

Action Plan
Academic Year 2019-2020
Assessment and Students' Achievement

1. Students' achievement						
Key action 1: Attainment						
Targeted objectives	Success criteria	Review of success	Strategies to be employed	Timescales	Resources	Personnel responsible
Attainment as measured against authorized and licensed curriculum standards (internal assessment)	<p>The large majority of students (at least 61%) attain levels that are above curriculum standards in all core subjects</p> <p>The gap between internal and external assessment results is reduced by 15% due to a simultaneous drop in internal assessment results and a rise in external assessment results.</p>	<p>Biweekly review of formative assessment data as per reports generated in Frog OS</p> <p>Quarterly review of internal assessment data</p> <p>Semester review of exam data (from scanning) juxtaposed to formative assessment results</p> <p>Biweekly review of standard-based assessment data in Power BI</p>	<p>Ongoing tracking of internal assessments to evaluate relation to curriculum standards through:</p> <ul style="list-style-type: none"> • PowerSchool standard-linked assignments • End-of-semester exam data on Power BI • FrogOS formative assessment reports <p>Publish standard-based progress reports for parents where students are categorized as per their level of understanding (Emerging, Developing, Achieving, Established, Exceptional)</p> <p>Reporting weekly to middle and senior leaders on aggregate data for their respective sections/subjects to allow for timely data-driven intervention plans</p> <p>Monthly data meetings with each department to discuss the monthly data reports and update T&L binders</p>	End of 2019/2020 academic year (ongoing)	<p>Frog OS biweekly reports</p> <p>SOP for teachers using formative assessment digitally on FrogOS</p> <p>Power BI updates</p> <p>PowerSchool grade books and aggregate reports</p>	<p>All teachers, HoDs, SLT</p> <p>Assessment coordinator</p> <p>Data administrator</p>
Attainment as measured against national and appropriate	A minimum of 50% of students will increase their percentile level	Data analysis of MAP Winter 2020 and Spring 2020 results in relation to CAT4 results	Develop an effective T&L binder for each teacher with MAP, CAT4, internal results for AY 18/19 for each student in their classes	End of September 2019 (to be updated at	Timely and organized external	All teachers, HoDs, SLT

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international standards	<p>between testing windows in English, Math, and Science</p> <p>No student will have gaps in the learning continuum past more than 2 academic years relative to their current standing</p> <p>PISA and PIRLS are fully integrated in the curriculum</p>	<p>Data analysis of PISA and PIRLS results to define individual student targets for literacy</p> <p>Analysis of student Lexile levels progress from Fall to Spring and target setting every two months</p>	<p>Have target setting for each student, involving their parents, for all external assessments, including reflections on target achievement post-testing</p> <p>Relating MAP data to Internal Assessments</p> <p>Tracking potential (CAT4) vs. realized potential (MAP)</p> <p>Issuing reports for parents and students and inviting them to discuss the results</p> <p>Include students' attainment in the teacher end-of-year appraisal</p>	<p>the end of each test session)</p> <p>Prior to each MAP session (October 2019, January 2020, June 2020)</p> <p>End of 2019/2020 academic year (ongoing)</p>	assessment sessions	<p>Assessment coordinator</p> <p>Data administrator</p> <p>HR</p>
Trends in attainment over time	<p>Significant improvement of attainment over the past three years</p> <p>Attainment levels improve by 70% externally each year</p>	Data analysis results	<p>Deploying Action plan for raising attainment via the identification, assessment, and tracking of Power Standards</p> <p>Data analysis of all data sources, including online resources</p>	January 2020 (ongoing)	Data from internal and external assessments	<p>Assessment Director</p> <p>Assessment coordinator</p> <p>Data administrator</p>
Key action 2: Progress						
Targeted objectives	Success criteria	Review of success	Strategies to be employed	Timescales	Resources	Personnel responsible

