IMPROVEMENT PLAN (COURSE SELECTION FOR SENIORS)

Goal: MHS will offer choices in subjects for Grade 12 students depending on their choice of science-oriented or arts-oriented degrees in university. This will improve the quality of learning, as students will choose subjects according to interest related to the universities they are planning to attend.	

Support Data:	Standardized Assessment(s)	Other Assessment(s)
• Students have expressed the need for focusing in their senior year on the courses they need for university. • Surveys sent out to students, teachers and parents support this request.	Students SAT 2 results for biology and physics in the year 2011-2012	Future results of surveys after the academic year 2011-2012 (after implementing the new system of elective subjects)

Intervention:	Research supporting this intervention:
• The school's guidance counselor will interview students and parents from the Parents Advisory Council and the Student Council, and will contact other schools and universities to make decisions about the subjects to be offered in both sections of the senior class. • Students and parents complete a form with course selection. Students who desire to enter Medical School, Engineering or Pharmacy must take Physics and Advance Math in Gr. 12. Students who desire to enter any Art degree will take Math and an additional elective.	Authoritative Teaching style by Morris-Rothschild & Brassard, 2006, supports teacher and students creatively working together to find solutions which benefit all parties involved and students having ownership in and responsibility for their own learning.

Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	End	Resources	Professional Development
Writing and collecting student and parent forms	Grade 11 and grade 12 class teachers	May 2011	June 2011	Survey	
Meetings with parents and students	The school's guidance counselor	May 2011	June 2011	Conference Room	
Analyzing data	Members of the improvement committee	May 2011	June 2011	Surveys, Minutes of Meeting	
Hire teachers for additional courses and accommodate course selection in staff and student scheduling	Hanan Zaki	May 2011	August 2011	School classrooms according to size for the different classes.	

IMPROVEMENT PLAN (ELEMENTARY LEVELED LIBRARY)

Goal: Implement a reading scheme with leveled readers for kindergarten – grade 5		
Support Data (used to select the goal) Teacher feedback has indicated that students need a wider variety of reading material to supplement the classroom libraries and the main library. Also, teachers expressed the importance of allowing students to progress at their own level.	**Standardized Assessment(s)** Reading scores in MAP testing indicate that students need to improve their reading skills. Also, student-reading rates are highly varied within a single classroom.	**Other Assessment(s)** Parent and student surveys indicates that students need a larger variety of reading material and that reading material given to students is often too difficult and/or too easy to read and quiz scores show that often students are not fully comprehending the material.
Intervention Allocate a space to create a separate leveled library with a comprehensive reading scheme. Students will be monitored to read and achieve higher levels within the reading scheme to reach various incentives.	**Research supporting this intervention:** All research points toward the need to target student reading at a level that is both challenging, yet not frustrating for the student. Reading schemes haven proven success toward improvement.	

Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	End	Resources	Professional Development
Purchase reading scheme	Ms. Nada Zaki (Deputy Principal)	May 2011	Sept. 2011	Cost of books	Publisher will host a workshop to guide teachers.
Allocate the adjacent room near the library to a leveled library	Mr. Kamel (Head Custodian)	Aug. 2011	Sept. 2011	Extra bookcases, tables and chairs	Presentation from librarian to explain cataloging and use of leveled readers
Catalog, and display book according to levels	Ms. Randa (Librarian)	Sept. 2011	Ongoing		

IMPROVEMENT PLAN (LIBRARY EXTENSION)

Goal: To expand library balcony area, adding computers, additional resources and new furniture.

Support Data: The school library is the centre of culture and knowledge and as such, must have specific resources that promote exposure and increase knowledge of school stakeholders. Additions to library resources and changes in overall layout will greatly improve the usefulness of the library and create a friendlier environment to encourage student learning.	Standardized Assessment(s)	Other Assessment(s): The measure of the effectiveness and overall success of upgrading the library will be a long-term target assessment. The performance of student group work in the library can be evaluated through discussions with teachers and students. Surveys on stakeholder satisfaction with the library will be used to obtain feedback regarding the updated resources.		
Intervention: Opening the balcony and adding it to the library space, as a separate comfortable reading area, will expand the school library area. The addition of four computers equipped with headphones and Internet access, will enable academic research, language skills development and reading assistance. Finally, more books, magazines and newspapers will be added to diversify the reading content that is available to students.		**Research supporting this intervention:** Research shows that students achieve higher scores when they are skilled at seeking, finding, and using information available to them on the Internet and through printed material. The more library assets a school has, the more likely that students will score higher on standardized tests and perform higher on reading scores. Students in schools with technologically advanced libraries performed up to 18% higher on statewide tests than their peers in schools with poorly equipped libraries.		

Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	End	Resources	Professional Development
Closing off balcony area with aluminum windows. Supplying beanbags and small chairs for new area, purchase 2 computers, and connect Internet access to computers.	Mr. Kamel (Head Custodian) Mr. Khaled (Computer Tech.)	July 2011 July 2012	Aug. 2011 Aug. 2012	Cost of renovation and windows Cost of furniture and computers	
Purchase 4-5 smaller tables and chairs and extra shelves for library area, and add bookshelves in the new enclosure stacked with latest teen appropriate titles and magazines.	Mr. Kamel (Head Custodian)	July 2013	Aug. 2013	Cost of furniture and shelves	
Purchase 2 computers, and connect Internet access to computers.	Mr. Khaled – Computer Tech.	July 2014	Aug. 2014	Cost of new computers	
Books to be purchased from suppliers, and subscribe to daily/weekly and monthly magazines	Deputy Principal and teachers	Ongoing		Budget of LE 10,000 annually	

Goal: Increase frequency and diversity of professional development for teachers.

Support Data:	Standardized Assessment(s)	Other Assessment(s)
Through on-going and embedded professional development, we will provide professional learning communities where teachers interact and learn from their colleagues, ultimately affecting student performance and motivation.	Student performance on SAT tests and MAP tests. Progress will be monitored and analyzed.	Measure impact of PD on student performance, motivation and overall school environment. Classroom observations will help assess changes in variables such as curriculum and instruction, assessment, materials used, management strategies, and or school procedures. School leaders must document outcomes of professional development training and assess the degree to which key program objectives were implemented. In addition, student outcomes following the implementation of the staff development objectives must be assessed.

Intervention	Research supporting this intervention:
We will conduct professional development activities that cover a wide range of areas including training in curriculum, assessment, teaching strategies, data analysis, and teacher collaboration. We will also have team and individual teachers observe effective collaboration practices within our own school, or visits to other schools. In addition, we plan to hold in-service staff development on the use of technology in the classroom. We hope that is will facilitate to further the school vision and goals, ultimately affecting student learning. In addition, we hope to address the needs of individual teachers by enhancing their knowledge and skills, thus the quality of student learning.	Only by continually arming our teachers with the latest research, techniques and knowledge in the profession, can we hope to stay effective.

Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	End	Resources	Professional Development
Questionnaires and interviews with teachers to explore areas of PD that are needed.	All teachers Dep. Principal Principal	Sept. 2011	Nov. 2011	*Staff meetings in conference room	
Planning PD topics and workshops that will take place the following academic year based on teacher recommendation and teacher self-actualization.	Dep. Principal	Oct. 2011	Ongoing	*Guest speakers and in-house PD	
Increase PD in use of technology in the classroom due to the increase of smart boards to hold a wide variety of seminars for all staff members to attend on a monthly basis.	Computer teachers	Nov. 2011	Ongoing	*Smart board technicians will give introductory courses for teachers.	
The evaluation of professional development by teaching staff and through teacher evaluations.		Feb. 2011	Ongoing		

IMPROVEMENT PLAN (HIGH SCHOOL SAT PERFORMANCE)

Goal: Improve SAT scores of Grades 10-12 to meet or exceed a score of 1350 (the accepted score of The American University in Cairo).

Support Data:	Standardized Assessment(s):	Other Assessment(s):
Support Data: Analysis shows that the average SAT score has increased over the last three years; however, a small percentage of students are not reaching their full potential due to lack of standardized testing strategies. This ultimately affects acceptance to universities.	**Standardized Assessment(s):** SAT score results.	**Other Assessment(s):** National averages, comparison of SAT scores of students who attended classes v/s students who did not attend. Data will be collected after SAT scores are released.

Intervention	Research supporting this intervention
Intervention: Initiate a 'Test-taking Strategy Course' as an optional after-school 14-hour course. This will empower students who are test-phobic and/or low achieving by allowing students to tackle common question formats, reduce test anxiety, improve study habits and manage time. The next step will be to administer PSAT to students in grades 10.	**Research supporting this intervention:** Research by Katrina Andrews shows that using a test-taking strategy during testing significantly improved test scores. The students in the experimental group (received strategies) improved test scores significantly more than the control group (did not receive any strategy training).

Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	End	Resources	Professional Development
School will register with AmidEast to administer PSAT to all students in grade 10.	Dep. Principal / Counselor English / Math Teachers	Nov. 2011 Sept. 2011	June 2012 June 2012	SAT Barron's/Princeton Review books for students, PSAT materials administered, SAT vocabulary list to all teachers, dictionaries, SAT word list, and flash cards in the library.	Training for teachers on SAT test taking strategies.
Grade 10 and 11 English teachers provide SAT writing preparation models for students.	Dep. Principal / Counselor	Sept. 2011	June 2012		
Offer students after-school standardized test 'Strategy Course'.	Dep. Principal / Counselor	Sept. 2013	June 2014		
Prepare classrooms for PSAT testing including teachers for proctoring.	Dep. Principal / Counselor	Sept. 2013	June 2014		
Administer the PSAT for grade 10	English / Math Teachers	Sept. 2014	Dec. 2014		
Analysis of PSAT scores school wide.	English / Math Teachers / Administrators				
Provide "PSAT Meeting" for students and parents to help them understand scores and prepare for testing.		Feb. 2015	June 2015		

Goal: Increase the number of smart boards so that every classroom will be supported with this technology. At present, only grades 1-2 and grades 6-8 are equipped with smart boards.

Support Data: Teacher feedback has indicated that smart boards in the classroom has facilitated them to better implement curricular requirements, increase student engagement, and is a useful tool to vary instructional methods.	Standardized Assessment(s)	Other Assessment(s) Parent and student surveys to measure stakeholder satisfaction with the intervention of smart board technology in the classrooms.

Intervention: Gradually increasing the number of smart boards in classrooms. Over a timeline of 5 years, all classrooms will be equipped with smart boards.	Research supporting this intervention: Research has shown that smart boards improve teaching and learning, and allows teachers to differentiate instruction more easily. Research also shows that smart boards have increased achievement in all subjects by providing more involved interaction where students are more attentive and motivated to learn. Interactive whiteboards support many different learning styles and are used in a variety of learning environments, including those catering to students with hearing and visual impairments. Easy access to internet and the ability of pages to be automatically saved, printed, emailed or even pasted into a website.

Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	End	Resources	Professional Development
Purchase smart boards for grades KG II, Gr. 3, Gr. 4, Gr. 5, Gr. 9, and (3) classes of Gr. 10. Install all necessary connections to classroom with smart boards	Financial Dept/ Head Custodian/ Computer Tech.	July 2011	Sept. 2011	Cost of smart boards. Computer table and computers for each classroom with a smart board	*Professional training for all staff members on how to use the smart board software.
Provide smart boards for (2) classes of KG I, and (3) classes Gr. 11. Install all necessary connection to classroom with smart boards	Financial Dept/ Head Custodian/ Computer Tech.	July 2012	Sept. 2012		*Professional training for all staff members on different applications of smart boards.
Provide smart boards for (3) classes of Gr. 12. Install all necessary connection to classroom with smart boards. Install all necessary connections to classroom with smart boards	Financial Dept/ Head Custodian/ Computer Tech.	July 2013	Sept. 2013		
Annually updating the smart board software.					

IMPROVEMENT PLAN (TEACHER MENTOR PROGRAM)

Goal: To provide new teachers with a mentor that will facilitate induction into our school by providing valuable information, assistance and support.

Support Data: The mentoring program will help attract and retain highly qualified teachers. The 'sink or swim' approach for novice teachers has proven stressful for the teacher and consequently affects student performance negatively.	Standardized Assessment(s)	Other Assessment(s) Teacher and student surveys revealing teacher satisfaction and student satisfaction.

Intervention: The school will initiate a comprehensive, formal mentoring program that will pair novice teachers with more experienced teachers who can explain school policies, regulation, and procedures; share methods, materials, and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the growth of the new teacher through reflection, collaboration and shared inquiry.	Research supporting this intervention: Research by the National Commission on Teaching and America's Future (NCTAF) reported that supporting beginning teachers contributes to more effective teaching and higher retention rates.

Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	End	Resources	Professional Development
Selecting and training mentors	Principal and Deputy Principals	Jan. 2012	April 2012	Purchasing of books and resources such as, "Leading the Teacher Induction and Mentoring program, by Sweeny.	Workshop to explore the process of mentoring.
Setting goals and expectations for the mentoring program and creating mechanisms for monitoring and communicating to ensure success.	Mentor and new staff member with guidance and follow up from the deputy principal	April 2012	Ongoing		
Evaluation of mentoring program through questionnaires and surveys	Deputy Principals	Ongoing		Surveys and questionnaires	