ARAB AMERICAN BILINGUAL ACADEMY
IMPROVEMENT AND DEVELOPMENT PLAN

2010 - 2012
Table of Contents:

INTRODUCTION .......................................................................................................................... 3

1. VISION/MISSION STATEMENT .................................................................................................. 4

2. CURRICULUM GOALS FOR ENGLISH, MATH, SCIENCE & SOCIAL STUDIES .................. 5-8

3. ENGLISH DEPARTMENT (DEVELOPMENT PLAN) .............................................................. (9-16)

4. MATH DEPARTMENT (DEVELOPMENT PLAN) ................................................................. (17-21)

5. SCIENCE DEPARTMENT (DEVELOPMENT PLAN) ............................................................ (22-26)

6. STRATEGIES TO ACCOMPLISH GOALS: (INCLUDING NEEDS ASSESSMENT) .......... 27

7. CURRICULUM ALIGNMENT CORRESPONDING WITH GOALS: ...................................... 28

8. EVALUATION PROCESSES: ................................................................................................. 29

9. STAFF/PROFESSIONAL DEVELOPMENT PLAN: ............................................................... 30

10. DEVELOPMENT AND USE OF COMMUNITY RESOURCES AND VOLUNTEERS ........ 30

11. ROLE OF ADULT AND COMMUNITY EDUCATION, LIBRARIES, AND COMMUNITY COLLEGES AND UNIVERSITIES IN THE LEARNING COMMUNITY ............................... 31

12. DEVELOPMENT OF ALTERNATE/AUTHENTIC ASSESSMENTS (INCLUDING NEEDS ASSESSMENT) ............................................................................................................ 32

13. DELIVERY OF SERVICE & EFFECTIVE USE OF TECHNOLOGY ....................................... 33

14. SCHOOL IMPROVEMENT TEAM MEMBERS: ................................................................. 34

KEY ACTIONS IN RESULTS ........................................................................................................ 35
Introduction:

Description of school: Arab American Bilingual Academy provides an education choice to any Grade (Kg 1 -12) for students in Kuwait. The Kuwaiti community cherishes its children, and AABA is the daily expression of that care. We share a vision of our school where every child can succeed. This vision includes making our school so enticing that students want to attend every day, where they find a safe, orderly, and culturally diverse environment for learning that nurtures and strengthens the whole child. AABA includes staff members working hand-in-hand with teachers and administrators to meet the needs of every child. Parents choose to send their children to AABA and we welcome the participation of our families. We believe in open and honest communication with families. We recognize that students succeed because families, schools, and community members work together. Board members are appointed through a process that includes the local Board, an application and interview process, and final approval by Director. A complete analysis can be found on the website: www.aaba.edu.kw

Description of Enrolment Procedure: Prior to a student’s enrolment, an A.A.B.A Administrator meets with the student and, usually a parent, to review information about the student’s prior schooling. The students is then required to complete an Assessment test in English and Math. After the successful completion of these tests he/she is enrolled. Both potential student and parent are required to sign various registration documents to acknowledge understanding and agreement.

Vision Statement

Arab-American Bilingual Academy is dedicated to building generations of students who strive to excel academically, are proud of their culture and beliefs, and are open-minded to the world.

Mission Statement

Arab-American Bilingual Academy is committed to providing students with the best of two worlds; empowering them with the knowledge that diversity of culture and background is a strength to be respected. Students are encouraged to meet academic challenges with openness, enthusiasm, and a willingness to learn.
Faith unites us, knowledge builds our future

**Purpose Statement:**

The focus of AABA is to create an atmosphere of cooperation by respecting individual differences and instilling a sense of pride and accomplishment in our students. We achieve this through exposure to both our unique curriculum and instruction by a culturally diverse staff. Our students will be prepared for higher learning and become responsible and socially aware citizens.

**Core Value:**

We strive at AABA to build moral character and develop tolerance, cooperation, creativity, and patience within our students. We motivate our students to become proactive thinkers and lifelong learners.

**Motto:** Faith Unites Us, Knowledge Builds Our Future

**Mission/Vision Development Process:**

AABA’s school statements underwent significant changes in 2009. The principle behind redefining and developing new statements was to develop an understood and agreed-upon purpose.

**Goals Based on Student Academic Objectives for All Students**

1. Students meet or exceed high academic standards.
2. Student centered and results-driven classrooms.
3. Accountability for student learning at all levels.
4. Provide support for all students including those who have learning disabilities.
5. Support student learning and family engagement through the parents’ council.
6. All students graduate and are prepared for higher learning and successful careers.
7. Students are actively involved in the learning process and are encouraged to participate in international, cultural, and religious activities.
8. Students are provided culturally relevant learning activities.
9. High school teachers involve students in relevant, real-life experiences.
10. All teachers engage in ongoing professional development focused on student achievement.
11. All students are effective communicators.
12. All students are effective researchers and able to use technology to obtain, organize and communicate information and to solve problems.

