

National Agenda Action Plan 2020-2021

Focus: Complete Registration and administering of N.A.P Benchmarking Assessment for 2019-2020					
Action	Responsibility	Desired Outcome	Completed by	Reviewed by	Status/Impact
<p>Deliver GL Cognitive Ability Test – CAT4 in Grades 2-7 for all students</p> <p>*Note: As a small school, investing to ensure all students have fresh CAT4 score from Grade 2 and up</p>	Assessment Coordinator	<p>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.</p> <p>All students of Grades 2-7 (New admissions & Existing students) and successfully complete their CAT4 tests</p>	CAT4 Testing to be conducted before end of October 2020	Principal & Head of Section	
<p>Deliver MAP Testing in Fall, Winter and Spring testing windows by using small groups of students (10 per session).</p>	Heads of Departments in English, Math and Science along with Assessment Coordinator	<p>All students of Grades 3-9 successfully complete their MAP test in fall, winter and spring in 2020-21 academic year.</p>	<p>Fall – completed by November 30th</p> <p>Winter – completed by February 28th</p> <p>Spring – completed by June 30th</p>	Head of Elementary	



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
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 & Head of Section
Provide Triangulation of Data Report for Teachers (CAT4, MAP & Term 1 Internal)	Assessment Coordinator and Subject Leads under leadership of Head of Section	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 2020	Vice Principal & Head of Elementary
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 Elementary 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 students making good or below expected progress.	After each testing window	Principal
Promote a data culture and data-driven decision making across the school	Assessment Coordinator with Subject Heads of Departments	All action plans and school improvement plans are driven by data and have clear links to National Agenda Targets; Termly review of subject action plans are conducted with data reviews	Ongoing	Heads of Sections



Focus: Effectively use CAT4 data analyses to inform teaching practices					
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 2020	Principal	
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 2020	Principal	
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 students when planning to see areas to develop and work on.	November 2020	Principal	



<p>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</p>	<p>Assessment Coordinator & Head of Section with Heads of Departments</p>	<p>CAT4 differentiation and strategies on planning sheets to support children following the results from CAT4 reports in October</p>	<p>November 2020</p>	<p>Principal</p>	
<p>Analyze CAT4 data to identify students with specific bias, verbal deficit, possible gifted and talented students and students with special educational needs.</p>	<p>Assessment Coordinator & SENCO</p>	<p>SENCO 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.</p> <p>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 term 1 and half-termly thus after to determine if further screening is warranted.</p> <p>Teachers are aware of students with specific learning bias and verbal deficit and able to then personalize learning according to data.</p>	<p>November 2020</p> <p>Half Termly</p> <p>November 2020</p>	<p>Principal</p>	



Conduct CAT4 Workshops with parents and share these on parent portal along with the CAT4 Report for Parents	Principal	Parents are educated on how to read CAT4 reports and are aware of their child's cognitive ability and their learning preference.	November 2020	Executive Principal	
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.	Moral Education Teachers along with Social Worker	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	November 2020	Principal	
To anecdote CAT4 support and strategies within their Teacher Portfolio to raise awareness of the needs and supports within the class including bias and low score	Subject Leads & Teachers	Subject Leaders are thorough with the reports from MAP, CAT4, PIRLS & TIMSS and use them effectively to raise attainment in their subject.	Ongoing November 2020 onwards	Head of Section	



Focus: To enhance progress made in MAP testing					
Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
Utilize new reporting features of NWEA Map - To generate new 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	Termly	Head of Elementary	
Intervention Lessons for English and Math Grades 1-5	Teachers and Subject Leads	All students' learning gaps have been identified and specific intervention has been applied to meet those learning needs	Weekly	Head of Elementary	
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-termly reports for parents as to targets	Termly Half-termly	Head of Elementary	
Accelerate students' progress by applying interventions through online programs such Map Skills Navigator, Raz Kids for reading, Think Central and Elevate Science	Teachers and Subject Leads	To allow for personalized targeted intervention to develop key skills in weekly intervention classes All teachers use e-resources to differentiate tasks and challenge students' critical thinking skills.	Weekly	Head of Elementary	



