

DMES-US Curriculum

Principal

Mike Cipriano

The School Leadership Team 2017-18

Principal Mr. Mike Cipriano	27 years leading schools
Student Affairs VP Mr Michael Chittenden	34 years leading schools
Academic VP Ms. Alison McDonald	22 years leading schools
K-4 VP Ms. Denise Patterson	18 years leading schools
Head of Curriculum Ms. DeBajier Tucker	16 years leading schools
Total Years of Experience	117 Years Leading Schools
Combined Experience in Middle East and UAE	Over <u>40 Years</u>

2016-17 – Accomplishments

Culture Changes

- California Common Core Curriculum
- Assessment Guidelines written
- Introduction of Effort Grades, Parent Meetings, Semester Reports
- International Assessment used to drive forward teaching and learning (MAP)
- Student and Teacher Behavior challenged, order and self-discipline
- Cheating reduced
- Improved classroom environments
- Qualified teachers appointed (round one)
- KHDA Inspection – improvement in 25 Areas. ‘Acceptable’ outcome
- NEASC Candidacy Status

2017/18 and Beyond

- ❑ Improve our children's ability to read, write, speak and listen especially in English (*American English*)
- ❑ Improve use of data to drive forward teaching and learning
- ❑ Appoint well-qualified, experienced teachers to improve the quality of learning in the school
- ❑ Develop and embed the curriculum and assessment policies, systems and procedures
- ❑ Put into place systems and policies to develop student self-discipline
- ❑ Create a true sense of family: House System
- ❑ Implement a whole school focus on reading: 'DMES Reads' 2017-18
- ❑ We always keep in mind –
 "We are helping to develop a country!!!"

DMES School Vision

*To educate "OUR" children for a better
tomorrow!*

رؤيتنا

الغد أفضل "أبنائنا" نعلم

DMES School Mission

- DMES seeks to be the extended family for each of our children, insuring their growth and development as parents would.
- Our students will leave the DMES family as confident, competent and responsible young men and women with a strong set of morals and values to guide their future.
- They will be able to play an integral role in their own education, work independently, as well as part of a team, and be well prepared to play their part in creating a future to benefit all of society.

رسالتنا

تسعى مدرسة دبي للتربية الحديثة لأن تكون العائلة الكبيرة لكل أبنائها ، وتؤمن لهم النمو والتطور كما يري عى أولياء الأمور أبنائهم.

سيتخرج طلابنا من أسرة مدرسة دبي للتربية الحديثة رجال ونساء المستقبل ؛ واثقين مؤهلين ومسؤولين يتحلون بقيم وأخلاق تقود مستقبلهم. لديهم القدرة على أداء أدوارٍ أساسية في مجال تعلمهم ، والعمل بشكل مستقل ، فضلاً عن العمل ضمن فريق ، وأن يكونوا على استعداد لأداء أدوارهم لما فيه مصلحة المجتمع.

سوف نبني أساساً لهذه "الأسرة" من خلال القيادة بمحبة ورعاية ؛ مؤكدين على أهمية بناء العلاقات السوية ؛ وتوفير دروس جاذبة ذات صلة ؛ والتواصل الفعال ليصبح أبنائنا أعضاء مساهمين في المجتمع العالمي.

“Our” Values

- **Responsible / Accountable** for our actions, our learning, our words and deeds
- **Citizenship** and **Social Responsibility** to enhance the UAE
- Strong sense of Principles and **Values of Islam** to ensure human values in discussion, tolerance, moderation, peace and volunteering
- **Work Ethic** to build an understanding that hard work and persistence is the foundation for success.
- **Resilience** and persistence to deal with adversity and overcome it.
- **Respect** for ourselves and for all others.
- **Commitment** to develop each member of our family to the best of their ability.
- **Transparency** in how we represent ourselves and our school Family
- **Participation** in activities in and out of our school which enhances our lives in a positive manner.
- **Integrity** to do what is right, even when no one is watching.
- **Creative and Innovative** in our approaches to look for ways to consistently improve what we do and who we are.
- **Leadership** to create opportunities for **leadership and personal development.**
- **Contribute** to development of the UAE and the international community.
- **Dedication** to being a lifelong learner.
- **Work together** as a team to build a better tomorrow.

