate performance against National Agenda Performance Outcome Targets | | Lessons provide rigor with integrated literacy skills that are sufficiently differentiated for groups of students

ABT testing demonstrates at least 75% of students achieve at curriculum standards with 50% attaining above curriculum standards | Monitoring cycle outcomes and resulting actions – ongoing

PD Calendar and observation records – ongoing | | Students studying Arabic have the qualifications and academic pathways to ensure they can access career aspirations |

Focus: Modify the curriculum to meet the contents and skills requirements of TIMSS

Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
Review of TIMSS Framework for Math & Science and cross-check Annual Plans for Grades 2-4 and 6-8 to ensure all content is covered and ensure this is update yearly according to any newly published TIMSS Framework	HoDs of Math & Science	Fully reviewed curriculum mapping document is produced and implemented for Grades 2-4 and Grades 6-7 ensuring TIMSS framework content remains embedded in our curriculum plans each year ensuring each cohort will be prepared.	Continuous embedded process of our annual Curriculum review with secondary review completed September 2022	Head of Academics	Students in Math & Science at least meet the National Agenda targets. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.
Embed in current Grade 4 and current Grade 8 cohorts (who will be tested in 2023) TIMSS curriculum and curriculum mapping of content they will cover to ensure all completed by time by January 2023	HoDs Math & Science	Preparation for cohorts who will take TIMSS 2023	September 2022	Head of Academics	Students in Math & Science at least meet the National Agenda targets. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.
TIMSS Action Plans – embedded in department action plans	HoDs Math & Science	A review of TIMSS 2023 Action Plan to ensure key skills are being developed and informs department action plan to enable students to achieve targets set for TIMSS 2023	September 2022	Head of Academics	Culture of accountability to ensure all department plans are linked to National Agenda targets
Science Lab skills mapping	HoD of Science	Mapping out of key science lab skills for each grade level to develop students' ability to think scientifically as well as develop their scientific literacy	September 2022	Head of Science	Students continue to develop open ended inquiry skills and their ability to analyze results
TIMSS Mock Assessment for current cohort Grades 4 & 8	HoDs Math & Science	Students well-aware of testing conditions, test format	January 2023	Head of Academics	Students' engagement is secured
TIMSS Parent workshops	HoDs Math & Science	Conduct parent information sessions on TIMSS targets and framework with parents of students in Grades 4 & 8 to generate awareness school's target and guide parents specifically as to how they can help their son/daughter prepare for TIMSS testing	December 2022	Head of Academics	Parents actively support their child to work to achieve UAE National Agenda targets

| Future Planning next steps for TIMSS 2027 | HoDs Math & Science | Review of latest TIMSS Framework and (when available) also 2023 Results Allow to inform Curriculum review June 2023 and development of update TIMSS Workbooks for Grades 2-3 and Grades 6-7 for 23-24 academic year ensuring all current TIMSS Standards are embedded in curriculum for 23-24 onwards as well as to ensure continued practice with TIMSS style questions to prepare next upcoming cohorts for TIMSS 2027 | June 2023 (with another review thereafter once TIMSS 2023 results are received) | Head of Academics | Curriculum review for 23-24 is secured and TIMSS targets remains a continued focus |

Focus: Modify the curriculum to meet the contents and skills requirements of PISA and PBTS and develop school-wide literacy					
Action	**Responsibility**	**Desired Outcome**	**Completed by**	**Reviewed by**	
Continue to develop reading across the curriculum and further students opportunities to read a range of genres	English HoDs, Homeroom teachers, English teachers, and Librarian	Whole School: New leadership for English working collaboratively to drive literacy Phase 1 & 2 • Extension of KG2 timing • Recommended reading lists for each age range (to be accessible by both staff, parents and students). • Staff and senior students read stories and these are published on learning management system as digital library recording (role modelling). • Competitions ('Random Readers' photography competition) & Literacy weeks in addition to regular Book Fairs • Phase 2 morning reading intervention for identified students • Re-development of Guided Reading program for Grade 1-5	Ongoing	Head of Academics & Heads of Sections	Students in reading at least meet the National Agenda targets. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.

with secured additional academic support in each session to effectively differentiate
- Implementation of Helicopter stories in KG
- Topic based books & SEL books (fiction and non-fiction) that drive class themes and topics over each half semester.
- Homeroom reading time for Grades 1-2
- Weekly after-school intervention for English for at-risk students
- Word of the Day shared with whole-school community

Phase 3&4:
- Homeroom time for Exact Path
- Literature Circle implementation weekly to extend discussions on ELA themes through mapped novel studies.
- SLT to record book readings to be shared across the school.
- Entering students into literature and reading competitions
- Word of the Day shared with whole-school community

| Add Literacy marking codes to marking policy for all subjects and provided series of training on Literacy | Heads of Sections | To ensure all teachers share the same definition of literacy and actively promote all types of literacy within their subjects i.e. financial, ICT, scientific, etc | Semester 1 2022 | Principal | Students received a unified language of learning in regards to literacy in their feedback |

