

**MANOR HOUSE SCHOOL**

**DOKKI**

**Manor House American School**

**Annual Report 2010 - 2011**

Dear Parents,

Improving student success is central to everything we do at Manor House American School. To improve student success, parents need to know where their children stand in relation to our academic spectrum; and as such, reporting grades and opening up lines of communication with our parents will be central goals for this coming year. We encourage every parent to make the time to attend parent conferences because it is a great opportunity to receive your child’s report card and to talk personally with each of your child’s teachers; discussing specifically each subject’s grades and what your child needs to do to improve his/her grades. This is just as important if your child is performing well as it is if he/she is struggling. As we have clearly expressed, the partnership between parents and the school is integral to the improvement of theacademic success of our students and, as such, we should work hand in hand to ensure that every student is working to his/her potential.

Our team of teachers at MHS take a great deal of care in ensuring that the assessments that they set are well constructed and fair, yet challenge all students to achieve their very best. They believe that setting and marking accurate assessments and reporting to our parents is a priority. Discussions on these assessments should therefore be based upon the premise that staff, students and parents are all working on the same team.

Enhancing standards and setting targets is essential to any key learning process. The charts below represent average student final grades throughout the entire school. It is clear that there is an increase in overall grades school wide, which is something we are very proud of. We have set a goal of 10% improvement in grades from the end of last year to the end of this academic year. This will be a demanding, yet we believe, an achievable goal. We firmly believe that our students, your children, will raise their own bar and work much harder than they have before.

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**Mission and Purpose**

Manor House is a co-educational college preparatory school, offering a comprehensive kindergarten to grade12 American curriculum. Our vision is to be one of the leading international schools in Egypt by providing a balanced, multi-cultural, and quality education that guides students to become independent thinkers enabling the students to successfully achieve their fullest potential in today's global community. Our mission is to provide all students with equal learning opportunities through diverse educational tools and techniques that motivate students to become life-long learners who strive towards self-improvement and are productive in their community.

***Vision Statement***

To be one of the leading international schools in Egypt by providing a balanced, multi-cultural, and quality education that guides students to become independent thinkers enabling the students to successfully achieve their fullest potential in today's global community.

***Mission Statement***

To provide all students with equal learning opportunities through diverse educational tools and techniques that motivate students to become life-long learners who strive towards self-improvement and are productive in their community.

***School Expectations***

1. **Encourage** critical thinking, analytical and debate skills.
2. **Promote** peer coaching within a safe learning environment where students with mixed capabilities can help and learn from each other.
3. **Foster** a sense of responsibility by encouraging participation in tasks beyond academics.
4. **Provide** opportunities for students to participate in extra-curricular activities to broaden students' horizons and foster a sense of belonging.
5. **Build** self-confidence and self-esteem through the development of artistic self-expression and public speaking.

## *Our Core Belief: “Without preparation opportunity is an empty promise."*

1. An effective school climate is achieved through the cooperation and support of administrators, teachers, students, parents, staff, and school board. Indicators are:
   * trust
   * open communication
   * a sharing of beliefs, goals, and responsibilities
   * an environment stressing caring, sharing, and respect for others.
   * supportive atmosphere encouraging professionalism
2. An essential function of schooling is that students perform at high levels of learning and experience opportunities for success. Indicators are that students are provided with:
   * sufficient time to learn
   * a trusting environment where they can make decisions without the fear of failure or criticism
   * favorable learning conditions and quality instruction
   * opportunities to experience challenge
3. An effective school, in seeking improved learning, welcomes change and evolution in its instructional processes. Indicators are that the instructional staff:
   * modify planning procedures to accommodate different teaching and learning styles
   * allow for spontaneity and creativity
   * adapt and change for continuous improvement
   * set high standards and have high expectations for student
4. The school community will provide an effective instructional process that varies the time for learning according to the needs of each student and the complexity of the task. Indicators are:
   * learning is a continuous process
   * students can learn to the best of their ability provided that they have the necessary time and services
   * time is managed properly
5. The school community believes that success influences self-concept, which in turn influences learning and behavior. Indicators are:
   * what is communicated to the students reflects positive regard for each individual
   * students view themselves as important, valued, and respected
6. Administrators, teachers, and students share responsibility for success. Indicators are:
   * learning is an active process requiring active participation of all parties
   * administrators and teachers share responsibility for curriculum development
   * teachers plan and prepare for instruction
   * students share the responsibility for learning by completing homework assignments and preparing for assessments
7. Assessment of achievement is continuous and determines the instructional placement. Indicators are:
   * the assessment enables instructors to teach at an appropriate level
   * timely feedback in assessment is given to students
8. Each student is responsible for his or her actions and must accept the consequences of those actions

