Insert school's logo here

دائـرة الـتـعـلـيـم والـمـعـرفـة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Name of School	**Abu Dhabi Grammar School Canada**
ADEK eSIS School Number	**9049**

School Vision Statement

:We, at Abu Dhabi Grammar School (Canada) - AGS, strongly believes that
*All students have a right to learn in a safe, peaceful and productive environment **
*All students' needs and abilities should be catered to, and **
*.Teaching is inspirational and a message of honour **

;Based on these beliefs, we have devoted ourselves to promote teaching and education

.therefore, teaching has become our profession and industry
School's vision th

We hereby commit our support for this school development plan and will ensure the necessary funds and resources are available to ensure the full implementation of this plan.

School Owner signature: **School principal signature:** **School Stamp:** **Date:** 30/09/2022

ABU DHABI GRAMMAR SCHOOL (CANADA) - LLC
AGS
GRAMMAR SCHOOL CANADA
أبوظبي جرامر سكول (كندا) - ش.ذ.م.م

School Development Plan *Abu Dhabi Grammar School (Canada)* *SDP template (Sept. 2022)*

School Profile	
Curriculum 1/ Curriculum 2	**Canadian – Nova Scotia**
	MOE of UAE For Arabic Compulsory Subjects
Number of Students	**932**
Number of UAE National Students	**29**
Grade/Year Levels	**KG2 – GR 12**
Number of SEN students	**11**

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ABU DHABI GRAMMAR SCHOOL (CANADA) - L.L.C AGS

Extra Curricula Activities offered ((if any	***2022-2023*** ***SPORT ACTIVITIES/EVENTS*** **ADISSA,ADEK and NEW YORK UNIVERSITY TOURNAMENTS:** - U13 BASKETBALL GIRLS - U13 FOOTBALL GIRLS - U15 FOOTBALL GIRLS - U15 FOOTBALL BOYS - U19 FOOTBALL BOYS - U19 BASKETBALL BOYS **AFTER SCHOOL ACTIVITIES**(as per now, this may change if more are added in the next days): - U19 VOLLEYBALL GIRLS - U19 FRISBEE CLUB - U13 COOPERATIVE/INVASION/ATTENTION/COORDINATION GAMES - DANCE CLUB - U19 - BALLET ACADEMY - **SPORT DAYS:** - SD1 - GR.2-4 - SD2 - GR.5-7 - SD3 - KG2 - SD4 - GR1

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	EXTRA CURRICULAR ACTIVITIES: - TERRY FOX MARATHON - ABU DHABI SPORT COUNCIL/INPHOTA PROGRAMS. Events include: 2.5k run, 3k run, 5k run, 10k run, in support of different associations and charities in Abu Dhabi (examples: Pink Run, One Wish Run, Formula 1 Run)
Special Programs (if any National or International (Awards	
Number of Teaching staff (including (Principal	**68**
Number of non-teaching staff	**55**

Irtiqa'a Inspection Report and School Development Planning Overview

Please ensure that all required information below is provided

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Irtiqa'a Inspection report Information	
Date of most recent Irtiqa'a inspection visit	**Start:** 10/06/2022: **End:** 15/06/2022:
Date of issue of the most recent Irtiqa'a inspection report	22/07/2022
Overall Performance (from your most recent Irtiqa'a inspection report)	**Good**
School Development Planning Dates	
Date of your previous School Development Plan submission:	27/02/2020
Was your previous School Development Plan submission approved by ADEK:	Yes
Please select Yes for one of the statements below:	
1. **The School Development Plan that is being submitted is entirely new:**	Yes
2. **The School Development Plan being submitted has been updated since the last submission:**	30/9/2022

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ABU DHABI GRAMMAR SCHOOL (CANADA) - L.L.C AGS

Abu Dhabi Grammar School (Canada) - School Development Committee

Core School Development Planning Committee					
Enter Lead Name (Principal)		Daniel Berry			
Performance Standard 1 lead	Ms. Mayssoun Ibrahim	Leader	Performance Standard 2 lead	Mr. Jeffery Green	Leader
Performance Standard 3 lead	Ms. Kelsey Ann Walton	Leader	Performance Standard 4 lead	Mrs . Kimberley Jackson	Leader
Performance Standard 5 lead	Ms. Charlene Macneil	Leader	Performance Standard 6 lead	Mr. Peter White	Leader

Performance Standard 1: Students' Achievement	
Mayssoun Ibrahim	Teacher
Mr. Adam Philip Smith	Member
Ms. Lenka Dabdoubova	Member
Mr. Scott William Caswell	Member
Ms.Lauren Clarke	Member
Ms. Natalie Panhuis	Member
Mr. Mohammed Khalil Abdul Rahim	Member
Ms. Abir Abdulahad	Member
Mr. Christopher Vatcher	Member
Mr. Colin George Bricknell	Member
Ms. Jana Marie Macleod	Member
Ms. Kaitlen Dawn Broome	Member
Ms. Judy Stensch	Member
Ms. Kathryn Elizabeth Hooke	Member

Performance Standard 2: Students' Personal Development And Their Innovation Skills	
Jeffery Green	Student Counselor
Mr. Manhal Younes	Member
Ms. Fatmah Al salihiy	Member
Ms. Heather Au	Member
Ms. Afaf Mukdadi	Member
Mr. Mohanned Al Arar	Member
Ms.April Lane	Member

Performance Standard 3: Teaching & Assessment	
Kelsey Ann Walton	Teacher
Mme. Dalal Hakim	Member
Ms. Tanya Louw	Member
Ms. Myno Shamloo	Member
Ms. Mary Ellen	Member
Mr. Eric Wilcon	Member
Ms. Asmaa Zerouni	Member
Ms. Rebecca Ryan	Member
Ms. Maureen Mc Keown	Member
Mr. Houssein Elsmaili	Member
Ms. Caroline Daly	Member
Mr. David Oastler	Member