قيمنا

- مسؤولين / مساءلين عن مواقفنا وأقوالنا وأفعالنا وتعلمنا
- المواطنة والمسؤولية الاجتماعية لخدمة وطننا الإمارات العربية المتحدة
- إحساس قوي بمبادئ وقيم الإسلام وضمن القيم الإنسانية في المناقشات ، التسامح والاعتدال ، السلام والعمل التطوعي
- أخلاقيات العمل لبناء الفهم بأن العمل الشاق والمثابرة هي أساس النجاح
- المرونة واستمرار القدرة على التعامل مع المصاعب والتغلب عليها
- الاحترام لأنفسنا وللآخرين
- الالتزام بتطوير قدرات كل عضو في أسرتنا إلى الأفضل
- الشفافية وتتمثل في كيفية تمثيلنا لأنفسنا وأسرة المدرسة
- المشاركة في الأنشطة داخل وخارج المدرسة مما يعزز حياتنا بطريقة إيجابية
- النزاهة وهي القيام بكل هو صحيح وصائب ، حتى عند غياب المراقبة
- الإبداع والابتكار في نهجنا للبحث عن السبل الكفيلة باستمرار تحسين ما نقوم به ، وما نحن عليه
- القيادة ؛ تهيئة الفرص للقيادة والتطور الشخصي
- المساهمة في تطوير دولة الإمارات العربية المتحدة والمجتمع الدولي
- التفاني لأن نكون متعلمين مدى الحياة
- العمل معا كفريق واحد لبناء غد أفضل

What does a
GOOD school
really look
like?

Students are “our” children.

We need to teach them to be;

- Self Disciplined
- Thinkers and Problem Solvers
- Orderly
- Morals and Values Driven
- Strong in their Faith
- Committed to their Learning

Acceptable to Good

We are all responsible for the improvement of our school.

Each of you plays a key role and we must all understand that we need to improve together as a school.

Improve our
students
ability to read,
write, speak
and listen
especially in
English.
*(American
English)*

We must improve our students reading,
writing, speaking and listening skills.

Implement a whole school focus on
reading: 'DMES Reads' 2017-18.

Literature Festival in November.

Reading in Homeroom periods.

Improve the use of data to drive forward teaching and learning.

What are the results of our students telling us about what we need to do in our classes?

How are we using the MAP data to drive instruction?

What can we gather from the CAT4 test about how our children learn?

Appoint well
qualified,
experienced
teachers to
improve the
quality of
learning in
the school.

We have hired several new staff because of their qualifications, experience and are also willing to be part of our transition to a good school.

There is no “I” in the word TEAM!

If you are driven by a paycheck –
Keep driving . . . to your next job.

Develop and embed the curriculum and assessment policies, systems and procedures.

Moving towards a true American Curriculum

- Current 9th and 10th graders will be following a new set of standards based on credits.
- 7 period days - A/B schedule – One Lunch/Homeroom period.
- Strong curricular relationship to what our students know and are able to do.
- The textbook supplements the curriculum.

Put into place
systems and
policies to
develop
student self-
discipline.

Create a true sense of family **Relationship Building**, *by*:

- Getting to know your children
- Having Homerooms every day opposite lunch
This is where we will institute the Morals and Values and develop strong relationships with children and their parents.
- Helping students make a *Commitment to Learning Plan*
(Behavior Management)

House System

- Teachers will discuss each Thursday the strengths and struggles of their children.
- Homeroom teachers will contact parents as needed. More information coming later in the week.