***School Population and Grade Levels***

The population of the school is made up of students who come from middle class to upper class families. The school population is a total of 336. Elementary students from grades K- 5 are a total of 131 students, with our middle and high school totaling 205 students. Of these 165 are boys, and 171 are girls. Most of our students are Egyptian and represent the Egyptian society in all its ethnic, cultural and religious diversity. The remaining foreign students comprise only 7 % of students enrolled. The majority of parents are university educated, with many holding additional higher degrees in their fields, with a large number of dual-parent workers. We have a total faculty of 47 staff members. Most of our students reside in the near-by area of Mohandeseen and Dokki, an affluent urban neighborhood. However, we do have students from all across Cairo. The school is divided into 2 campuses. The elementary division host KGI (pre K), KGII (kindergarten) and grades 1 – 5. The Middle and High School campus host grades 6 – 12.

**School Accomplishments**

***Beacon Award***

Manor House School is proud to have received the “*Cambridge Beacon School Award”.*Presented by the University of Cambridge on March 15th, 2005. In addition, Mrs. Hoda Soliman, principal of the American Diploma and the I.G.C.S.E. Section, was awarded “*Best Coordinator”* in Egypt for two consecutive years (2004 & 2005).

The Beacon School Award recognizes Manor House as being a “*Quality example of excellence”.* This prestigious award confirms our ongoing program of quality assurance in Egypt and is fully supported by the Ministry of Education, CIE and the British Council. Facilities, teaching standards, students’ achievements and organization are some of the criteria on which our school was selected.

***High SAT score***

Manor House American School is proud to have students who have achieved outstanding SAT scores in comparison to schools throughout Egypt. Some of our highest SAT I scores are between 1910 – 2000.

***Scholarships***

Some of our students have received scholarships in universities abroad such as:

* Bernard and Anne Spitzer School of Architecture, New York
* Illinois University, USA
* Wagner College, New York
* Indiana University, Pennsylvania

**School Demographics**

***Current Enrollment by Gender***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade or Program** | **2008 - 2009** | | **2009 - 2010** | | **2010 - 2011** | |
| **Male** | **Female** | **Male** | **Female** | **Male** | **Female** |
| **KG I** | 12 | 13 | 11 | 7 | 10 | 10 |
| **KG II** | 3 | 10 | 11 | 13 | 11 | 7 |
| **Grade 1** | 11 | 7 | 5 | 12 | 7 | 13 |
| **Grade 2** | 10 | 4 | 12 | 4 | 8 | 11 |
| **Grade 3** | 8 | 9 | 10 | 7 | 11 | 6 |
| **Grade 4** | 5 | 11 | 9 | 9 | 8 | 9 |
| **Grade 5** | 7 | 5 | 5 | 9 | 9 | 10 |
| **Grade 6** | 8 | 6 | 8 | 7 | 6 | 10 |
| **Grade 7** | 9 | 5 | 11 | 4 | 5 | 7 |
| **Grade 8** | 6 | 11 | 10 | 7 | 13 | 5 |
| **Grade 9** | 6 | 8 | 5 | 16 | 15 | 7 |
| **Grade 10** | 25 | 19 | 20 | 19 | 20 | 33 |
| **Grade 11** | 5 | 6 | 30 | 23 | 15 | 20 |
| **Grade 12** | 36 | 24 | 2 | 5 | 27 | 23 |
| ***TOTAL*** | **151** | **138** | **149** | **142** | **165** | **171** |

**Academic Achievement and Performance Results**

**Standardized SAT Scores**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Average SAT I and SAT II Scores for Graduates*** | | | | | | |
| **Grade** | **3 Years Age**  **2007-2008** | | **2 Years Age**  **2008-2009** | | **1 Year Ago**  **2009-2010** | |
| **SAT 1** | **SAT 2** | **SAT 1** | **SAT 2** | **SAT 1** | **SAT 2** |
| **12** | **1300** | **1000** | **1420** | **1100** | **1650** | **1560** |