4/35
Faith unites us, knowledge builds our future

13. All students demonstrate critical thinking skills.
14. Use data to continuously improve the school.
15. Students are encouraged to become productive members of society.
16. Enhance communication & understanding among staff, parents, students, and community.
17. Improve technology within the classroom

CURRICULUM GOAL 1: ENGLISH LANGUAGE ARTS
2010-2012

NEED: individual class scores.
Indicate the need to improve student academic achievement rates in all English Language Art Classes.

GOAL: To improve the academic performance of all students in English Language Arts with a particular emphasis on reducing the number of students receiving below a C- by 4% per year.

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student homework completion rates</td>
<td>Student, Parent/Guardian, Teacher, Administration</td>
</tr>
<tr>
<td>Improve student attendance rates</td>
<td>Student, Parent/Guardian, Teacher, Administration</td>
</tr>
<tr>
<td>Maintain a stable student population to ensure students are receiving all information</td>
<td>Administration, Support Staff, Teaching staff, School Board</td>
</tr>
<tr>
<td>Identify student weaknesses in general English knowledge</td>
<td>Teacher, Special Education Coordinator, Student, Parent/Guardian</td>
</tr>
<tr>
<td>Administer pre-tests and post-tests to correctly identify student learning progress</td>
<td>Teacher, Support Staff, Special Education Coordinator</td>
</tr>
<tr>
<td>Support period for identified high needs students</td>
<td>Administration, School Board</td>
</tr>
</tbody>
</table>

Resources Required: Professional development in school English Language Arts curriculum, in class help with Special Education students, supplemental English Language Arts resources, full classroom sets of texts and overhead projector.

Evaluation: Student report cards will reflect the scores of C- or higher.
**CURRICULUM GOAL 2: MATHEMATICS : 2010-2012**

**NEED:** School data, individual class scores, indicate the need to improve academic achievement rates in all Mathematics classes.

**GOAL:** To improve the academic performance of all students in Math with a particular emphasis on reducing the number of students receiving below a C- by 4% per year.

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student homework completion rates</td>
<td>Student, Parent/Guardian, Teacher, Administration</td>
</tr>
<tr>
<td>Improve student attendance rates</td>
<td>Student, Parent/Guardian, Teacher, Administration</td>
</tr>
<tr>
<td>Maintain a stable student population to ensure students are receiving all information</td>
<td>Administration, Support Staff, Teaching staff, School Board</td>
</tr>
<tr>
<td>Identify student weaknesses in general mathematics knowledge</td>
<td>Teacher, Special Education Coordinator, Student, Parent/Guardian</td>
</tr>
<tr>
<td>Administer pre-tests and post-tests to correctly identify student learning progress</td>
<td>Teacher, Support Staff, Special Education Coordinator</td>
</tr>
<tr>
<td>Summer programming offerings to increase basic skills</td>
<td>Administration, School Board</td>
</tr>
<tr>
<td>Mathematics support period for identified high needs students</td>
<td>Administration, School Board</td>
</tr>
</tbody>
</table>

**Resources Required:** Professional development in middle school Connected Math and high School integrated mathematics curriculum, continued involvement with area mathematics Committees, in class help with Special Education students, increased number of textbooks that are aligned to standards, graphing calculators for all students, other needed Mathematics resources.

**Evaluation:** Student report cards will reflect the number of students receiving a C- or Higher.
CURRICULUM GOAL 3: SCIENCE:
2010-2012

NEED: School data, individual class scores, indicate the need to improve academic achievement rates in all Science classes.

GOAL: To improve the academic performance of all students in Science with a particular emphasis on reducing the number of students receiving below a C- by 4% per year.

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student homework completion rates</td>
<td>Student, Parent/Guardian, Teacher, Administration</td>
</tr>
<tr>
<td>Improve student attendance rates</td>
<td>Student, Parent/Guardian, Teacher, Administration</td>
</tr>
<tr>
<td>Maintain a stable student population to ensure students are receiving all information</td>
<td>Administration, Support Staff, Teaching staff, School Board</td>
</tr>
<tr>
<td>Identify student weaknesses in general Science knowledge</td>
<td>Teacher, Special Education Coordinator, Student, Parent/Guardian</td>
</tr>
<tr>
<td>Administer pre-tests and post-tests to correctly identify student learning progress</td>
<td>Teacher, Support Staff, Special Education Coordinator</td>
</tr>
<tr>
<td>Support period for identified high needs students</td>
<td>Administration, School Board</td>
</tr>
<tr>
<td>Summer programming offerings to increase basic skills</td>
<td>Administration, School Board</td>
</tr>
</tbody>
</table>

Resources Required: Professional development in the school science curriculum, continued involvement with the area’s science committee, in class help with Special Education students, acquire textbooks that are aligned to standards, & other Science resources as needed.