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Ms. Jacqueline Macisaac	Member				
Ms. Michelle Lynn Harris	Member				
Ms. Ruth	Member				
Ms.Sarah Elizabeth Antoine	Member				
Ms. Brittany Anne Hodder	Member				
Ms. Danielle Greenberg	Member				
Ms. Zakia Benhamed	Member				
Mr. Artyom Poghosyan	Member				
Mr. Sorin Andrei Petcu	Member				
Ms. Sanaa Abdelrahman Yaghi	Member				
Mr. Mahmoud Mohamed Hamsho	Member				
Ms. Nisreen Saeed Grairi	Member				
Ms. Hanadi Karam Nakad	Member				
Ms. Reem Shaheen Dwaer	Member				
Ms. Helana Awad	Member				
Ms. Manar Mohammed Mawaldi	Member				
Ms. Rafah Jafarawi	Member				
Ms. Areej Altiti	Member				
Ms. Amena Habbal	Member				
Ms. Hadia Awad	Member				
Ms. Somaya El Tanouby	Member				

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Performance Standard 4: Curriculum	
Kimberley Jakson	Vice Principal
Mr. Thomas Pakenham	Member
Mr. Michael Mccutchon	Member
Ms. Cristyn MacDonald	Member
Ms. Leona Auley	Member
Ms. Tasneem Swelileh	Member
Ms. Hanadi Tanash	Member
Enter Member Name	Enter Member Job Title
Enter Member Name	Enter Member Job Title

Performance Standard 5: The Protection, Care and Guidance & Support of Students	
Charlene Macneil	Teacher
Mr. Shahid Ali	Member
Mr. Mark Magbanua	Member
Ms. Louie Lahoz	Member
Mr. Faouzi Kemmous	Member
M. Declan Madden	Member
Ms. Shelly Flores	Member
Enter Member Name	Enter Member Job Title
Enter Member Name	Enter Member Job Title

Performance Standard 6: Leadership and Management	
Peter White	Vice Principal
Ms. Charlene Pittman	Member
Ms. Lindsay Terrana	Member
Ms. Lakra Lonela	Member
Ms. Dani (PE)	Member
Mr. Tariq Ibrahim	Member
Ms. Dragana Martinova	Member
Mr. Eamonn Bolton	Member
Mr. Jacob Schieman	Member
Mr. Paul	Member
Ms. Nisreen Ibrahim	Member
Mr Daniel Berry	Member
Ms. Susan Fadayel	Member

School Development Plan (SDP) Pre-Submission Checklist

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ABU DHABI GRAMMAR SCHOOL (CANADA) - LLC AGS

Performance Standard 1 Literacy: Students' Achievement						
Priority	**Target**	**Start / End Dates**	**Evidence Source**	**Persons in Charge / Monitored by**	**Cost**	**SDP Review Date**
1. Systematically build on reading strategies as students move through the school, alongside greater use of role-play, drama, and debate, to further support fluency and expression in reading, speaking, and listening, particularly in the lower and upper elementary phases.	Data to show reading progress (decoding, fluency, self corrections, comprehension)	Ongoing	Running Records Dolch Sight Words	Classroom teacher (KG-6) + Ms. Kim		
	Improved reading expression	Ongoing	Rubrics (presentations) Student generated audio and screencast sources Guided reading (individual student trackers to show progress/achievement)	Classroom Teacher (KG-6) + Ms. Kim		
	Experience and develop diverse speaking styles/events/purposes (audience awareness) monitor speech to suit topic and purpose	Ongoing	Reader's theatre, informal/formal presentations, class discussions,	Classroom Teacher (KG-6) + Ms. Kim		
	Clearly model expressive reading styles and give purposeful opportunities to practice listening in various settings	Ongoing	Reading buddies, read alouds, paired reading, shared reading (teacher and student led)	Classroom teachers (Kg-6)		
	Promote school wide enjoyment and awareness of literature/literacy	May 15-19	Literacy Week	Committee established to reflect whole-school		
	Increased opportunity for role-play, drama, debate in class and in formal settings	January Grade 3-6 Public Speaking Event	Public speaking event, poetry slams/cafes, formal and informal class debates (informal and formal feedback to suit speaking event/practice)	Classroom teachers + public speaking event committee		
	Improved access to library + increased/updated texts	ongoing	Book orders, updated schedules to show weekly class visits (hour long) to the library facility. + Subscription to book-creator.	Ms. Ruth		
2. Apply the features of a	Develop writing competitions	Chronologically to	Grade level writing challenge	Classroom Teachers		

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specific genre of writing, in independent writing, across the whole school.		follow units	during Literacy Week Grade level end of unit writing challenges (example: fairy tales, persuasive writing, etc.)	and Literacy Week Committee members		
	Establish ECA (digital newspaper) for students to experience newspaper genre Continuation (potential expansion) of yearbook to promote junior and elementary involvement		Book-creator content to showcase student work Publish online for all students to access as required High school ECA well established - set up junior and elementary sections	Pending interest and teacher availability Ms. Suzy		
	Teachers plan and prepare to include a variety of genre studies and wide-ranging writing opportunities such as fiction, realistic fiction, nonfiction, fantasy, as well as poetry, procedural, biographical, and persuasive writing genres.		Yearly and unit plans, exemplars of student writing Multi-Genre project grade 9, quick writes in writer's notebooks	Classroom/course teachers		
	Collaborate with grade/subject level teachers to share work samples to promote awareness of how writing is taught in a through-school (consistency)		Moderation meetings (grade/subject level) + PD (feedback and assessment)	Classroom/course teachers		
3. Apply the rules of grammar, punctuation, and spelling to all writing, ensuring that handwriting is correctly formed, across the whole school.	Develop consistent feedback practices across all grade levels (grade appropriate) to ensure grammar, punctuation, and spelling are key targets.	Ongoing.		Classroom teachers		
	Motivate students to improve spelling ability through fun competitions		Spelling Bees, writers workshop,	Classroom teachers		
	Maintain a balance between digital work and handwritten text to reduce reliance on keyboarding skills		Journals/writer's notebooks	Classroom teachers		