**Standardized SAT Scores**

**Standardized Arabic Studies Ministry Exams**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Grade***  ***2007/2008*** | ***Subject*** | ***Total # of Students*** | | ***# Passed*** | | ***# Failed*** | |
| ***No.*** | ***%*** | ***No.*** | ***%*** | ***No.*** | ***%*** |
| **Grade 6** | **Arabic** | **2** | **100%** | **2** | **100%** | **---** | **---** |
|  | **Religion** | **2** | **100%** | **2** | **100%** | **---** | **---** |
| **Grade 9** | **Arabic** | **7** | **100%** | **7** | **100%** | **---** | **---** |
|  | **Religion** | **7** | **100%** | **7** | **100%** | **---** | **---** |
| **Grade 12** | **Arabic** | **45** | **100%** | **43** | **95.5%** | **2** | **4.5%** |
|  | **Religion** | **45** | **100%** | **45** | **100%** | **---** | **---** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Grade***  ***2008/2009*** | ***Subject*** | ***Total # of Students*** | | ***# Passed*** | | ***# Failed*** | |
| ***No.*** | ***%*** | ***No.*** | ***%*** | ***No.*** | ***%*** |
| **Grade 6** | **Arabic** | **14** | **100%** | **14** | **100%** | **---** | **---** |
|  | **Religion** | **14** | **100%** | **14** | **100%** | **---** | **---** |
| **Grade 9** | **Arabic** | **11** | **100%** | **11** | **100%** | **---** | **---** |
|  | **Religion** | **11** | **100%** | **11** | **100%** | **---** | **---** |
| **Grade 12** | **Arabic** | **58** | **100%** | **49** | **84.5%** | **9** | **15.5%** |
|  | **Religion** | **58** | **100%** | **57** | **98%** | **1** | **2%** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Grade***  ***2009/2010*** | ***Subject*** | ***Total # of Students*** | | ***# Passed*** | | ***# Failed*** | |
| ***No.*** | ***%*** | ***No.*** | ***%*** | ***No.*** | ***%*** |
| **Grade 6** | **Arabic** | **12** | **100%** | **12** | **100%** | **---** | **---** |
|  | **Religion** | **12** | **100%** | **12** | **100%** | **---** | **---** |
| **Grade 9** | **Arabic** | **20** | **100%** | **20** | **100%** | **---** | **---** |
|  | **Religion** | **20** | **100%** | **20** | **100%** | **---** | **---** |
| **Grade 12** | **Arabic** | **6** | **100%** | **6** | **100%** | **---** | **---** |
|  | **Religion** | **6** | **100%** | **6** | **100%** | **---** | **---** |

**Graph Representation**

**Grade 3 English**

**Grade 3 Math**

**Grade 3 Science**

**Grade 4 English**

**Grade 4 Math**

**Grade 4 Science**

**Grade 5 English**

**Grade 5 Math**

**Grade 5 Science**

**Grade 6 English**

**Grade 6 Math**

**Grade 6 Science**

**Grade 7 English**

**Grade 7 Math**

**Grade 7 Science**

**Grade 8 English**

**Grade 8 Math**

**Grade 8 Science**

**Grade 9 English**

**Grade 9 Math**

**Grade 9 Science**

**Grade 10 English**

**Grade 10 Math**

**Grade 10 Biology**

**Grade 11 English**

**Grade 11 Math**

**Grade 11 Chemistry**

**Grade 12 English**

**Grade 12 Math**

**Grade 12 Physics**

**Higher Education Acceptance**

Manor House is proud of the fact that all our students have been accepted in four-year accredited universities, in Egypt and abroad. Our students have been accepted in some of the most rigorous and prestigious universities in Egypt, including Cairo University Faculty of Medicine and Architecture. We are also proud that our students are accepted in many universities in the USA and Europe.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ***Higher Education Acceptance*** | | | | | |
| **3 Years Age** | | **2 Years Age** | | **1 Year Ago** | |
| **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** |
| **Graduates Entering**  **Universities** | **47** | **100%** | **60** | **100%** | **7** | **100%** |
| **Graduates Entering Career or Technical Schools** | **---** | --- | **---** | **---** | **---** | **---** |
| **Total** | **47** | **100%** | **60** | **100%** | **7** | **100%** |

**Universities students have been accepted to in the last three years:**

1. Cairo University- Egypt

2. Ain Shams University- Egypt

3. Helwan University- Egypt

4. Kasr El Aini University- Egypt

5. American University in Cairo

6. German University in Cairo

7. Ahram Canadian University-Egypt

8. British University in Egypt

9. Modern Science and Arts University-Egypt

10. Nile University-Egypt

11. Arab Academy for Science and Technology- Egypt

12. Academia Baharaya-Egypt

13. 6th of October University-Egypt

14. Misr University for Science and Technology

15. Misr International University-Egypt

16. American University in Sharjah-United Arab Emirates

17. Northern Virginia University-USA

18. Bernard and Anne Spitzer School of Architecture-New York, USA

19. Virginia University-Prague

**Fields of Specialization:**

* 1. Faculty of Medicine
  2. Faculty of Pharmacy
  3. Faculty of Dentistry
  4. Faculty of Law
  5. Faculty of Architecture
  6. Faculty of Commerce
  7. Faculty of Mass Communications
  8. Faculty of Business
  9. Faculty of Management
  10. Faculty of Political Science
  11. Faculty of Computer Science
  12. Faculty of Economics
  13. Faculty of Applied Arts
  14. Faculty of Biotechnology

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**IMPROVEMENT PLANS**

The following improvement plans have been selected after careful analysis of surveys, performance data and student needs. All improvement plans have been approved and will be initiated immediately according to timelines.