Evaluation: Student report cards will reflect the number of students receiving a C- or higher.
CURRICULUM GOAL 4: SOCIAL STUDIES:
2010-2012

NEED: School data and individual class scores, indicate the need to improve academic achievement rates in all Social Studies classes.

GOAL: To improve the academic performance of all students in Social Studies with a particular emphasis on reducing the number of students receiving below a C- by 4% per year.

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student homework completion rates</td>
<td>Student, Parent/Guardian, Teacher, Administration</td>
</tr>
<tr>
<td>Improve student attendance rates</td>
<td>Student, Parent/Guardian, Teacher, Administration</td>
</tr>
<tr>
<td>Maintain a stable student population to ensure students are receiving all information</td>
<td>Administration, Support Staff, Teaching staff, School Board</td>
</tr>
<tr>
<td>Identify student weaknesses in general social studies knowledge</td>
<td>Teacher, Special Education Coordinator, Student, Parent/Guardian</td>
</tr>
<tr>
<td>Administer pre-tests and post-tests to correctly identify student learning progress</td>
<td>Teacher, Support Staff, Special Education Coordinator</td>
</tr>
<tr>
<td>Support period for identified high needs students</td>
<td>Administration, School Board</td>
</tr>
<tr>
<td>Summer programming offerings to increase basic skills</td>
<td>Administration, School Board</td>
</tr>
</tbody>
</table>

Resources Required: Professional development in school Social Studies curriculum, continued involvement with area social studies committees, in class help with Special Education students, increased number of textbooks that are aligned to Standards.

Evaluation: Student report cards will reflect the number of students receiving a C- or Higher.
Faith unites us, knowledge builds our future

English Department

Development Plan (2010-2012)

Curriculum Planning & Delivery Strategies

The English department aims at implementing skill-base teaching methods according to the following steps:

1. The syllabus shows the exact distribution of the curriculum where it includes the following learning areas:

   A. **Reading**
      1. Reading literary skills
      2. Reading comprehension
      3. Academic and text vocabulary

   B. **Grammar**
      1. Language convention
      2. Spelling

   C. **Writing**

   D. **Listening and Speaking**
      A special schedule will involve each student from K-12 to participate in activities like: Show and Tell, presenting a poem, …etc.

2. Lesson planning focuses on the above learning areas

3. Lessons delivery reflects the lesson plans

4. The assessment procedures measures the Ss' learning

5. All tests, quizzes, make-up tests, and answer keys should be handed in to the coordinators (soft and hard copies) three days in advance.

6. All worksheets should be signed by the coordinators before being given to the Students.
Mark Breakdown

1. Reading skills = 20 Total
   a. Vocabulary skills = 5
   b. Reading comprehension = 5
   c. Literary skills = 10
2. Grammar and Spelling = 10 Total
   a. Grammar = 5 (10 points for Gr. 12)
   b. Spelling = 5 (Gr. 6-11)
3. Writing, Listening, and Speaking = 10 Total
   a. Writing = 5
   b. Listening = 2.5
   c. Speaking = 2.5
4. Attendance = 10
5. Project = 10
6. Behavior = 10
   Total = 70%

+ 

7. Skills Test = 30
   Total = 100%

A. Quarter Skills Test and Semester Tests Forms:

The quarter skills test and final test's mark breakdown:

1. First Paper: Total = 40 points
   a) Reading comprehension = 20
   b) Writing question = 20
      40 points

2. Second Paper: Total = 60 points

<table>
<thead>
<tr>
<th>Gr. 6-11</th>
<th>Gr. 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Literary skills = 15</td>
<td>a) Literary skills = 20</td>
</tr>
<tr>
<td>b) Recalling events = 10</td>
<td>b) Recalling events = 10</td>
</tr>
<tr>
<td>c) Vocabulary = 5</td>
<td>c) Vocabulary = 5</td>
</tr>
<tr>
<td>d) Grammar = 25</td>
<td>d) Grammar = 25</td>
</tr>
<tr>
<td>e) Spelling = 5</td>
<td></td>
</tr>
</tbody>
</table>
3. The quarter skills quiz mark is calculated as:

\[
\text{(The result) \times 30 \over 100} = \text{the quarter mark which is out of 30}
\]

4. During the quarter duration, the marks of each learning area is the result of the average of more than one quiz testing the same learning areas.

