# Education Plan 2025-2028

**Canadian International School Abu Dhabi**

Alberta
Canada
*Accredited International School*

RATED OUTSTANDING

CIS
CANADIAN INTERNATIONAL SCHOOL

# Contents

# Preface

The 2025–2028 Education and School Development Plan for the Canadian International School of Abu Dhabi represents more than a strategic requirement; it is a public affirmation of our commitment to academic excellence, inclusive practices, and community-centred leadership. It outlines our goals, priorities, and direction over the next three years and reflects our mission to empower learners to thrive in an evolving global society.

CIS Abu Dhabi is uniquely positioned within the landscape of international education, operating under the frameworks of three regulatory bodies: the Abu Dhabi Department of Education and Knowledge (ADEK), the UAE Ministry of Education, and Alberta Education in Canada. We are proud to align with the highest performance standards from each of these jurisdictions while remaining deeply rooted in our values of respect, responsibility, integrity, collaboration, and compassion.

As of the 2023–2024 academic year, CIS was honoured to be rated "Outstanding" by ADEK and to have renewed our Tier 1 status from Alberta Education, the highest distinction awarded to Alberta-accredited schools internationally. We are currently the only international school worldwide to hold both recognitions, which affirms the strength, depth, and global relevance of our educational program.

This plan sets forth three core outcomes:

- Strengthening literacy achievement across all divisions,
- Improving numeracy proficiency through targeted instruction and assessment, and
- Fostering student and staff well-being, engagement, and belonging through inclusive, evidence-informed systems of support.

Each goal is accompanied by measurable targets, integrated accountability structures, and a focus on continuous improvement. The voices of our students, families, faculty, and governing bodies have informed every element of this document.

Our belief is simple and unwavering: every student has the right to be challenged, seen, and supported. Whether they require academic enrichment, targeted interventions, or inclusive accommodations, CIS remains committed to high expectations for all. This plan is designed to ensure that our learners are not only academically successful, but also emotionally safe, socially connected, and globally prepared.

As we implement this plan, it will serve as a living framework, to be regularly reviewed, refined, and reported upon. With clear direction and a united vision, CIS Abu Dhabi will continue to lead, not only locally, but globally.

# Accountability Statement

The Annual Education and School Development Plan for the three years commencing August 25, 2025, for the Canadian International School Abu Dhabi, was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation and under the expectations of Abu Dhabi Education and Knowledge Policy 60. This plan was developed in the context of the Alberta government's business and fiscal plans and under ADEK expectations for ongoing school improvement.

The Board has used data provided nationally, provincially, and internationally to develop the Education and School Development Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

John Saliba and the Ownership Group



New banners with our ADEK rating 2024

# Foundational Statements

## Mission

To foster a dynamic and supportive learning environment where students build the confidence to pursue excellence, realize their full potential, and contribute responsibly to the world, today and in the future.

## Vision

CIS students embrace challenge, celebrate diversity, and strive for personal and academic excellence.

## Core Values

CIS is a student-centred community committed to:
• Ensuring that all children are learning and are entitled to a safe, caring, and supportive learning environment
• Valuing the strength of a culturally diverse student body, where learners from many countries and backgrounds contribute to a rich, inclusive school culture
• Developing graduates who are principled global citizens with the knowledge, skills, and mindset to positively influence the world in any field they choose

## Student Identity at CIS

At CIS Abu Dhabi, we believe student success is nurtured through a holistic approach that supports intellectual, emotional, and social growth. Our students are:

### Challenged

Learning opportunities are designed to stretch student thinking, foster resilience, and promote both personal and academic growth. Success is measured by meaningful effort, growth, and reflection—not solely by outcomes.

### Respected

Every student brings a unique background and perspective to the learning community. A respectful environment—where each learner is valued and encouraged to value others—is essential to active participation and meaningful learning.

### Encouraged

Students are supported by teachers, peers, and families to move beyond surface-level understanding toward higher-order thinking. With encouragement, students gain the confidence to take academic risks, explore ideas, and apply their knowledge creatively and critically.

## Academic, Artistic, and Athletic

Balanced engagement across academics, the arts, and athletics promotes the development of well-rounded individuals. We believe that active participation in all aspects of school life fuels passion, purpose, and lifelong learning.

## Thinkers

CIS students are equipped with the skills to question, interpret, evaluate, and synthesize information. Through the development of creative and critical thinking, our learners are prepared to address complex challenges and contribute to solutions at local, regional, and global levels.

## Empowered

We intentionally cultivate a strong sense of SELF—Self-direction, Self-reliance, Self-confidence, Self-motivation, and Self-advocacy. This empowerment evolves over time through consistent engagement in meaningful learning experiences, fostering independence and personal responsibility.

**We C.R.E.A.T.E. an Environment for Student Success**

At CIS, we intentionally design a culture where students are Challenged, Respected, Encouraged, Academically, Artistically, and Athletically engaged, Thinkers, and Empowered to reach their full potential.