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Progress of students, including those with special educational needs, against their starting points and over time	The large majority of students make better than expected progress in relation to their individual starting points and the curriculum standards on both internal and external assessments	Data analysis results (ongoing)	<p>Analysis of bi-weekly formative assessment data by standard to determine levels of progress and issuing reports to all middle and senior leaders by phase and subject</p> <p>Issuing progress reports for parents and students and inviting them to discuss the results</p> <p>Monthly meetings with departments to discuss students' progress and strategies to sustain/improve it</p> <p>Include students' progress in the teacher end-of-year appraisal</p>	End of 2019/2020 academic year (ongoing)	Internal and external assessment data	<p>Assessment Director</p> <p>Assessment coordinator</p> <p>Data administrator</p>
Progress in lessons	In lessons, the large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards	<p>Formative assessment results</p> <p>PWT results</p> <p>Classroom observation results</p>	<p>Observation and analysis of formative assessment in the classroom</p> <p>Analysis of lesson observation data from SLT</p> <p>Training teachers on formative assessment strategies such that they generate data to inform instruction</p>	End of 2019/2020 academic year (ongoing)	<p>Lesson observations</p> <p>PWT</p>	Assessment Director
Progress of different groups of students (9 groups)	Most groups (5 groups) of students make better than expected progress	Data analysis results (ongoing)	Issue bi-weekly reports to middle leaders and SLT on the progress of all groups in all core subjects	End of 2019/2020 academic year (ongoing)	Internal and external assessment results	Assessment Director

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			<p>Add group-wise data to T&L binders</p> <p>Train teachers in specific strategies for targeting the challenges each specific group is facing</p> <p>Regular meetings with the LAB and Parent council to update them on the latest data reports, especially for Emirati students</p> <p>Publishing results of different groups in the quarterly school newsletter</p>			<p>Assessment coordinator</p> <p>Data administrator</p>
2. Assessment						
Targeted objectives	Success criteria	Review of success	Strategies to be employed	Timescales	Resources	Personnel responsible
Internal assessment processes	Internal assessment processes are coherent and consistent. They are directly linked to the school's curriculum standards to provide valid, reliable and comprehensive measures of students' academic, personal and social development	Analysis of PowerSchool assignments by standard	<p>Review weights in various subjects to strengthen internal assessments to assess curriculum standards only</p> <p>Link each PowerSchool assignment to curriculum standards and train teachers on creating those assignments</p> <p>Transition Grade 1 to standard-based assessment only</p> <p>Quarterly analysis of formative assessment from Frog through Power BI tools to feed back to phase teams, HoDs, and teachers prior to assessment writing to guarantee proper assessment of taught standards, create remedial plans, and align taught to assessed curricula</p>	<p>End of 2019/2020 academic year (ongoing)</p> <p>September 2020</p> <p>September 2020</p>	<p>PowerSchool incident module</p> <p>BrightArrow</p> <p>MerciaBrenner Reporting</p>	<p>All teachers, HoDs, SLT</p> <p>Assessment coordinator</p> <p>Data administrator</p> <p>Curriculum Director</p> <p>Phase Principals</p> <p>HoDs</p>

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			<p>Utilizing the OMR (bubble sheets) solution together with Power BI tools to analyze DOK levels performance and feed back to HoDs to inform instruction</p> <p>Introduce the citizenship mark in PowerSchool to reflect previous learning skills rubric</p> <p>Publish comments on progress reports for advisory and report cards for each subject in order to better inform parents on their children's development</p>	<p>January 2020</p> <p>October 2019</p>		
Improve communication channels between school and parents to allow feedback to reach parents in a timely manner	Revert back to each submitted request within 24 hours of submission	Google form analysis	<p>Introduce Service Request levels with the assessment department where all technical parent and student requests would be centralized</p> <p>Train teachers and staff in how to use the service request form</p> <p>Train parents how to use the service request form and assure receptions and PRE use it to direct technical requests</p>	September 2019	Google forms Training	<p>Assessment Coordinator</p> <p>Data administrator</p>
External, national and international benchmarking	The school effectively benchmarks students' academic outcomes against appropriate external, national	Improved testing environment measured by the reduced number of necessary make-up exams (10-12% of student population)	<p>Introducing MAP and CAT4 detailed scores on the report card</p> <p>Increase weight of MAP marks to 15%</p> <p>Reinforce the incentives program</p>	<p>October 2019</p> <p>September 2019</p> <p>End of 2019/2020</p>	Various external assessments (MAP, PISA, SAT, PSAT, TIMMS,	<p>All teachers, HoDs, SLT</p> <p>Assessment coordinator</p>