5. The cover sheet of the **First Paper** displays the included tested areas and the final marks as follows:

<table>
<thead>
<tr>
<th>First Paper</th>
<th>Ss.Total</th>
<th>Total</th>
<th>1(^{st}) Check</th>
<th>2(^{nd}) Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>40</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Third Quarter Skills Test**

<table>
<thead>
<tr>
<th>First Paper</th>
<th>Second Paper</th>
<th>Total</th>
<th>1(^{st}) Check</th>
<th>2(^{nd}) Check</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. The cover sheet of the **Second Paper** displays the included tested areas and the final marks as follows:

<table>
<thead>
<tr>
<th>Second Paper</th>
<th>Ss.Total</th>
<th>Total</th>
<th>1st Check</th>
<th>2nd Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 6-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary skills</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recalling events</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>60</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Gr. 12 does not have spelling; therefore literary skills will total 20.*

**B. Result Analyzing**

1. The Skills Quarter Tests, Midterm, and Final Test are to be analyzed according to The Test Analysis Form.

2. The students' achievements will be documented on the following forms:
Student Evaluation Policy (SEP)

<table>
<thead>
<tr>
<th>Reading Comp.</th>
<th>Literary Skills</th>
<th>Recalling events</th>
<th>Vocabulary</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Mark</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Passing Mark</td>
<td>12</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

Students' Names

<table>
<thead>
<tr>
<th>Failure No.</th>
<th>Rate</th>
</tr>
</thead>
</table>

Notes and Recommendations:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Coordinator’s Signature:
Faith unites us, knowledge builds our future

STUDENT FOLLOW – UP REPORT

LOW ACHIEVER FOR

Student's Name ____________________________ Class ____________________

Subject: English

Teacher:

<table>
<thead>
<tr>
<th>Student Test Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weak Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Skills</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures to elevate the student's level</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Date ........................................</td>
<td></td>
</tr>
</tbody>
</table>

14/35
<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

Coordinator's Signature:

_________________________________
Faith unites us, knowledge builds our future

English Activities:

1. In order to enhance the teaching and learning process, teachers are expected to encourage their Ss to apply what they have learned to their daily lives by connecting the lessons to everyday activities like reading newspapers, writing journals, describing TV's stars or other celebrities, and so forth.

2. The bulletin boards are expected to reflect what the Ss are studying during the quarter.

3. Each school should have one learning competition per quarter.

Coordinator's Evaluation

The coordinator:

1. pays announced and unannounced visits to classes
2. helps the teachers better their delivery ways
3. evaluates the English teachers' according to their ability to meet expectations
4. writes a report about each visit
Math Department

Development Plan (2010-2012)

Curriculum Planning & Delivery Strategies

The Math department aims at implementing skill-base teaching methods according to the following steps:

1. It is a learner-centered curriculum in which the suggested activities are designed for full active learner participation, discovery, problem-solving and the fostering of ownership of the concepts to be learned.

2. The Syllabus covers a broad scope of Algebra 1 & 2, Geometry, Pre-Calculus, Calculus, Integrated Math 1 & 2, Pre-Algebra, Numbers and operations, data representations, and Measurement.

3. Students should develop and be able to use:
   - Knowledge of mathematical concepts and procedures
   - Knowledge of mathematical relationships
   - Reasoning skills
   - Language and communication skills
   - Problem-solving

4. Lesson planning focuses on the above learning areas

5. Lessons' delivery reflects the lesson plans

6. The assessment procedures measures the Students' learning

7. All main exams, main quizzes, make up tests and answer keys should be handed in to the coordinators soft and hard copies 3 days ahead.

8. All worksheets should be signed by the coordinators before being given to the Students.
C. Mark Breakdown

8. Homework = 10  
9. Class work = 10  
10. Participation = 10  
11. Project = 10  
12. Attendance = 10  
13. Test and Quizzes = 20  
14. Quarter Test = 30

D. Quarter Test and Final Test Forms:

I. The Paper includes
1) Multiple Choice Questions. 
2) Problem solving questions (Word Problems related to life). 
3) Mental Math 
4) Moderate questions cover the material, and suit the ability and the differences between the students’.

I. The quarter test and final test’s mark breakdown
1) Multiple Choice Questions. = 10 
2) Problem solving questions (Word Problems related to life) = 10 
3) Mental Math = 5 
4) Moderate questions cover the material, and suit the ability and the differences between the students’ = 2

The quarter test mark is calculated as:

\[
\frac{\text{(The test result)} \times 30}{100} = \text{the quarter mark which is out of 30}
\]
II. Result Analyzing

The quarter and end of semester exams are to be analyzed according to:

<table>
<thead>
<tr>
<th>Students' Names</th>
<th>Vocabulary Development</th>
<th>Objective understanding</th>
<th>Subjective understanding</th>
<th>Critical thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Mark</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Passing Mark</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Failure No.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Evaluation Policy (TEP)**

1. Math teachers are expected to

   a) Deliver their subjects effectively
   b) Use all possible teaching aids which help them convey their message in an interesting way
   c) Assess the Students according to the student evaluation policy.
   d) Analyze the Students' results
   e) Re-teach the areas which the Students fail to pass
   f) Prepare weekly and daily lesson plans
   g) Evaluate their Students and be aware of the weaknesses and strengths in their Students’ achievements and documents this according to the following form:
Faith unites us, knowledge builds our future

STUDENT FOLLOW – UP REPORT

LOW ACHIEVER FOR

Student Name __________________________ Class __________________

Subject Math

Teacher __________________________

<table>
<thead>
<tr>
<th>Student Test Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weak Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures to elevate the student's level</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date ________________________________
Teaching Methods