**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:**   * 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. | | **Standardized Assessment(s)**  Students SAT 2 results for biology and physics in the year 2011-2012 | | | **Other Assessment(s)**  Future results of surveys after the academic year 2011-2012 (after implementing the new system of elective subjects) | | |
| **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. | | | | | **Research supporting this intervention:**  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  Meetings with parents and students  Analyzing data  Hire teachers for additional courses and accommodate course selection in staff and student scheduling | Grade 11 and grade 12 class teachers  The school's guidance counselor  Members of the improvement committee  Hanan Zaki | | May 2011  May 2011  May 2011  May 2011 | June 2011  June 2011  June 2011  August  2011 | | Survey  Conference Room  Surveys, Minutes of Meeting  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  Allocate the adjacent room near the library to a leveled library  Catalog, and display book according to levels | | Ms. Nada Zaki  (Deputy Principal)  Mr. Kamel (Head Custodian)  Ms. Randa  (Librarian) | May 2011  Aug.  2011    Sept.  2011 | Sept.  2011  Sept.  2011    Ongoing | | Cost of books  Extra bookcases, tables and chairs | Publisher will host a workshop to guide teachers.  Presentation from librarian to explain cataloging and use of leveled readers |

**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.  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.  Purchase 2 computers, and connect Internet access to computers.  Books to be purchased from suppliers, and subscribe to daily/weekly and monthly magazines | Mr. Kamel (Head Custodian)  Mr. Khaled (Computer Tech.)  Mr. Kamel (Head Custodian)  Mr. Khaled – Computer Tech.  Deputy Principal and teachers | | July  2011  July  2012  July  2013  July  2014  Ongoing | Aug. 2011  Aug.  2012  Aug.  2013  Aug.  2014 | Cost of renovation and windows  Cost of furniture and computers  Cost of furniture and shelves  Cost of new computers  Budget of  LE 10,000 annually |  |

**Improvement Plan (Increase Professional Development)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Goal:** Increase frequency and diversity of professional development for teachers. | | | | | | |
| **Support Data:**  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. | **Standardized Assessment(s)**  Student performance on SAT tests and MAP tests. Progress will be monitored and analyzed. | | **Other Assessment(s)**  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**  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. | | | **Research supporting this intervention:**  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.  Planning PD topics and workshops that will take place the following academic year based on teacher recommendation and teacher self-actualization.  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.  The evaluation of professional development by teaching staff and through teacher evaluations. | | All teachers  Dep. Principal  Principal  Dep. Principal    Computer teachers | Sept.  2011  Oct.  2011  Nov.  2011  Feb.  2011 | Nov.  2011  Ongoing  Ongoing  Ongoing | \*Staff meetings in conference room  \*Guest speakers and in-house PD  \*Smart board technicians will give introductory courses for teachers. |  |

**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:**  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:** 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.  Grade 10 and 11 English teachers provide SAT writing preparation models for students.  Offer students after-school standardized test ‘Strategy Course’.  Prepare classrooms for PSAT testing including teachers for proctoring.  Administer the PSATfor grade 10  Analysis of PSAT scores school wide.  Provide “PSAT Meeting” for students and parents to help them understand scores and prepare for testing. | Dep. Principal / Counselor  English / Math Teachers  Dep. Principal / Counselor  Dep. Principal / Counselor  Dep. Principal / Counselor  English / Math Teachers  English / Math Teachers /  Administrators | | | Nov. 2011  Sept. 2011  Sept. 2011  Sept.  2013  Sept.  2013  Sept.  2014  Feb.  2015 | June 2012  June 2012  June 2012  June  2014  June 2014  Dec.  2014  June  2015 | 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. |

**Improvement Plan (Smart Boards)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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  Provide smart boards for (2) classes of KG I,  and (3) classes Gr. 11. Install all necessary connection to classroom with 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  Annually updating the smart board software. | | Financial Dept/ Head Custodian/  Computer Tech.  Financial Dept/ Head Custodian/  Computer Tech.  Financial Dept/ Head Custodian/  Computer Tech. |  | July Sept.  2011 2011  July Sept.  2012 2012  July Sept.  2013 2013 | 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.  \*Professional training for all staff members on different applications of smart boards. |

**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  Setting goals and expectations for the mentoring program and creating mechanisms for monitoring and communicating to ensure success.  Evaluation of mentoring program through questionnaires and surveys | Principal and Deputy Principals  Mentor and new staff member with guidance and follow up from the deputy principal  Deputy Principals | | Jan. 2012  April  2012  Ongoing | April  2012  Ongoing | Purchasing of books and resources such as, “Leading the Teacher Induction and Mentoring program, by Sweeny.  Surveys and questionnaires | | Workshop to explore the process of mentoring. |