Grade 12 Students 2025

# School Profile

**Campus Overview: Canadian International School Abu Dhabi**

The Canadian International School Abu Dhabi (CIS) is in the modern, secure neighbourhood of Khalifa City, approximately 30 kilometres from downtown Abu Dhabi. CIS benefits from a purpose-built campus designed to foster academic excellence and student well-being in a globally diverse and inclusive environment.

At full capacity, CIS serves close to 1,000 students representing more than 75 nationalities, reflecting a truly international school community. As an inclusive school, CIS is committed to supporting all students in achieving their individual academic and personal potential.

**Facilities**

The campus features a bright, three-story main building, thoughtfully constructed with expansive windows that allow for abundant natural light throughout the learning environment. The facility is divided into six academic wings, each tailored to a specific grade cluster:

- Kindergarten
- Grades 1–2
- Grades 3–4
- Grades 5–6
- Grades 7–9
- Grades 10–12

Additional amenities in the main building include:

- Two fully resourced libraries
- Specialized science laboratories
- A computer lab
- Elementary art room
- Collaborative learning hubs
- Student Services Department
- School administration offices
- A welcoming reception area

The Annex Building complements the academic setting with a variety of specialized spaces, including:

- Full gymnasium
- 25-metre indoor swimming pool
- Two music rooms (band and choral)
- Fully equipped visual arts studio
- Drama room
- Modern design lab

Outdoor and recreational facilities include:

- A shaded natural grass soccer field
- Central shaded courtyard
- Dedicated elementary playgrounds
- Indoor, air-conditioned kindergarten play area
- Outdoor kindergarten learning and play area
- On-site cafeteria

**Academic Program**

From the moment students and families enter through the welcoming archway of CIS, they step into a learning environment intentionally crafted to meet the demands of a rapidly evolving global society. CIS delivers the Alberta Program of Study, an internationally recognized curriculum framework that emphasizes Inquiry-Based Learning and a student-centred educational philosophy. This approach enhances critical thinking, creativity, and problem-solving skills.

What sets CIS apart from other international schools is its deliberate integration of this inquiry model across all grade levels, fostering not only academic excellence but also the adaptability, global citizenship, and intercultural understanding essential for success in today's world.

Core subjects—English Language Arts, Mathematics, Science, and Social Studies—form the foundation of academic instruction at CIS. Information and Communication Technology (ICT) is embedded throughout the curriculum to strengthen digital literacy and enhance learning. Fine and Performing Arts are offered as elective courses, allowing students to explore creative expression.

CIS also offers a wide range of Career and Technology Studies (CTS) courses to support student choice, personal interest, and holistic development. In addition, the school provides an established Advanced Placement (AP) Program, enabling academically motivated students to engage in university-level learning in subjects such as:

- Biology
- Calculus
- Chemistry
- Computer Science
- Mathematics
- Microeconomics
- Music
- Psychology
- French
- History

- Art (Drawing and History)

To meet Ministry of Education (MoE) requirements and honour the cultural context of the United Arab Emirates, CIS delivers:

- Arabic Language instruction for both native and non-native speakers,
- Islamic Education for Muslim students, and
- UAE Social Studies

These courses ensure students develop a strong understanding of local heritage, cultural identity, and moral responsibility, in alignment with national educational standards.



Fine Arts Night 2025

# Education and School Development Plan Additional Context:

As part of our strategic commitment to continuous school improvement and regulatory compliance, the Canadian International School Abu Dhabi (CIS) remains fully aligned with the expectations of our governing educational bodies: Alberta Education, the Abu Dhabi Department of Education and Knowledge (ADEK), and the Ministry of Education (MOE), UAE.

## Implementation of the New Alberta Curriculum (Grades 4–6)

Effective September 2024, CIS has fully implemented the new Alberta Curriculum for Grades 4 through 6, in accordance with Alberta Education's mandated timeline. The updated curriculum reflects a renewed emphasis on literacy, numeracy, and essential competencies across subjects, with strengthened learning progressions and a modernized approach to instruction. As an Alberta-accredited international school, CIS is required to fully adopt and deliver the revised curriculum, ensuring all instructional practices remain consistent with the province's internationally recognized standards.

Professional development and preparatory work for this implementation have been extensive and strategically planned. CIS educators have engaged in ongoing training sessions, including collaborative planning workshops, grade-level mapping, and content-deepening sessions focused on the revised outcomes. In addition, instructional leaders have participated in Alberta Education webinars and curriculum briefings to ensure alignment with provincial expectations. Internal curriculum review cycles have been conducted to adjust resources, update assessments, and support differentiated instruction under the new framework. These deliberate efforts ensure that CIS teachers are not only informed but fully equipped to deliver high-quality learning experiences that reflect the rigour and intent of the new Alberta Curriculum.