- Students acquire knowledge, skills and attitudes at different times, rates and ways.
- 8 general teaching methods for math: Co-operative learning, Exposition
- Guided discovery, Games
- Laboratory approach, Simulations
- Problem solving and Investigations
- For effective teaching use a combination of these methods

  **Co-operative groups**

- More a method of organization than a specific teaching strategy.
- Pupils work in small groups (4-6) – encourage to discuss and solve problems
- Accountable for management of time and resources both as individuals and as a group.
- Teacher moves from group to group giving assistance and encouragement, ask thoughts provoking questions as the need arises
- Group work is visually reported to the entire class and further discussion ensues.
- Method allows students to work together as a team fostering co-operation rather than competition.
- Provides for student – student discussion, social interaction and problem solving abilities.

**Coordinator Evaluation:**

1. The Math coordinator pays announced and unannounced visits to classes
2. The coordinator helps the teachers to improve their techniques.
3. Evaluate the Math teachers' work according to their ability to meet what is expected from them.
4. He/ She writes reports about each visit depending on the school's evaluation form
5. The coordinator, because of the urgent necessity, visits each teacher once a month during the 1st semester of the scholastic year 2010 – 2012
Science Department

Development Plan (2010-2012)

Curriculum Planning & Delivery Strategies

The Science department aims at implementing skill-base teaching methods according to the following steps:

1. It is a learner-centered curriculum in which the suggested activities are designed for full active learner participation, discovery, problem-solving and the fostering of ownership of the concepts to be learned.

2. The Syllabus covers a broad scope of integrated sciences, Biology, Chemistry, Environmental science and physics.

3. Students should develop and be able to use:
   - Knowledge of scientific concepts and procedures
   - Language and communication skills
   - Connection Activity.
   - Connect to real World.
   - Math focus.

4. Lesson planning focuses on the above learning areas

5. Lessons’ delivery reflects the lesson plans

6. The assessment procedures measures the Students’ learning

7. All main exams, main quizzes, make up tests and answer keys should be handed in to the coordinator soft and hard copies 5 days ahead.

8. All worksheets should be signed by the coordinator before being given to the Students.
E. Mark Breakdown

15. Homework = 10  
16. Class work = 10  
17. Participation = 10  
18. Project = 10  
19. Attendance = 10  
20. Test and Quizzes = 20  
21. Quarter Test = 30

F. Quarter Test and Final Test Forms:

II. The Paper includes
1) Multiple Choice Questions.  
2) Problem solving questions (Word Problems related to life).  
3) Scientific terms  
4) Moderate questions cover the material, and suit the ability and the differences between the students  
5) Diagrams and concept maps.

II. The quarter test and final test's mark breakdown  
1) Multiple Choice Questions. = (10-15)  
2) Problem solving questions (Word Problems related to life) = (6-10)  
3) Moderate questions cover the material and suit the ability and the differences  
   Between the students’ = 2  
4) Written Questions = 10  
5) Diagrams and concept maps. (5-7)

The quarter test mark is calculated as:

\[
\text{(The test result) X 30} \div 100 = \text{the quarter mark which is out of 30}
\]
II. Result Analyzing

The quarter and end of semester exams are to be analyzed according to:

<table>
<thead>
<tr>
<th>Students' Names</th>
<th>Vocabulary Development</th>
<th>Objective Understanding</th>
<th>Subjective Understanding</th>
<th>Math Skills</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Mark</td>
<td>10</td>
<td>16</td>
<td>12</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Passing Mark</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Teacher Evaluation Policy (TEP)

2. Science teachers are expected to

a) Deliver their subjects effectively
b) Use all possible teaching aids which help them convey their message in an interesting way
c) Assess the Students according to the student evaluation policy.
d) Analyze the Students' results
e) Re-teach the areas which the Students fail to pass
f) Prepare weekly and daily lesson plans
g) Evaluate their Students and be aware of the weaknesses and strengths in their Students’ achievements and documents this according to the following form:
Evaluate their Students and be aware of the weaknesses and strengths in their Students' achievements and documents this according to the following form:

**STUDENT FOLLOW-UP REPORT**

**LOW ACHIEVER FOR**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>________________________________</th>
<th>Class</th>
<th>________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>________________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Test Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weak Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures to elevate the student's level</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Teaching Method

- Teaching and Learning – not easy task – complex process.

- Each student is an individual with a unique personality.

- Students acquire knowledge, skills and attitudes at different times, rates and ways.

- 8 general teaching methods for Science:
  a. Co-operative learning
  b. Exposition
  c. Guided discovery
  d. Games
  e. Laboratory approach,
  f. Simulations
  g. Problem solving,
  h. Investigations

- For effective teaching use a combination of these methods:

  **Co-operative groups**
  - More a method of organization than a specific teaching strategy.
  - Students work in small groups (4-6) – encourage to discuss and solve problems
  - Accountable for management of time and resources both as individuals and as a group.
  - Teacher moves from group to group giving assistance and encouragement, ask thoughts provoking questions as the need arises.
  - Group work is visually reported to the entire class and further discussion ensues.
  - Method allows students to work together as a team fostering co-operation rather than competition.
  - Provides for student – student discussion, social interaction and problem solving abilities.