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	and international expectations	<p>All-school target setting based on external assessment data (minimum of 3 times per year)</p> <p>Most students are able to explain what the various external assessments are, what their scores mean, and how they are related to their learning</p>	<p>Optimize testing environment by individually tracking student exam completion and targets</p> <p>Triangulating CAT4-MAP-Internal data prior to testing for target setting</p> <p>Triangulating CAT4-MAP-Internal data from each testing window to be reported to parents and students to involve families in the target setting process for new testing windows</p> <p>Using in-class differentiation based on external benchmark assessment data</p> <p>Involve parents as proctors of external assessments</p> <p>Parent coffee mornings for target setting together with students</p> <p>External assessment results are on the school report cards</p>	academic year (ongoing)	TOEFL, IELTS, AP)	<p>Data administrator</p> <p>Selected parents</p>
Analysis of assessment data to monitor students' progress	<p>Assessment data are rigorously analyzed. Information about students' progress, as individuals and as groups is accurate and</p>	<p>Regularity of data reports published out to teachers, middle leaders and SLT (biweekly)</p> <p>Timeframe in which assessment data reports are issued out to all</p>	<p>Publish assessment reports to all stakeholders (students, parents, teachers, SLT, LAB, Parent council) in a timely manner within two weeks of assessment cycle completion</p> <p>Add more intricate data analysis (by standard) to improve differentiation and</p>	End of 2019/2020 academic year (ongoing)	<p>External and internal assessment data</p> <p>Analysis tools (MySQL)</p>	<p>Assessment Director</p> <p>Assessment coordinator</p> <p>Data administrator</p>

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	comprehensive. It is monitored effectively	stakeholders (teachers, middle leaders, SLT, parents, and students) upon completion of an assessment session	target setting as well as allow for the creation of more effective intervention plans Create monthly data sessions for each department where data trends are discussed, evaluated and acted upon			
Use of assessment information to influence teaching, the curriculum and students' progress	Assessment information is used effectively in lesson plans and implemented in lessons as evident from lesson observations in order to meet the needs of all groups of students and enhance their progress	Results from lesson observations Data analysis of formative (biweekly) and summative assessments (quarterly) The needs of all groups of students are effectively met in the written and taught curricula as evident by the assessed curricula Interactive use of the T&L binders	Teachers receive biweekly feedback on student performance to modify instruction Students and parents receive biweekly reports informing them of strengths and weaknesses in each subject Lesson observations to track how formative assessment data analysis and internal data analysis influences teaching SEND assessment data is monitored closely to assure proper adaptations are in place and continued progress is present	End of 2019/2020 academic year (ongoing)	External and internal assessment data Analysis tools (MySQL)	Assessment Director Assessment coordinator Data administrator
Teachers' knowledge of, and support for, students' learning	Teachers have very good knowledge of the strengths and weaknesses of individual students. They provide personalized challenge and	Lesson plan compatibility with differentiated learning requirements Use of data in the taught curriculum as evidenced	Training for using Power BI tools to draw inferences from data analysis to inform instruction Lesson observations and walkthroughs on a weekly basis to evaluate differentiated learning and use of technology	End of 2019/2020 academic year (ongoing)	Lesson observations data Book scrutiny data	All teachers, HoDs, SLT Assessment coordinator Data administrator

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	support. Feedback to students is constructive. Students are regularly involved in assessing their own learning	by the results of the assessed curriculum Self- and peer assessment are present in most lessons Student work and teacher feedback is highly differentiated based on the individual student needs				
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