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	Integrate grammar lessons with unit to improve engagement with writing conventions		Use Writer's Workshop to enhance a variety of targeted grammar structures one-on-one and in small groups.	Classroom teachers		
Performance Standard 1 Mathematics: Students' Achievement						
1. Engage in problem solving and investigative activities to support the application of calculation skills in all phases.	Use technology in addition to teaching and learning to enhance the problem solving skills of students.	Aug 22 - Oct 2022	Continue to use math specific apps and websites such as matific to foster problem solving skills. Teachers can suggest apps in a google doc	I.T. / Classroom teachers		
	Create more opportunities for students to engage in problem solving and investigative activities.	Aug 22 - Nov 2022	Middle leaders and administration will ensure teachers include problem solving and investigative activities in their daily/weekly/monthly/yearly plans. Upper admin to approve and order the materials.	Adam / Mohammed / Admin		
	Create weekly/bi-weekly school wide challenge questions for elementary	Aug 22 - Aug 2023	Create a "Math question of the week" or a "Challenge board" in classrooms across all phases. Students will get the challenge or problem solving question at the beginning of the week and can submit their answers throughout the week. Incentives can be included. Teachers across all phases can create and input high level critical thinking questions into grade specific google drive folders.	Grade Teams		
	Encourage middle and high school students to engage in solving high level thinking/problem solving questions	Aug 22 - Aug 2023	Incorporate into daily teaching eg. Problem Solving time.	Mohammed		

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2. Apply the learning of mathematical concepts to real life, through play-based learning and practical activities, particularly in the lower and upper elementary phases of the school.	Allow students opportunities to learn and experience play based learning outdoors at break times.	Aug 22 - ongoing	Re-do the back playground area and other outdoor areas of the school to foster inquiry based and play learning.	Admin and Director		
	Obtain more practical and useful manipulatives and learning materials across KG-G6.	Aug 22 - Dec 2022	KG and Elementary teams create a comprehensive list of materials and manipulatives to enhance the learning of those children. Upper admin to approve and order these materials.	Adam / Mohammed / Admin		
	KG2-Grade 2 Teachers to include more play based learning in the classroom.	Aug 22 - Nov 2022	Middle leaders and administration will ensure KG2-2 teachers include play based. Upper admin to approve and order these materials. Middle leaders and administration will ensure real life learning is in daily plans.	Adam / Mohammed		
3. Use concrete materials and manipulatives to build understanding of mathematical concepts, such as counting, sorting and measuring through imagery particularly in the elementary phases.	Obtain more practical and useful manipulatives and learning materials across KG-G6.	Aug 22 - Dec 2022	KG and Elementary teams create a comprehensive list of materials and manipulatives to enhance the learning of those children. Upper admin to approve and order these materials.	Adam / Mohammed / Admin		
	Allow elementary teachers access to more manipulatives that have been collected in the school	Aug 22 - Nov 2022	Have a room/closet with a detailed inventory and sign up sheet for math resources.	Adam / Kim		
Performance Standard 1 Science: Students' Achievement						
1. For students in junior and senior high schools, apply scientific principles by posing hypotheses and	More hands-on activities, and make them part of the course grade.	AUGUST 29, 2022 - Ongoing	science fair/lab experiments	science teachers		

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making predictions. Design and conduct experiments, especially those in a laboratory environment. Interpret the data scientifically to justify conclusions using and applying scientific methods.	Investing in better equipment. and updating Science inventory.	AUGUST 29, 2022 - Ongoing	lab orders	science teachers		
	Invest in more science simulations that can be used for virtual lab activities, in school and at home.	AUGUST 29, 2022 - Ongoing	phet, gizmos, pasco (sparkvue), promethean board	science teachers		
	Incorporate discovery learning into the development and design of experiments.	AUGUST 29, 2022 - Ongoing	stem labs/classroom curricular interventions	science teachers		
	Invest in new lab spaces to make kinesthetic experiments more accessible and feasible.	*N/A (pending)*	*A new building is forthcoming.*	ADMIN		
2. For students in the elementary phase, use a range of hands-on resources such as rocks, minerals, and fossil specimens to support more rapid learning and understanding of earth science and rock formation.	Construct materials that test and validate hypotheses about plant anatomy and growth, using various growth mediums.	AUGUST 29, 2022 - Ongoing	-plants grown in different mediums -biological drawings made by students showing each phase of plant growth (life cycles)	science teachers		
	Allocate rock and mineral test kits to supplement science investigations.	AUGUST 29, 2022 - Ongoing	mineral kits supplied to classroom teachers -fosskits (earth science k-8) -mysteryscience.com	science teachers		
	Arranging field trips with guided learning opportunities (science museums, aquarium) and generate reports	AUGUST 29, 2022 - Ongoing	student reports on field trip	science teachers/events coordinator		
3. For all children in KG, explore different ways to sort and group objects and artifacts such as by texture and smell.	Organize in class hands-on activities highlighting pictorial representations of abiotic vs. biotic elements, identifying respiration, growth, and other markers of life.	AUGUST 29, 2022 - Ongoing	classroom activities doing jigsaw/4 corners with stations students will visit incorporating visual elements	science teachers		
	Distinguish between objects with different textures/smells, highlighting living and non-living items and their markers.	AUGUST 29, 2022 - Ongoing	making note of students' observations of different objects and discerning them	science teachers		
	Explore the physics of balance how animals and objects move	AUGUST 29, 2022 - Ongoing	students will be prompted with questions such as:	science teachers		

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	based on visual evidence		-how do various animals move? -how can i move like various animals/objects? -how can i predict how an object will move?			
Performance Standard 1 Arabic First Language: Students' Achievement						
1.Use standard Arabic consistently,at every opportunity, including group and paired work to support good speaking and listening skills,in all phases of the school .	*Encourage students to use standard Arabic in the classrooms. *Teach Arabic nursery rhymes (or children's songs)	01/09/2022/ 20/06/2024	*Formative assessment - use checklist and student developed rubrics to evaluate speaking, dialogue and listening skills *Replenish the Activating the classroom's library with simplified enriching stories, and then dissing the students from them in their own style, using the classical Arabic language. *The teacher encourages students who speak Standard Arabic (increase grades, choose the outstanding student every week.....) *Keep copies of students' work	Ms.Sanaa/Ms. Mayssoun	N/A	Sept. 21, 2022 Nov.21, 2022 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
2. Use the text to support inference thinking and graphic organizers to enquire into how and why a character may change,or resolve a predicament, in all phases.	*Students develop reading logs to practice reading skills and analysis such as inference, critical thinking, character development, themes * Develop graphic organizers as means to understand and breakdown the story pr paragraph into its parts/contents *Provide the students an option of 2 higher order questions to resolve a predicament (the answers must conform to the storyline in question)	01/09/2022/ 20/06/2024	*Copy of guided instructions shared with the students on how to use a reading log in Arabic (including a list of definitions for quick reference) teacher includes relevant rubric *Sample of student work with teacher feedback *A poster modeling analysis of texts for reference available in every classroom *Student learning profiles and/or reading logs *Poster applying Bloom's taxonomy to learning Arabic developed with the students	Ms.Sanaa/Ms. Mayssoun	Cost of photocopied material	Sept. 21, 2022 Nov.21, 2022 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
3. Create extended pieces of writing. Using more complex sentences and	*An action plan outlining specific outcomes to help students writing skills for Grades 1 to 12.	01/09/2022/ 20/06/2024	*Action Plan is developed through teacher collaboration outlining expectations and samples per grade. Samples are included.	Ms.Sanaa/Ms. Mayssoun	N/A	Sept. 21, 2022 Nov.21, 2022 Mar.01, 2023 May.1, 2023