Student Engagement & Rapid testing threshold analysis & significantly different RIT score (more than 10 points less than previous)	Assessment Coordinator	To use the rapid testing threshold analysis to identify students to be re-tested who are at 30% or above or whose RIT score difference from last testing window shows a drop of greater than 10 points to yield valid data	Each MAP testing window	Head of Elementary	
Offer incentive program to students to award achievement for achieving 41 st percentile, 61 st percentile, etc	Head of Elementary	All students are motivated and take MAP testing seriously across the school.	At end of each term	Principal	
Focus: Preparation for PIRLS 2022 Assessment with current Grade 4 cohort					
Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
Completion of class listing and student listing forms	Assessment Coordinator	Successful registration of all Grade 4 students for PIRLS 2021 assessment	November 2020	Principal	
Review of PIRLS 2021 Framework	Head of English with English teachers	Integration of PIRLS process of comprehension within planning and Library lessons	Term 2 2021	Head of Elementary	
Online Parent Workshop	Head of English with Head of Elementary	Ensuring parental support and engagement in weekly reading activities	January 2021	Principal	
Create Practice Resources for Students	Head of English with Head of Elementary	Ensure sufficient practice material for PIRLS sessions with students	December 2020	Principal	
Update of Term 2 timetable	Head of Elementary & Head of English	Allow focused PIRLS session each week with current Grade 4 cohort to allow students exposure to PIRLS and ePIRLS content developing their	Term 2 2021	Principal	



		awareness of testing expectations and allowing for sufficient practice			
Take Assessment	Assessment Coordinator and English department	All students complete assessment	March 2021	Principal	
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 6-7 to ensure all content is covered and ensure this is update yearly according to any newly published TIMSS Framework	HoDs Maths & 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.	September 2020	Head of Elementary	
Embed in current Grade 2 and current Grade 6 cohorts (who will be tested in 2023) TIMSS curriculum and curriculum mapping of content they will cover to ensure all completed by time they are Grade 4 and Grade 8	HoDs Maths & Science	Preparation for cohorts who will take TIMSS 2023	September 2020	Head of Elementary	
TIMSS Action Plans – embedded in department action plans	HoDs Maths & Science	A review of key skills to be developed and a formulated action plan to allow us to achieve the UAE National Agenda target of 510.	September 2020	Head of Elementary	



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 2020	Head of Elementary	
Create TIMSS Workbooks for use by Grade 4 and Grade 8 students and Grade 2 and 6 students	HoDs Maths & Science	Allow for practice with TIMSS style questions with practice integrated into Annual Plans.	Term 2 & 3 2021	Head of Elementary	
Review and analysis of TIMSS 2019 Grade 4 Results	HoDs Maths & Science	To conduct gap analysis to address areas of weakness for students currently in Grade 5 (2019-2020) and to review curriculum to address these gaps and update action plan accordingly	Pending release of results	Head of Elementary	
TIMSS Parent workshops	HoDs Maths & Science	Conduct parent information sessions on TIMSS targets and framework with parents of students in Grades 2 & 6 to generate awareness of testing results, school's target and guide parents specifically as to how they can help their son/daughter prepare for TIMSS testing	February 2020 (Dependent on release of the TIMSS 2019 results)	Head of Elementary	
Student information session	HoDs Maths & Science	Conduct session with students in Grade 2 and 6 to raise awareness of the online testing format and strategies of revise revision	January 2021	Head of Elementary	



Focus: Modify the curriculum to meet the contents and skills requirements of PISA and PBTS					
Note: We do not yet have Gr 8-10					
Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
Generate Action Plan for Reading across the curriculum to promote culture of reading and ensure that all subject teachers are teachers of literacy.	Head of English	Literacy Action Plan is driven across Primary and Secondary to ensure high levels of literacy in English, Maths and Science	September 2020	Head of Elementary & Head of KG	
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	Term 1 2020	Principal	
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	
Review of Grade 7 MAP Spring 20-21 data	HoD of English, Math and Science	Generate action plan to prepare current Grade 7 cohort for the PISA Based Test for Schools (PBTS) that they will take in Grade 10 (2023-2024)	June 2021	Head of Elementary	
Develop PISA workbooks for Grade 9 2022-2023 cohort	HoD of English, Math and Science	To allow for practice of PISA based type questions and practice throughout grade 9 2022-2023	May 2022	Head of Elementary	