Review of Math, Science and English Curriculum and map out how to close any gaps in content between PISA framework and school's curriculum	HoD of English, Math and Science	Produce curriculum review mapping document	TBC once 2022 PISA Framework is published	Principal Team	Students in English, Math & Science at least meet the National Agenda targets. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.
Review of Grade 8 & 9 MAP Spring 22-23 data	HoD of English, Math and Science	Generate action plan to prepare current Grade 9 cohort for the PISA Based Test for Schools (PBTS) that they will take in Grade 10 (2023-2024)	June 2023	Head of Academics	Students in English, Math & Science at least meet the National Agenda targets. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.
Use of Study Hall for Grade 9 2022-2023 to develop their literacy and research skills and SAT prep skills	HoD of English and Math	To allow for practice of PISA based type questions and practice in addition to SAT throughout grade 9 2022-2023	May 2022	Head of Academics	Students in English at least meet the National Agenda targets. QA and Data Drops reflect this progress and attainment on a regular basis for all cohorts.
Take PBTS 2024	HoD of English, Math and Science, Head of Academics, Teachers and Assessment Coordinator	To achieve in line with schools across UAE and to achieve the UAE National Agenda Target of being among one of the top 20 countries	PBTS 2024 (for current Grade 9 cohort when they moved to Grade 10)	Principal	Compliance with National Agenda testing
Review of PBTS 2024 Results	HoD of English, Math and Science, Head of Academics, Teachers and Assessment Coordinator	To action plan for PISA 2025 for current grade 7 cohort	Semester 1 2024	Principal	School's next steps apart of school's continuous self-evaluation and improvement planning

Focus: Inclusion					
Action	**Responsibility**	**Desired Outcome**	**Completed by**	**Reviewed by**	
Review of Wave 3 students in line with newly published 22-23 External Assessment requirements by KHDA	SEND Teachers, Head of Inclusion, and Head of Academics with Assessment Coordinator	All students who should be excluded from external assessments undergo stringent review to evaluate reasons for exclusion and gain parental signed consent	September 2022	Principal	Ensure the testing of most SEND students in National Agenda testing

Form an "Inclusive education action team" consisting of staff and parents	Head of Inclusion	School is to have an Inclusion & Wellbeing Education Action Team that works to raise awareness of inclusion and address students' needs and meets at least 3 times in the academic year	Half-semesterly meetings	Principal	Inclusion & Wellbeing Action team established and first meeting held in November
Confirm the "Governor for inclusive education"	Principal	Confirmation of Inclusion Governor who will conduct a review of our SEND department serving on Inclusion Subcommittee	October 2022	Chair of Governors	Inclusion Governor selected and Inclusion Subcommittee established
Review of SEND Department manpower plan	Head of Inclusion	To remain in compliance with KHDA inclusion standards and hire an additional SEND teacher to ensure that for every 200 students there is one SEND teacher	October 2022	Principal	In compliance with KHDA published recommended ratios
Review and update of Inclusion Policy and List	Head of Inclusion	A comprehensive policy that accurately reflects the provisions for SEND students within the school community and effective identification of all SEND students within the community	September 2022	Principal	Completed and published. Policy practically reflects actual practices
ELL Identification and categorization	Head of Inclusion, ELL Teacher, and ELL Learning Support Assistant with SEND Support Teachers	To categorize all ELL learners thus providing teachers with more guidance as to accommodation strategies and grouping information for intervention and design timetable to allow pull-out for ELL students in designated sections	August 2022	Head of Academics	ELL students identified and categorized with pull out support in place. Schedule of push-in and pull-outs is established to allow tracking of provisions. All teachers have access to WIDA proficiency levels to inform in-class accommodations in their weekly planning according to the language domain being targeted.
Training for ELL accommodations for all new Common Core teachers	Head of Inclusion	To enable teachers to use proficiency levels and identify language demands in	September 2022	Principal	Training enables teachers to plan meaningful accommodations

		order to plan for effective accommodations			
Community Links – plan course of action to collaborate with Hayati Center to provide services within school	Head of Inclusion	To allow for extension of screening, services and provisions for parents to enable SEND students to transition successfully within an inclusive mainstream school environment gradually	Semester 1 2022	Principal	Partnership established allowing for another avenue of free screening for newly identified students Member of Hayati center on our inclusion action team Training offered for LSAs
Review of ASDAN program to allow for modified pathway for our profound wave 3 students	Head of Inclusion	Review of requirements of program for both identified Wave 3 students and potentially also G&T	November 2022	Principal	Provisions factored in for 23-24 budget