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rubrics of success criteria to support independence in recognizing the features of high-quality writing, including the relevant skills, in all phases.	*Provide guidance and instructions to students on how to develop complex arguments and more effective sentences. *Students can develop pieces of extended writing whether research or literacy pieces at least 250 words (depending on grade level) *Students can develop complex sentences featuring high-quality writing including figurative speech *After-school activities related to writing comics, writing and discussing short stories.		*One-on-one Student conferencing with teacher notes tp add to Writer's Learning Profile *Celebrate student writing - posting them on bulletin boards or in ~School Newsletter			Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
Performance Standard 1 Arabic Second Language: Students' Achievement						
1. Enhance reading fluency through listening to recorded texts performed by professional and skilled readers, thus providing an excellent role model, and reading the same texts several times, increasing speed and fluency each time, in all phases	• Enhance reading fluency through listening to different recorded texts by voices other than the subject teacher. •	01/09/2022 20/06/2023	*activity is included in lesson plan with samples of student work, collected over time. *rubric/checklist used for formative assessment is attached	ms. mayssoun/ms. sanaa		
	• Use at least 3 sources of recorded texts to model good reading practices that assist with improving reading skills and fluency - e.g. Reading Pen, Read in Arabic App	10/09/2022 20/06/2023	*proof of school subscription, training and student data over a term *submissions of student recordings	Ms. Mayssoun/Ms. Sanaa		
• Promote spelling and writing skills	• Plan daily activities where students can practice free writing, creative writing and a weekly assignment for extended writing. Depending on grade levels and abilities - students can start with a daily journal entry to writing an	01/09/2022 20/06/2023	*student developed word walls, samples of student writing with teacher feedback, use of rubrics catered to show/reflect progress. * samples of student writing in a reading log, commentaries, storyboard, creative writing including poetry composition	Ms. Mayssoun/Ms. Sanaa		

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through daily quick-writes and a weekly opportunities for more extended writing, giving students meaningful detailed feedback on their writing, in all phases.	entry log for a reading assignment.					
	• Teachers develop with the students a rubric to evaluate these assignments • Teacher provides positive feedback relevant to the rubric and recommend a skill to improve on.	01/09/2022 20/06/2023	*student samples of drafts and final copies with attached rubrics. *initiate student conferencing (one-on-one) with student feedback (personal)	Ms. Mayssoun/Ms. Sanaa		Sept. 21, NOV. 21, MAR. 1 MAY. 1
• Use standard Arabic routinely, especially in the lower and upper elementary phases, through role play, drama, and debate, to develop speaking and listening skills.	• Promote and model use of Classical Arabic throughout the lessons. • Provide opportunities for students to compose scripts, develop plays and to debate topics taught in class or others from varied media sources.	01/09/2022 20/06/2023	*recordings of student participation *rubric developed with students for peer- evaluation *sources are outlined in weekly lesson plan with excerpts relevant to the student and age-appropriate.	Ms. Mayssoun/Ms. Sanaa		Sept. 21, NOV. 21, MAR. 1 MAY. 1
• Connect past events in history to	*Use appropriate online sources					

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things that are happening now so that it becomes more memorable, in all phases.						
Performance Standard 1 Islamic: Students' Achievement						
1- Enhance students' understanding of what they learn in Hadith and seerah through more research and project -based activities in all phases.	* Provide students with opportunities to apply what they understand through case studies or role play.	01/09/2022 20/06/2024	*Student developed scripts *Student-developed rubrics (in collaboration with teacher) to evaluate research/project. *Feedback from teacher (All electronic)	Ms.Sanaa / Ms.Mayssoun		Sept. 21, 2022 Nov.21, 2022 Jan. 21, 2023 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
2-Advance students' understanding of the impact of implementing Islamic principles and values on society,by providing opportunities to analyze real-life situations in lessons in all phases.	* Provide students with opportunities to apply Islamic Principles through case studies or role play (use scaffolding to help students develop their reasoning skills) *Students learn to develop reasoning skills to justify decision making *Opportunities for students to explore Islamic societies past and present and justify how these principles apply.	01/09/2022 20/06/2024	*Students (in groups) record responses on charts. *Outcomes are clearly stated on board and in the lesson plan. *Students prepare and design Prezi or Kami slideshows with voice overs *Student-developed rubrics (in collaboration with teacher) to evaluate research/project. *Video recordings for lower elementary or learning centres.	Ms.Sanaa / Ms.Mayssoun	subscriptio n	Sept. 21, 2022 Nov.21, 2022 Jan. 21, 2023 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
3- Support answers to questions and research with evidence from the verses of the holy Quran.and the noble Hadith in the junior and senior high phases.	*Students learn to develop reasoning skills to justify decision making *Opportunities for students to explore Islamic societies past and present and justify how these principles apply. *Provide students with opportunities to recite a relevant	01/09/2022 20/06/2024	*Develop a program for Grades 1- 12 to help memorize some verses of the Qura'an and Hadith *Teacher formative assessment to evaluate recitation skills (using Telawa, *Worksheets with teacher feedback *Organizing educational sites for the provisions of recitation and the interpretation	Ms.Sanaa / Ms.Mayssoun		Sept. 21, 2022 Nov.21, 2022 Jan. 21, 2023 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024