Take PBTS 2024	HoD of English, Math and Science, Head of Elementary, 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 7 cohort when they moved to Grade 10)	Principal	
Review of PBTS 2024 Results	HoD of English, Math and Science, Head of Elementary, Teachers and Assessment Coordinator	To action plan for PISA 2025 for current grade 6 cohort	Term 1 2024	Principal	
Focus: Moral Education					
Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
Mapping moral education content, including time allocation	Head of Elementary	All fully mapped and integrated moral education curriculum with maximum staff, student and parent engagement	Mapping of curriculum completed by August 2020	Principal	
Selection of teachers, pedagogical approaches and resources including the use of moral education textbooks, engagement of families and community members	Head of Elementary & Head of English	Ensure selection of teachers and resources are in place according to guidelines set out by Ministry	Start of academic year	Principal	
Ensure engagement of families	Moral Education Teachers	Communication with parents via letters at the start of each unit sharing learning objectives and home activities to support learning at home	Termly Communication Letters	Principal	



Review of Assessment Criteria	Head of Elementary	To ensure assessment policy for moral education is in compliance with guidelines set out by Ministry and responding to parents' feedback in regard to format of projects and reflection journals	September 2020	Principal	
Appoint Moral Education Specialist teacher for next academic year	Head of Elementary & HR	To allow for more rigorous follow up and lesson observations with staff and consistent implementation of curriculum across phases	Term 2 2021	Principal	
Focus: Inclusion					
Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
Create a "Student Service Support" team	SENCO	We aim for ISCS to provide a fully inclusive education system so that every student can achieve in line with their peers and to provide all students regardless if they are SEND or Non-SEND with a point of contact to hear their concerns and work with them to achieve any personal goals.	Term 1 2020	Principal	
Form an "Inclusive education action team" consisting of staff and parents	SENCO	School is to have an Inclusive 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-termly meetings	Principal	
Confirm the "Governor for inclusive education"	Principal	Appoint an Inclusion Governor who will conduct a review of our SEND department serving on Inclusion Subcommittee	October 2020	Director of Education	



Review of SEND Department manpower plan	SENCO	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 2020	Principal	
Review and update of Inclusion Policy and List	SENCO	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 2020	Principal	
ELL Identification and categorization	SENCO & 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	November 2020	Head of Elementary	
Set up of Provision MAP for SEND and Safeguarding Plugin	SENCO & SLT	To allow for effective tracking of IEP goals, BIPs and ELL Plans in teacher friendly format and enhanced communication of these to parents	September 2020	Principal	
Create an Inclusion Online Site	SENCO	To provide a useful reference guide to allow for more effective identification as well as a tool of accommodation strategies and access to IEPs	September 2020	Principal	
Add an additional Effective Learning Provision Room	SENCO & SEND teachers	To create an additional, vibrant, appealing learning resource room that allows for more effective timetabling of pull out sessions with the ability to cater to 1-2-1 and small group intervention sessions or testing sessions.	September 2020	Principal	



Use of GL SEN Toolkit	SENCO & SEND teachers	To allow for effective identification and screening of students within the community	Term 3 2020	Principal	
Community Links – plan course of action to collaborate with Hayati Center to provide services within school	SENCO	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	Term 1 2020	Principal	
Focus: Innovation					
Action	Responsibility	Desired Outcome	Completed by	Reviewed by	
All teachers to complete Apple Teacher Certification	Teachers	Progressive learning by empowered students who think critically and are actively taught 21 st century learning skills by incorporating Apple Elements of Teaching into lesson plans	Term 1 2020	Heads of Sections	
Implement Apple Classroom	Teachers	Teachers are not only able to control student devices but to also facilitate collaboration within lesson despite Covid social distancing regulations	Term 1 2020	Heads of Sections	
Establish BYOD in Grades 1-7	Heads of Sections	Students develop independent learning skills and school's Ed-tech vision can be implemented	Term 1 2020	Principal	
Purchase Showbie and design workflow process	Heads of Sections with HoDs	Marking policy reflects workflow process with regular feedback via Showbie including use of digital verbal feedback enhancing	Term 1 2020	Principal	



		opportunities for students' response to feedback			
Formation of Ed-tech committee	Head of Elementary	To form a think-tank group that will collaborate to drive innovation policy as well as our Ed-tech vision	Term 2 2021	Principal	
Virtual Labs	Head of Science	Students gain expertise and mastery in designing and exploring with projects that cannot be conducted due to safety/time in the lab- students gain a better understanding of abstract concepts, consequently extend or build on a given topic, skill or concepts making clear and concise hypothesis, allowing for Lab work to continue even in Covid	September 2020	Head of Elementary	