Staff Well-Being Committee

Guiding Principles in the School

English is the only language used in the US Curriculum school (except for Arabic and Islamic Studies) in class, the halls, the playground.

MAP Testing will be our measurement of student growth throughout the year.

MAP will be given 3 times this year:

- the beginning (Fall--October);
- middle (Winter--January);
- end of the year (Summer--June).

MAP Growth measures what students know and informs what they're ready to learn next.

MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.

Guiding Principles in the School

Private Tutoring is not allowed!

There will be tutoring after school with a base pay amount.

Thank You!

Academic

Vice Principal

Alison McDonald

Clarification of Developments relating to:

- Homework
- Assessment
- DMES Reads

DMES Homework Schedule

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
SOCIAL STUDIES	ARABIC	MATH	SCIENCE	ENGLISH
ISLAMIC	BUSINESS	IT		FRENCH/GERMAN

Time Frames:

Grades 5 and 6: 30 - 45 mins

Grades 7 and 8: 45 mins

Grades 9 -12: 60 mins max

Homework – what is the point?

It helps to prepare students for exams and tests.

It helps to reinforce what has been taught in the classroom.

It helps prepare students for what is going to be taught in the classroom.

It enables parents to actively engage in their child's education.

How to support your children

- Ensuring they stick to the homework time frames
- Speaking to teachers, or Heads of Department, when too much homework has been set and your child is working beyond the timeframes
- Speaking to teachers, or Heads of Department, when homework has been set on the wrong night

The greatest life-learning gifts you can give to your children in the evenings, are:

- Routine – homework ‘time slots’
- Reading to and with them
- Conversation and debate about interesting topical subjects
- Shared activities – sport, social, theatre, music, drama
- Family time – eat with them, listen to them, do things with them.

Assessments

Changes as we move away from the 'old' ways to international ways.

Why?

Your children are entering a global market place through an American Curriculum School. For your children's qualifications to have any value in the real world, they need to be valuable. Which means they have to have the weight of 'INTEGRITY'.

Formative Assessment: 70% of the Semester Grade

- **Formative Assessment** - undertaken in lessons (through observation, listening, marking, occasional note-taking and recording)
- **Continuous Assessment Rich Tasks** - (Process Rubrics, Presentations and Products) replacing meaningless projects
- **Summative Assessment** - end of unit tests or quizzes

Student Absence from Quizzes

- Medical Note
- Pre-arranged Thursday afternoon with the Supervisors (1.45-2.30)

Summative End of Semester Assessment: 30%

English, Math and Science

- MAP testing - 10%
- End of Semester Exams – 20%

All Other Subjects

- End of Semester Exams – 30%
- In some cases, subjects might use the PRODUCT of the CART as the final examined piece (worth 30%).

DMES Reads 2017-18

- Reading sessions twice a week in homeroom time
- Reading opportunities in Study Hall periods
- English taught through the use of 'real' story books
- Read November – a month of focused reading
- 'Literacy Festival' – a week of focused reading activities and events to promote English and Arabic reading
- DMES Reads – this is not a one year focus, this is the start of the reading journey.

What can you as parents do to help?

- Model Reading. Read with and to your children.
- Provide them with reading opportunities – books (fiction and non-fiction), kindles, newspapers, magazines.

Support the school's reading initiatives through the Parent Council:

- Book donations to build up book boxes in classrooms
- Library development (as soon as the new build is complete).

Make a lifetime commitment to your children: to offer continuous support to them so that they develop as lifelong readers.

Commitment to Learning Plan - CLP

We believe that students who are more focused in their commitment behave appropriately. They see learning as a priority; they are engaged and develop powerful learning strategies.

There is no separate behavior management system.

The overarching philosophy of the plan is to shift 100% of responsibility for learning and behaving to students—where it belongs—but in a way that motivates them to eagerly take this responsibility.

THE CLP

Powerful teachers use the **CLP** which is absolutely non-negotiable. The plan is underpinned by both learning and relationship building behaviors, the components of which are as follows.