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	Qura'anic verse or hadith *Explore how the Holy Qura'an is memorized by other children in different societies.		of some verses to be used to support students' answers. These sites include: the electronic Quran / the easy Quran. These sites are approved by the UAE.			
Understand how to improve work in general terms, apply the guidance provided by teachers and take responsibility for their own learning, in all phases of the school.	Flipped classroom method Creating more student-led options for various subjects (projects and types of assessment)	August 29 2022 - July 2 2023	Allowing students the option to become the teacher and the teacher to become the student. Giving students a problem (social/ academic economic/ leadership roles) allowing students time to develop a strategy to then present their findings(shared collaborated videos)	Grade teachers/admin/middle leaders		
	Differentiation of learning	August 29 2022 - July 2 2023	Teachers work closely with student support as well as grade levels to better meet the diverse needs of learners. PD's on ways to better differentiate the learning both gifted and below students.	Grade teachers Administration Support Teachers Guidance Middle Leaders		
	Type of informal and formal feedback and how to use this information going forward	August 29 2022 - July 2 2023	Having students self identify their level of understanding. Using a scale of 0-4 that is standardized from KG- 12 and allowing the students to know what each level of understanding represents. Allowing students time with the teacher to strategize ways to improve or push them above (allowing for gifted students to thrive)	Grade teacher/admin/middle leaders		
Performance Standard 1 Arabic Social Studies: Students' Achievement						
1. Use the independent skills of problem solving, creativity and innovation and enterprise, consistently, across the whole school.	To create subject based challenges	August 29 2022 - July 2 2023	Monthly whole school challenges. Allowing the students to relate their learning to real life and classroom learning. Each department (PE, Music, art, core subjects) collaborate with one another to discuss and make whole school challenges that will challenge the students' problem solving, creativity and innovation skills.	Department Head/ classroom specific teachers/ Student councils		

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			Eg. 1.students could submit videos of something they are passionate about. 2. Fruit friday 3. Master chef day to celebrate healthy eating (could relate this to math, language, science) 4. Recycle challenge- allow students to bring in recycled materials and create something decided on by the head of departments.			
	Self reflection / Grade level Reflections	August 29 2022 - July 2 2023	Teachers self -reflect on lessons weekly to see where they can improve in terms of creativity, problem solving, innovation and enterprise. A simple checklist could be created and then shared in grade and cycle levels. Allowing students to self evaluate and evaluate the lessons. Allow students to provide feedback to teachers in a safe environment.	Individua/l Teacher and Grade Level/Administration		
2.Ensure that all students within groups, collaborate in group work and take an equal part in communicating their learning, in all phases of the school.	Using different strategies to promote collaboration and class discussion (think pair share/ think pair write)	August 29 2022 - July 2 2023	Modeling positive group dynamics by creating opportunities for students and teachers to share their thoughts in a healthy and effective way by creating more opportunities for class discussions. Using different strategies to include all students. Eg popsicle stick name call.	Grade teachers/middle leaders		
	Creating a standardized way to assess group work	August 29 2022 - July 2 2023	Creating Cross curricular activities for formal assessment in grade levels (presenting in math could be a mark for speaking in english)	Grade level teachers and Middle Leaders		
	Self reflection/ Group reflection	August 29 2022 - July 2 2023	Allowing students the opportunity to reflect on their work and participation in the group assessment. Giving students the opportunity to reflect of the efforts made by other group members to hold everyone in the group more accountable.	Students and Teachers		
1. Enhance	• Enhance reading	01/09/2022 20/06/2024	*ACTIVITY IS INCLUDED IN LESSON PLAN WITH SAMPLES OF STUDENT	Ms. Mayssoun/Ms. Sanaa	22,,624.00 -	Sept. 21, 2022 Nov.21, 2022

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reading fluency through listening to recorded texts performed by professional and skilled readers, thus providing an excellent role model, and reading the same texts several times, increasing speed and fluency each time, in all phases	fluency through listening to different recorded texts by voices other than the subject teacher.		WORK, COLLECTED OVER TIME. *RUBRIC/CHECKLIST USED FOR FORMATIVE ASSESSMENT IS ATTACHED		34,776.00 (Iqra'a Bel Arabiyya)	Jan. 21, 2023 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
	• Use at least 3 sources of recorded texts to model good reading practices that assist with improving reading skills and fluency - e.g. Reading Pen, Read in Arabic App	10/09/2022 20/06/2024	*PROOF OF SCHOOL SUBSCRIPTION, TRAINING AND STUDENT DATA OVER A TERM *SUBMISSIONS OF STUDENT RECORDINGS	Ms. Mayssoun/Ms. Sanaa		Sept. 21, 2022 Nov.21, 2022 Jan. 21, 2023 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
• Promote spelling and writing skills through daily quick-writes and a weekly opportunities for more extended	• Plan daily activities where students can practice free writing, creative writing and a weekly assignment for extended writing. Depending on grade levels and abilities - students can start with a daily journal entry to writing an entry log for a reading assignment.	01/09/2022 20/06/2024	*STUDENT DEVELOPED WORD WALLS, SAMPLES OF STUDENT WRITING WITH TEACHER FEEDBACK, USE OF RUBRICS CATERED TO SHOW/REFLECT PROGRESS. * SAMPLES OF STUDENT WRITING IN A READING LOG, COMMENTARIES, STORYBOARD, CREATIVE WRITING INCLUDING POETRY COMPOSITION	Ms. Mayssoun/Ms. Sanaa		Sept. 21, 2022 Nov.21, 2022 Jan. 21, 2023 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
	• Teachers develop	01/09/2022 20/06/2024	*STUDENT SAMPLES OF DRAFTS AND FINAL COPIES WITH ATTACHED	Ms. Mayssoun/Ms. Sanaa		Sept. 21, 2022 Nov.21, 2022

