

Steps to 'Outstanding'

Context

- Nov. 2015 ADEC Inspection rating: Band A Very good with Outstanding provision (Standard 5), student enrollment: 1,950
- Jan. 2014 ADEC Inspection rating: Band B5, previous inspection model and rating scale, student enrollment: 1248
- Oct. 2012 ADEC Inspection rating: Band A, previous inspection model and rating scale, student enrollment: 728
- School opened in 2011

Strategy for 2016-17: Each child challenged and inspired in an inclusive, supportive and kind community

Focus Area: Personalized instruction, curriculum matched to student needs with data to support growth	Impact Measure (what specific / measurable difference will addressing the focus area make)
Highly managed student-centered strategies aimed at improving student outcomes	Ability to show individualization and impact of learning for all learners

Focus Area	Action	Time line per action	Impact of action
Focus Area: Curriculum			
<ul style="list-style-type: none"> Improve student progress and attainment of standards Ensure for quality assessments use of data to monitor progress Write accommodations for learning needs into curriculum 	<ul style="list-style-type: none"> Align an in-depth review of written curriculum Develop quality assessments per UbD, monitor data Collaborative support for teachers to learn strategies 	Full School Development Plan includes timeline and SMART goals)	Assessments/learning aligned to curriculum and matched to needs of each student.
Focus Area: Arabic			
<ul style="list-style-type: none"> Improve progress and attainment of Arabic using SMART goal strategies, K-12. (ADEC Report, 2015) 	<ul style="list-style-type: none"> PD for Arabic faculty, learn to monitor progress Observations moderated amongst SLT Arabic staff Support and focused interventions plans 		Improved instructional quality and improved student progress in Arabic.
Focus Area: Instruction			
<ul style="list-style-type: none"> Differentiation for the range of learners Support for LS and ELL, and challenge for high achievers 	<ul style="list-style-type: none"> Moderated observations of lessons Connect PD to instructional observation data Lesson plans include range of learners 		Differentiated instruction for range of learners = student choice, voice and success
Focus Area: Use of data			
<ul style="list-style-type: none"> Develop systems of using assessment and data to support students who perform less well than peers (ADEC Report, 2015) 	<ul style="list-style-type: none"> Data teams review assessment data (standardized and classroom-based) to monitor progress and design interventions. 		Early interventions lead to improved learning matched to student needs

Current indicator judgments	Desired outcome	Action to address this		Any barriers
Across all performance indicators judgments are Very Good and Outstanding	<ul style="list-style-type: none"> Move Standards 1, 3 & 6 to Outstanding by 2018, next ADEC Inspection 	<ul style="list-style-type: none"> Interventions for learning for students who need it Systems in place to monitor learning Impact through use of assessment and data High quality instruction, Arabic included. 		Utilizing new strategies for tracking student data as well as new assessments.
The School CANNOT be 'Outstanding' if:	Action	Notes		
<ul style="list-style-type: none"> Less than Instructional quality Limited data showing impact Less than Arabic instruction quality 		<ul style="list-style-type: none"> Improvement committees are now cross-teaming to create a more aligned action, integrated results, with an emphasis on each child's individual achievement. 		