**Coordinator Evaluation:**

1. The Science coordinator(s) pay announced and unannounced visits to classes
2. The coordinator helps the teachers to improve their techniques.
3. Evaluate the Science teachers' work according to their ability to meet what is expected from them.
4. He/ She writes reports about each visit depending on the school's evaluation form.
5. The coordinator, because of the urgent necessity, visits each teacher once a month during the 1st semester of the scholastic year 2010 – 2012
FAITH UNITES US, KNOWLEDGE BUILD OUR FUTURE

TECHNOLOGY GOAL/OBJECTIVE:

All students will have access to increased use of technology as an effective tool for learning and for the demonstration of learning in their coursework.

SAFETY GOAL/OBJECTIVE:

In order to meet the learning goals of the A.A.B.A, it is understood that a safe school environment is critical. The students and families of the A.A.B. Academy will attend a safe school and will be assured that teachers, administrators, and all other staff members can and will undertake reasonable actions to maintain order and discipline that provides an environment conducive to learning.

Strategies to assist students failing/at risk of failing to meet

<table>
<thead>
<tr>
<th>PROGRAM/STRATEGY</th>
<th>DETAILS</th>
<th>FUTURE PLANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Period</td>
<td>Grades 1-12- All</td>
<td>To be implemented</td>
</tr>
<tr>
<td>Tutoring After School and Saturdays.</td>
<td>60 min a.m.</td>
<td>Continue tutoring after school on a consistent, scheduled basis with individual students</td>
</tr>
<tr>
<td>Summer School</td>
<td>60 min p.m.</td>
<td></td>
</tr>
<tr>
<td>Summer School</td>
<td>Grades 1-12 Approximately 6 weeks 3 days/week</td>
<td>Partly implemented.</td>
</tr>
<tr>
<td>Counsellor/Social Worker/ Behaviour Consultant Support</td>
<td>As needed</td>
<td>Increase services if possible</td>
</tr>
<tr>
<td>Project Based Learning</td>
<td>Integrated into curriculum</td>
<td>Continue and expand if possible</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. Curriculum Alignment Corresponding with Goals:

AABA's curriculum began undergoing significant changes in 2010 to ensure relevant educational content in all core subject areas. The goal of the curriculum development process was to develop curricula that compared favourably with other bilingual schools in Kuwait. However, in 2011, an influx of government school students made revisions to the new curricula compulsory. Students who had little or no experience with the English language and the teachers' realization that quality is much more important than quantity convinced the AABA teaching staff that the current curriculum simply was not beneficial for their students. Revisions to curricula are complete or under development. AABA's initial curriculum development was in the core subject areas (mathematics, language arts, and science) and was undertaken in 2009-2010. The work consisted of the entire AABA mathematics, English, and science staff, which produced curriculum based on the standards of the NTCM, NTCE, and NSES. In addition to
the development of frameworks for mathematics, English language arts, and science, projects have been initiated in aligning the AABA curriculum horizontally.

AABA uses texts from the Harcourt and Holt publishing company. The following is AABA’s textbook list:

**English:**

KG and Elementary: Harcourt, Story town (grades K-5)  
Middle (grades 6-8) and High (grades 9-12) schools: Elements of Literature, Holt Handbook (Introductory –Sixth Courses)

**Mathematics:**

KG and Elementary: Harcourt (HSP) Mathematics.  
Middle (grades 7-8) : Holt pre Algebra and Algebra 1.  
and High (grades 9-12) schools:  
Grade 9: Geometry .(Holt)  
Grade 10: Algebra 2(Holt).  
Grade 11 (international) : Math Matter 2.(Glencoe).  
Grade 11(Scientific) : Pre Calculus.(Holt).  
Grade 12 :( international): Math Matter 3.(Glencoe)  
Grade 12 (Scientific) : Calculus(7th edition Larson , Edwards)

**Science:**

KG and Elementary: Harcourt and HSP Science.  
Middle school (grades 6-8): Holt Integrated Science  
High school (grades 9-12) schools: Holt Biology, Holt Chemistry, and Holt Physics/Environmental Science.

**World History:** Holt World History  
**Islamic History:** AABA's curriculum and workbook  
**French Language:** AABA’s curriculum

All courses taught in the Arabic language use Kuwait's Ministry of Education approved curricula and texts.

Continual updating will ensure that curricula are dynamic and continuously improved. Project leaders will be responsible for working with all departments to identify and develop required upgrades. The curriculum review is designed to ensure that the knowledge and skills students acquire remain relevant and to ensure that all students have an opportunity to learn.
Curriculum Review Timeline:
A.A.B. Academy undertook a comprehensive curriculum review and revision throughout the 2010-2012 school year.