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writing, giving students meaningful detailed feedback on their writing, in all phases.	with the students a rubric to evaluate these assignments • Teacher provides positive feedback relevant to the rubric and recommend a skill to improve on.		RUBRICS. *INITIATE STUDENT CONFERENCING (ONE-ON-ONE) WITH STUDENT FEEDBACK (PERSONAL)			Jan. 21, 2023 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
• Use standard Arabic routinely, especially in the lower and upper elementary phases, through role play, drama,	• Promote and model use of Classical Arabic throughout the lessons. • Provide opportunities for students to compose scripts, develop plays and to debate topics taught in class or others from varied media sources.	01/09/2022 20/06/2024	*RECORDINGS OF STUDENT PARTICIPATION *RUBRIC DEVELOPED WITH STUDENTS FOR PEER- EVALUATION *SOURCES ARE OUTLINED IN WEEKLY LESSON PLAN WITH EXCERPTS RELEVANT TO THE STUDENT AND AGE-APPROPRIATE.	Ms. Mayssoun/Ms. Sanaa		Sept. 21, 2022 Nov.21, 2022 Jan. 21, 2023 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024

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and debate, to develop speaking and listening skills.						
• Connect past events in history to things that are happening now so that it becomes more memorable, in all phases.	***Use appropriate online sources that provide insight to UAE culture, heritage and local practices including buildings, topography, climate in the UAE** *** Establish normal practices to provide more opportunities for students to connect past with present and impact of globalization on the UAE**	01/09/2022 20/06/2024 (renewed every year)	*RUBRIC DEVELOPED WITH STUDENTS FOR PEER- EVALUATION *SOURCES ARE OUTLINED IN WEEKLY LESSON PLANs WITH EXCERPTS RELEVANT TO THE STUDENT AND AGE-APPROPRIATE. Learning centers with activities and mini-research projects that highlight concepts taught, connections built with recent times (student profiles)	Ms. Mayssoun/Ms. Sanaa	Cost of apps/books and resources and samples + visit to heritage museum or cultural village	Sept. 21, 2022 Nov.21, 2022 Jan. 21, 2023 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
• Find out how the UAE's international relationships help to advance global civilization, particularly in the junior high phase	*** Set target to include 1 or 2 questions on changes in the UAE since the year 2000** ***Allow students to conduct small group discussions and presentations on different stepping stones covering the period 2000 - 2020** ***Set 5 minute discussions on an open ended question where students contribute to the question "What if… ?"**	01/09/2022 20/06/2024 (renewed every year)	*Recordings of student discussions with student consent *Presentations *Student Feedback on discussions (exit tickets)	Ms. Mayssoun/Ms. Sanaa	Cost of apps/books and resources	Sept. 21, 2022 Nov.21, 2022 Jan. 21, 2023 Mar.01, 2023 May.1, 2023 Aug. 22, 2023 Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024
• Increase awareness of UAE international	***Allow students to conduct small group discussions and presentations on different stepping stones covering**	01/09/2022 20/06/2024 (renewed every year)	**Recordings of student discussions with student consent *Presentations	Ms. Mayssoun/Ms. Sanaa	Cost of apps/books and resources	Oct. 1, 2022 Jan. 1, 2023 Mar.1, 2023 May.1, 2023 Aug. 22, 2023

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relationships and role of UAE partnering internationally with other countries by inquiry-based instruction, research and report writing to advance students' knowledge of global citizenship, in all phases.	**the period 2000 - 2022** ***Provide opportunity for students to research growth in different areas such as economic partnerships, global issues, activity in the UN, projects inviting foreign parties ex . Sorbonne, Louvre, foreign universities, foreign franchise, partnerships in medicine (Cleveland), foreign investments in hotels and real estate, smart government, EXPO 2020 etc…**		*Periodic research (videos)			Sept. 21, 2023 Nov.21, 2023 Jan. 21, 2024 Mar.01, 2024 May.1, 2024

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Performance Standard 3 Teaching and Assessment: Assessment						
Priority	**Target**	**Start / End Dates**	**Evidence Source**	**Persons in Charge / Monitored by**	**Cost**	**SDP Review Date**
1. Ensure there are secure internal assessment systems, including assessment of groups of students for all phases and all subjects by reviewing internal assessment procedures for accuracy against other benchmarks and including measures for different groups of students.	GL Assessment / PISA / TIMMS / EmSAT / Provincial Exams	Throughout the year	Test Results	Admin / Students		
	Progressive Assessment (similar assessments done throughout a unit to gauge progress ex. Fairy tale writing kids write without instruction and then repeat the exercise as they learn more about fairy tales etc.)	Unit by Unit	Student Exemplars (teacher selected lower, middle, and high examples of ability)	Teachers / Middle Leaders		
	Common Assessment - same test within grade levels	To be scheduled at the beginning and end of the year	Test Results - compiled teachers	Teacher / Middle Leaders		
	Assessment and Evaluation Calendar for Year	To be produced in September	Production of Calendar	Admin		
	Running Records / Grade level math assessments (KG-6)	September, November, January, and March	Data spreadsheet, Data wall Literacy	Kim/ Teachers		
2. Ensure students are provided more opportunities in lessons to self-assess and peer assess their work and for students to practice these assessment skills.	Teacher generated rubric self assessment by student	Ongoing	Collected Rubrics	Teachers and Students		
	Traffic Light self assessment	Ongoing	Dropboxes color coded / stickers	Teachers and Students		

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	Exit Slips (consistent usage across grades , possibly based on a template)	Ongoing	Collected slips / blank slips on lesson plan	Teachers and Middle Leaders		
	Peer marked presentations / collaborative assessment (ex. Star and wish)	Ongoing	Seen in student work, lesson plans, possibly collected evidence	Teachers and Students		
3.Ensure there is clear tracking of individual student progress in all subjects, across all school phases by implementing an appropriate system for the school and its designated curriculum.	Correct PowerSchool Implementation	All Year	Administrative Spot Checks / Gradebooks	Admin		
	Tracking Sheet for younger grades	All Year	Spreadsheet	Adam / Kim		
	Ongoing Progress Reports	Mid-terms	Report Cards	Teachers / Admin		
Performance Standard 3 Teaching and Assessment: Teaching						
1. Ensure that lesson activities consistently provide work that challenges the higher attaining students from an early point in all lessons and all subjects by planning purposeful and challenging activities for these students into every lesson.	Provide differentiated tasks for lessons.	August 29th, 2022	PD on differentiation	Admin Teachers		
	Usef digital and non digital resources . Provide challenging extension activities.	TBD	Provide teachers with necessary digital resources. Grade level teams develop/identify resources and use an Extension Activity Board in classroom	David O. Classroom teachers		
	Provide higher Attaining students:with challenging tasks/extensions reflecting the outcome focus.	Ongoing	Teacher's lessons plans identify differentiated tasks for the specific outcome of that lesson and samples of student work	Classroom teachers		
2. Ensure sufficient time is	Embed student	Ongoing	Reflected in lesson plans,	Middle		