Students':

- Attitude towards learning
- Cooperation
- Behavior
- Homework
- Attitude and behavior towards others
- Organization

How the CLP Works

Each student starts with 2 points for each component for each lesson.

Each time the student's behavior for the component does not meet the standard, the teacher records an X in the appropriate box on the form provided.

Communication Among Teachers

The scores are tallied at the end of the week. Importantly, students will have access to their weekly scores.

These scores will be discussed every Thursday in Family House Groups giving the teachers the opportunity to see the strengths and weaknesses of individual students across the different subjects.

Overall Effort Grades

The data will be entered into a spreadsheet which will tally the scores for the term. These will be used as the basis for the EFFORT grade which will be communicated to you at the end of each term.

However, we are hoping to integrate this system into Paradigm to give you regular updates.

Outstanding Students

Those students who attain:

- a perfect score in each subject, will be presented with a certificate which recognizes the following:

Outstanding Commitment to Learning

- between 90 and 100%

Very Good Commitment to Learning

MODULE 1

Why Moral Education?

In July 2016, a new Moral Education initiative was launched under the directive of His Highness Sheikh Mohamed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces.

“An ambitious and confident people, a strong federation, a competitive economy and a good quality of life in a generous and sustainable environment.”

- UAE Vision 2021

MODULE 1

GLOBAL CONTEXT

- Perceived decline in young people's morality creating a 'me first' attitude

UAE CONTEXT

- Support a diverse society and contribute to the national UAE Happiness Agenda

SCHOOL CONTEXT

- Contribute to the local community and support student performance

INDIVIDUAL CONTEXT

- Develop moral character and contribute to their school, family and local community as well as nationally and globally

MODULE 1

Objectives

INDIVIDUAL	LOCAL	GLOBAL
Build character Instill ethical outlook Foster community Endears local and global culture	Develop responsible, cultured, engaged adults ready for the wider globalized world	Develop student awareness of the shared human experience and make them messengers of the values they embody

MODULE 1

Moral Education not only focuses on the curriculum, but also has a multifaceted targeted approach to student development.

AT HOME	HOLISTIC SCHOOL ENVIRONMENT	WIDER COMMUNITY
<p>Family</p> <p>Involved actively in the school community and are aware of the child's school life</p> <p>Engaged with the Moral Education curriculum and actively take part in it with their children</p>	<p>School Administration</p> <p>Curriculum</p> <p>Teachers</p> <p>Extra-Curricular Activities</p> <p>Field Trips</p> <p>Lectures</p> <p>Community Service</p> <p>Other Activities</p>	<p>Recreational Activities</p> <p>Media</p> <p>Work Readiness</p> <p>Volunteering</p> <p>Students are not isolated in their schools, but rather actively take part in community outreach and service.</p>

Parents Play a Vital Role

Support from the Families

Access to the Curriculum



Curriculum Relationship to Measurement Achievement Performance (MAP)



Why Common Core State Standards?



We need them because

- ◆ Internationally Benchmarked
- ◆ For many young people, high school wasn't preparing them for college or careers

Why the CCSS Are Important

- ◆ Ensure consistent expectations regardless of a student's demographic
- ◆ Provide educators, parents and students with clear, focused guideposts
- ◆ Sharing of best practices



Why Common Core State Standards?



- ◆ **Preparation:** The standards are college- and career-ready. They will help prepare students with the knowledge and skills they need to succeed in education and training after high school.
- ◆ **Competition:** The standards are internationally benchmarked. Common standards will help ensure our students are globally competitive.
- ◆ **Equity:** Expectations are consistent for all – and not dependent on a student’s demographic.



Why Common Core State Standards?



- ◆ **Clarity:** The standards are focused, coherent, and clear. Clearer standards help students (and parents and teachers) understand what is expected of them.
- ◆ **Collaboration:** The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials.