November, 2010-May, 2011: 1st draft curriculum
September, 2011: Curriculum revised to fit students' needs
February, 2012: 1st draft horizontal curriculum per quarter
June, 2012: Complete curriculum revision (vertical and horizontal-all subjects)
June, 2012: Data analysis and surveys revised

V. Evaluation Processes:
The School Improvement Team will meet at least twice each Year for the purpose of monitoring, reviewing, and updating its current school improvement Plan.

Using data from a variety of sources, A.A.B.A assesses its progress toward stated goals and also determines if revisions and/or enhancements are needed to meet new goals.

<table>
<thead>
<tr>
<th>Academic</th>
<th>Behavioural</th>
<th>Personal</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Attendance And Excellence Awards</td>
<td>Home Life &amp; Conference Data</td>
<td>Presentations</td>
</tr>
<tr>
<td>Report Card Data</td>
<td>Incident Reports</td>
<td>Multiple Intelligences/ Modalities</td>
<td>Guest Log</td>
</tr>
<tr>
<td>Course/Unit Pre/Post Assessments</td>
<td>Interventions</td>
<td>Single Record Student Database</td>
<td>Volunteer Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year end survey of all Current students</td>
<td></td>
</tr>
</tbody>
</table>
VI. Staff/Professional Development Plan:
A.A.B. Academy recognizes the importance of having its staff and administrators involved in professional development opportunities that will help maintain the excellence of instruction and programming. Staff development activities are always aligned with the academic goals. Staying abreast of current research and Best Practices is a priority for the school. A.A.B.A also recognizes the challenges faced by individuals new to the teaching profession and has established a mentoring policy to reflect the required Teacher Induction/Teacher Mentoring Process.
New teachers work closely with the coordinators and administrators to develop an effective personal professional development plan.
The staff development process will:

- Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils and the parents.
- Ensure job satisfaction, personal achievement, individual and team effort; thus providing for personal advancement.
- Improve time management, and other job related skills in the context of changing educational needs.
- Build cooperation between staff and ensure that all staff are valued and recognized as the school's most important asset.

VII. Development and Use of Community Resources and Volunteers:
A.A.B. Academy believes that educating youth requires the efforts of a partnership that includes home, school and community. As a part of requirements, the school has developed a parent involvement policy that can be accessed via the website.

Individual schools and teachers are encouraged to partner and the community and to make use of volunteers when it will benefit the students and/or the school. Current ways in which this happens are through:

Parents:
- A Parent Organization, which serves to provide support to the school and staff, is
Faith unites us, knowledge builds our future

moderately active.

• All parents are invited to volunteer at A.A.B.A

• Bi-monthly newsletters are prepared in-house, inviting input from all staff, and Mailed to all A.A.B.A families, Board members, Schools office,

• Teachers are accessible to parents and students, and make an effort to maintain a close relationship with their students’ families via face-to-face, email/website and telephone.

• Student-led parent/teacher conferences were implemented, bringing students and parents together with teachers, and students acknowledging accountability for their academic performance.

VIII. Education, Libraries
A.A.B.A Libraries-
Students are introduced to a Public Library and how to use the library. Various classes should take field trips to a public library.

IX. Building Level Decision Making Processes Used

A.A.B. Academy encourages shared decision making by staff and stakeholders in a process which eventually leads to decisions at the school level through active participation

In regularly scheduled staff meetings and through committees such as:

The Curriculum Team, Student Assistance Team, Parent Organization, Student Council, and the School Improvement Team.

These committees and groups allow for staff, parent, and community input as a part of the decision making process. One of the strategies to be implemented this year is to use of a Student Suggestion Box.

X. Development of Alternate/Authentic Assessments (including needs assessment)

A.A.B.A recognizes that there are numerous ways to assess student understanding and skills (technology, teamwork, etc.). A variety of assessments that require students to use different multiple intelligences is most effective. A.A.B.A staff has participated in professional development to learn how to integrate various assessments throughout the curriculum.
Special Education students whose specialized needs preclude them from participating in the testing program have alternate assessments which are conducted by the Department of Special Needs. For academic support in the core content areas, services such as tutoring, academic support and summer school are provided. Many of these assessments take on an alternate format. Because paper-pencil tests do not always indicate true performance levels, we use oral assessment, power point presentations and projects.

**XI. Effective Use of Technology**

Technology is viewed as a tool for acquiring and communicating both knowledge and information at many levels.

- At the school level, the e-mail and telephone intercom communications system facilitate communication within and among staff.
- The Mars system is utilized for the purposes of student data acquisition and maintenance.
- The Taleb system and school website facilitate increased parent-school data exchange.
- At the various grade levels, age/subject area appropriate hardware, software and Internet access are incorporated within the content areas as a part of the instructional delivery system.