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always provided in lessons for students to acquire confidence in speaking at length and expressing their ideas, opinions and understanding in all phases.	expression activities into all main tasks (think/pair/share, class discussions, group tasks, student led lessons).		and observed in classroom observations	Leaders-Administration		
	Provide a variety of assessments that include speaking/listening outcomes.	Ongoing	Yearly plans and unit outlines include various assessments..	Admin		
3. Ensure teachers purposefully develop critical thinking, innovation, and independent learning skills more fully in all phases and all subjects by ensuring regular opportunities for students to practice these skills are planned into lessons in all subjects.	Socratic circles/method.	Ongoing	Collected during lesson observations.	Middle Leaders		
	Database/resources to support independent learning. https://www.ebsco.com/	TBD	Students can provide feedback / build portfolios with extension tasks.	GNSPES and NS		
	Students are taught the difference between thinking/analysis versus knowledge and understanding	Ongoing	Samples of student work.	Teachers		
	Project-based learning	Teacher designed based on curriculum/units	Yearly plans/ unit outlines.	Admin Teachers		
	Grade integration projects (higher grades presenting to lower grades and vice versa).	Ongoing	Drama, Music, Reading Buddies	Teachers		
	Professional development/ training for teachers on the topic of critical thinking teaching and project based learning, STEAM, etc.	According to administration's PD schedule.	PD days on the school calendar.	Admin		

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Performance Standard 5: Protection, Care, and Guidance of Students: Health and Safety						
Priority	**Target**	**Start / End Dates**	**Evidence Source**	**Persons in Charge / Monitored by**	**Cost**	**SDP Review Date**
1. To ensure required staff receive certified first aid training from an accredited health & safety company.	Identify accredited health & safety companies to obtain the best quotation for training.	August 29th, 2022 - Sept December 30th, 2022.	Health & Safety training quotation document received from any/all accredited companies approached.	Health and Safety Officer	TBD	
	Procure funding from the school's finance department to cover the cost.	August 29th, 2022 - Dec 30th, 2022.	Bill & invoice.	Health and Safety Officer	N/A	
	Schedule training date	Jan 1st, 2023 - May 30, 2023	Date confirmation.	Health & Safety Officer	N/A	
	Required staff complete a certified first aid course.	Jant 1st, 2023 - May 2023, 2022	Digital certificate & ID will be given to all participants upon their successful completion of the first aid course.	Health & Safety Training Company/ Ms. Louie/Mr. Mark.	N/A	

Performance Standard 5: Protection, Care, and Guidance of Students: Care and Support						
Priority	**Target**	**Start / End Dates**	**Evidence Source**	**Persons in Charge / Monitored by**	**Cost**	**SDP Review Date**
1.To provide Professional Development for all teaching staff on best	Identify current faculty members or other individuals with expertise	Aug 29th, 2023 - Dec.30th, 2023	PD sessions	Admin.	N/A	

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practices in inclusive education as identified by the NS Inclusive Education Policy.	and experience in the area of NS policy in inclusive education.					
2. Provide an appropriately qualified special education needs coordinator. (SEN CO)	Hire a qualified individual.	August 2022- ongoing	KG2-6 SEN-CO hired	Admin.	Teacher salary	
3. Support gifted and talented students so they can excel and realize their full potential.	Teachers to identify individuals to the PPT.	August 22- ongoing	PPT recommendation and communication with Family for testing.	PPT		

Performance Standard 6: Leadership and Management: Effectiveness of Leadership						
Priority	**Target (s)**	**Start / End Dates**	**Evidence Source**	**Persons in Charge / Monitored by**	**Cost**	**SDP Review Date**
1- Provide a wide range of materials to support those students who learn kinesthetically in all phases of the school, to ensure that teachers plan appropriate lessons to meet the needs of all students and that the science laboratories are equipped with the resources necessary to promote independent scientific inquiry by students.	- Complete an inventory of hands-on materials currently available in AGS for students in Science, Mathematics, PE and play based in KG2/Grade 1. - Develop a list of needed materials to support program delivery at AGS for Mathematics, Science, PE and play based education. - Prioritize list and identify orders to be completed over the 22-23 school year and the 23-24 school year	August 29 - September 30	Completion of inventories Science order complete September 2022	Suzy Dani Mohammed	NA	
2- Ensure that in the new building, careful attention is paid to ensure that all facilities are designed to	Identify areas that will need consideration for accessibility. Install an elevator	2023-2025	Availability is pending upon the competition of construction of the new school	Owner/administration	TBD	

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be accessed by all, including those with a physical disability.	Building of specific instructional rooms: art, dance, drama, P.E rooms, and labs					
3. Provide systematic and relevant professional training to meet the needs of all staff.	**Literacy:** Professional learning will focus on the curriculum skill and competencies, the reading, writing and Oral language continuums, Literacy instruction and assessment expectations from NS	August 22-Ongoing	- All staff will receive PD on the new NS assessment policy - All grade 7-9 teaching staff will receive PD on the implementation of the new 7-9 curriculum. (includes all core subject areas)	Ms. Kim (VP) Mr. Peter (VP)	TBD	
	Mathematics/ Science To heighten the focus on progress and achievement of students in Science: Professional learning focused on the bases of scientific learning, the incorporation of inquiry based lessons, and science labs.	August 29- ongoing	Science teachers will provide a list of experiments/labs to the middle leader	Science teachers	N/A	
Performance Standard 6: Leadership and Management: Self Evaluation and Improvement						
1. Ensure that school improvement documents are evaluative, that both internal and external data is analyzed, and used in identifying strengths and areas for improvement and that the judgements made, are realistic and linked to the inspection framework.	Ongoing teacher assessments are evaluative and consistent in identifying strengths and improvement in students.	August 29, 2022-May 30, 2024	Teachers will analyze data collected from assessments and make improvements as needed.	Teachers, Middle leaders, Admin		
	School wide assessments and external assessments twice a year.	August 29, 2022-May 30, 2024	Standardized tests: GL assessments, Nova Scotia Assessments, Timms, PISA	Teachers, Middle leaders, Admin		
	Team to collect data and analyze to find improvements and student achievements.	August 29, 2022-May 30, 2024	Monthly meetings with grade/subject level to look at benchmarks and strengths and challenges.	Teachers, Middle leaders, Admin		
2. Ensure that the monitoring of teaching and learning, by all levels of leaders, is focused on student outcomes and provides teachers with targets for improvement, to	Middle leaders and administration to implement walk throughs. Middle leaders and administration to review yearly plans and Teacher professional	August 29, 2022-June 30, 2024	- PGP - Year Plans/Lessons - Ongoing feedback	Admin, Middle leaders		

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support more rapid achievement.	growth plans. Administration will review teacher set up and linking of outcomes to assessment/assignments					
Performance Standard 6: Leadership and Management: Governance						
1. Provide a formal mechanism by which parents and other stakeholders can communicate with governors, confidentially.	Produce formal protocol for communication through the AGS Parent Concern policy		Updated Parent Concern Policy	Danny Berry		
2. Ensure that governors monitor the school regularly and that all trustees have a clear understanding of the school priorities.	Written records will be kept of all meetings and interviews held in relation to the priorities .		Regular SAC meetings and minutes of meetings			
	Principal will communicate formally with SAC and the ownership group with updates from the ADEK and Nova Scotia inspections.		Inspection documents	Principal		
3. Ensure that there is a clear process of performance management by which senior leaders and other staff can be held accountable.	Performance appraisal of senior leaders and other staff should be done annually. At present teachers are evaluated regularly, a process should be created to evaluate senior leaders.		Development of an appraisal tool for Senior leaders.	Staff		
Performance Standard 6: Leadership and Management: Partnerships with Parents						
1. Provide more information about how parents can support their children at home in achieving their next steps.						
	Read at home daily	29/08/2022-27/06/2023	Reading folders KG2-3	Heather,Kim		
	Readathons	29/08/2022-27/06/2023	Student participation	Heather,Kim		

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	P.E: Lead by example-activity 15-30 mins 4 times a week.	29/08/2022-27/06/2023	Student participation	Dani, Dragona		
	Child Mind Institute Video series -teacher, parents and children -related to their mental health.	29/08/2022-27/06/2023	Scheduled presentations	All committee		
	Parents develop a routine to check their child's homework on a daily basis.	29/08/2022-27/06/2023		All committee		
2. Ensure that there is a greater variety of ECA's available for students and parents are involved in these activities.	Option for parents to volunteer and share their expertise in art/music etc.	29/08/2022-27/06/2023	Parent volunteers	Tariq. Dani		
	After school activities beginning October 3rd-Dec 1st. Increased variety and focus on physical activities.	3/10/2022-24/03/2022	Yearly calendar	Tariq. Dani		
3. Provide opportunities for students to engage in volunteer work and that there are greater links to other schools locally, nationally and internationally.	Volunteer A) Peer tutoring-guidance B) High school students volunteer once a week with KG-6 teachers. C) Students assist coaches with their teams. D) After school activities -Volunteer to assist sports days and other activities. - Advertise looking for help.	29/08/2022-27/06/2023 3/10/2022-24/03/2022	Student volunteer list	Jeff, Dani, Dragona and Tariq		
	Links A) Invite schools to co-host virtual Nova University fair-currently 3 co hosts B) Sports league-Sports coordinator (Dani) -Register AD Sports School Association (ADISSA) -Potentially 26 schools	3/10/2022-24/03/2022	A) Guidance counselor to coordinate B) Ms. Dani (PE) C) Tariq	All committee members.		

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	-3 seasons-football, basketball and rugby C) Other activities-public speaking-attend competition.					

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Criteria	Yes / No
1. The School Owner or Authorized Owner's Representative (as detailed on official license documentation) has signed every page of the School Development Plan	
2. The School Principal (as detailed on official license documentation) has signed every page of the School Development Plan	
3. The school stamp is present on every page of the School Development Plan	
4. The School Development Committee information is complete with both the names and job titles of all members detailed	
5. The Priorities detailed within the School Development Plan include all improvement recommendations from the most recent "Irtiqa'a" inspection report	
6. Targets have been carefully designed so that they are SMART (Specific, Measurable, Attainable, Relevant, Time bound)	
7. Planned Start and End Dates have been detailed for each Target	
8. The Lead Person and Team Responsible have been detailed for each Target	
9. The person responsible for Monitoring has been detailed for each Target	
10. Evidence Sources have been detailed for each Target	
11. Both Financial And Time Related Costs have been considered and detailed for each Target	
12. A minimum of 3 SDP Review Dates have been detailed for each Target	

Please complete the checklist below to ensure that the School Development Plan will be acceptable to Department of Education and Knowledge for review.
.(Please do not submit the School Development Plan until all criteria below are complete (ie. you have answered "Yes" for all questions

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ABU DHABI GRAMMAR SCHOOL (CANADA) - L.L.C
AGS

School Development Plan (SDP) Approvals (To Be Completed By Schools And Submitted With The SDP)

Please note that Department of Education and Knowledge, School Development Division will only accept a School Development Plan for review if:

- Aligning the SDP with the Irtiqaa' recommendations and filling plan's terms.
- All required original signatures are present in the School Approvals table below (please note scanned copies of signatures are not acceptable).
- All pages bear the school stamp and have been signed by both the School Owner (or their officially authorized representative) and the School Principal.
- A clear commitment is provided by the Owner and School Principal to support the implementation of the plan and provide the necessary funding to enable this.
- The school has accurately completed the pre-submission checklist.

School Approvals			
Official	Name	Date	Signature
Owner (as on ADEK School License) or Authorized Owner's Representative		Sept. 30, 2022	
Chairperson of the School Board or Board Member	Manal Mohammed Nimer	Sept. 30, 2022	
Principal	Zahera Aliau	Sept 30, 2022	
Parent Representative	Danny Berry	Sept 30, 2022	
(School Development Division Approval (For Official Use Only			
ADEK School Development- Division Manager			

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