- Based on individual student needs, various assistive technology tools are provided. The Academy technology hardware/systems are listed below:

**Delivery of Services**

**Current Infrastructure – Computer Technology:**

The school has a network throughout the building that provides network and Internet access to selected areas.

**Current Infrastructure – Computer Software:**

All A.A.B.A. computers are equipped with Microsoft Office. Other student applications include: Adobe Program, Micro media Flash, Quick Basic, Movie Maker, Kids Pix

In addition to the above, software applications purchased for teachers i.e. Exam View.

**Current Infrastructure – Telecommunications:**

A school telephone system was installed
This system offers the following features:
• Staff extension
• Intercom
• Caller ID
-Telephones are located in all staff offices

Methods of Integrating Technology into the Curriculum
A.A.B. A uses many types of technology to enhance the curriculum, in order to promote student understanding and skills. The biggest example of this is the laptop & LCD projectors targeting instruction for visual learners. We intend to also offer interaction with off-site presenters, digital cameras, video cameras, graphing calculators.

A.A.B.A is undergoing a curriculum review and update to ensure all curricular areas are aligned with the new content standards and grade level expectations. Documentation is completed, school curriculum personnel will identify specific technology projects / Expectations per course. At the end of each school year, administrators will work with the staff to identify learning outcomes achieved and areas that need improvement. This is an ongoing process that will be revisited at the end of each school year.
XIII. School Improvement Team Members:

*Parameters of School Improvement Plan/Team:* The purpose of the school improvement Team is to provide an open means of communication for stakeholders in the educational Process of A.A.B.A. The team offers insight, data, expertise, and ideas for the A.A.B.A Board to consider in its decision making processes. The ultimate decision making authority rests with the A.A.B.A’s board

<table>
<thead>
<tr>
<th>Name</th>
<th>Position / Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Mubarak AL-Mutawa</td>
<td>Chairman</td>
</tr>
<tr>
<td>Ms. Ahlam Kattab</td>
<td>School Principal</td>
</tr>
<tr>
<td>Ms. Enayat Enaya</td>
<td>Vice Principal/Middle and High School</td>
</tr>
<tr>
<td>Ms. Musarat Atef</td>
<td>Vice Principal/ kg and Elementary</td>
</tr>
<tr>
<td>Ms. Hanan Rajeh</td>
<td>Administrator</td>
</tr>
<tr>
<td>Ms. Salwa Ghanayem</td>
<td>Assistant administrator</td>
</tr>
<tr>
<td>Ms. Samah Saleh</td>
<td>Science coordinator.</td>
</tr>
<tr>
<td>Ms. Tojan Adeeb</td>
<td>Math Teaches</td>
</tr>
<tr>
<td>Ms. Eman Majed</td>
<td>Math coordinator</td>
</tr>
<tr>
<td>Ms. Asha Nawani</td>
<td>English coordinator.</td>
</tr>
<tr>
<td>Mr. Ali Ameen</td>
<td>English coordinator.</td>
</tr>
<tr>
<td>Ms. Stephanie</td>
<td>English Teacher.</td>
</tr>
<tr>
<td>Mr. Anas Salem</td>
<td>IT coordinator</td>
</tr>
<tr>
<td>Mr. Fouad</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mr. Atef Saed</td>
<td>Community member</td>
</tr>
<tr>
<td>Dr. Maha Al Aqeeli</td>
<td>PTC &amp; Board member</td>
</tr>
<tr>
<td>Mr. Yousef Maatooq</td>
<td>PTC Member</td>
</tr>
<tr>
<td>Mrs. Hanady Marafi</td>
<td>PTC Chairperson&amp; Board member</td>
</tr>
<tr>
<td>Lujain Al Hajiri</td>
<td>Student</td>
</tr>
<tr>
<td>Ahmad Murad</td>
<td>Student</td>
</tr>
</tbody>
</table>
Faith unites us, knowledge builds our future

**KEY ACTIONS IN VISION**

1. Examine research-based factors related to student performance
2. Develop beliefs
   - Survey of Beliefs pg. 56*
3. Develop a shared vision to focus school improvement efforts
4. Determine expectations for student learning
   - Survey of Goals for Student Learning

**KEY ACTIONS IN RESULTS**

14. Identify measures to determine results
15. Analyze and document student performance results
16. Evaluate the success of interventions
   - Inventory of School Effectiveness
   - Opinion Inventories
17. Communicate and use results for further improvement

**KEY ACTIONS IN PLAN AND IMPLEMENTATION**

9. Identify gaps between current and expected student performance
10. Set improvement goals
11. Determine interventions
12. Develop action plans
13. Implement, monitor, and adjust interventions
   - Survey of Implementation pg. 173*

**KEY ACTIONS IN PROFILE**

5. Describe students and their performance
   - Transition Surveys
6. Describe school effectiveness
   - Inventory of School Effectiveness
   - Opinion Inventories
7. Describe the school and community context
8. Determine target areas for improvement

*Breakthrough Student Improvement: Resources and Tools