## Alberta Education Inspection and Tier 1 Rating

Following the most recent Alberta Education on-site inspection, CIS maintained a Tier 1 rating, the highest possible rating for international Alberta-accredited schools. Alberta Education's International School Assurance Model places schools in one of four tiers, with Tier 1 indicating that the school exceeds expectations in areas such as instructional quality, student assessment, curriculum alignment, and leadership capacity. This outcome is a clear indicator of CIS's commitment to excellence in delivering the Alberta Program of Study and maintaining rigorous academic standards.

The Tier 1 designation directly informs the goals and focus areas within our Education Plan and School Development Plan, reinforcing our mission to provide high-quality, student-centred education that meets and exceeds the expectations of Alberta Education, ADEK, and the MOE.

# Framework Alignment

## ABED Domains and ADEK Performance Standards

CIS Abu Dhabi is a forward-looking, data-informed school committed to continuous improvement. By actively engaging with internal data and stakeholder feedback, the school ensures alignment with the rigorous expectations set by both the Abu Dhabi Department of Education and Knowledge (ADEK) and Alberta Education (ABED).

CIS Abu Dhabi's strategic planning is grounded in the five domains established by ABED, which closely align with ADEK's performance standards. These interconnected frameworks provide a strong foundation for school-wide growth, high performance, and sustained excellence.

## ABED DOMAINS / ADEK PERFORMANCE STANDARDS

### DOMAIN ONE: STUDENT GROWTH AND ACHIEVEMENT

- Performance Standard 1 – Student Achievement
- Performance Standard 2 – Student Personal Development and Innovation Skills

### DOMAIN TWO: TEACHING AND LEADING

- Performance Standard 3 – Teaching and Assessment
- Performance Standard 6 – Leadership and Management

### DOMAIN THREE: LEARNING SUPPORTS

- Performance Standard 2 – Student Personal Development and Innovation Skills
- Performance Standard 4 – Curriculum
- Performance Standard 5 – The Protection, Care, Guidance, and Support of Students

### DOMAIN FOUR: GOVERNANCE

- Performance Standard 6 – Leadership and Management

### DOMAIN FIVE: LOCAL AND SOCIETAL CONTEXT

- Performance Standard 5 – The Protection, Care, Guidance, and Support of Students

# Outcome One:

**Strengthening Literacy Achievement Across All Divisions**

CIS will ensure that every student demonstrates at least one full year of academic growth in reading and writing each academic year (Hattie, 2009). Literacy instruction will follow a systematic and explicit approach, aligned with the Alberta Program of Studies and the CIS Literacy Handbook 2024–25. Instruction will integrate research and evidence-based practices in phonological and phonemic awareness, decoding, fluency, vocabulary, comprehension, and writing, ensuring a cohesive progression across all grade levels and subject areas. All literacy teaching will be delivered through a culturally responsive and inclusive lens, meeting the diverse needs of the CIS community.

**Foundational Frameworks and Research Integration**

- Based on John Hattie's Visible Learning research, the goal of "a year's growth for a year's input" requires clear success criteria, frequent feedback, and high-impact teaching strategies (Hattie, 2009; 2023).
- The CIS Literacy Handbook establishes that effective literacy development relies on explicitly teaching both word recognition (phonemic awareness, decoding, and fluency) and language comprehension (vocabulary, syntax, background knowledge, and verbal reasoning). These strands are informed by Scarborough's Reading Rope (2001) and the Active View of Reading (Duke & Cartwright, 2021).
- CIS follows the Simple View of Reading model (Gough & Tunmer, 1986), where reading comprehension is the product of decoding and language comprehension ($RC = D \times LC$).
- University of Florida Literacy Institute (UFLI) strategies guide the phonics instruction sequence in KG–Grade 3, with targeted intervention as needed in upper elementary (Lane & Contesse, 2021).
- The CIS Literacy Handbook emphasizes:
  - Developing students' identity as confident readers and writers
  - Creating purposeful, language-rich reading environments
  - Providing literacy instruction that is systematic and explicit, incorporating decodable texts for phonics application, rich oral language experiences to enhance communication skills, and guided reading to scaffold comprehension and fluency.
  - Integrating speaking, listening, writing, and comprehension across the curriculum
  - Embedding structured routines and clearly visible learning goals

These elements are drawn from contemporary research and adapted to reflect the multicultural context and linguistic diversity of the CIS community.

**Data Analysis & Performance Indicators**

Provincial Measures (Alberta Education):

- Provincial Achievement Tests (PATs) in Grades 6 and 9
- Diploma Exams in Grade 12
- School awarded and diploma exam marks fall within very high achievement categories
- Tier 1 Alberta Accreditation reaffirmed in 2024-2025 ABED on-site inspection.

**International & Standardized Measures:**

- Programme for International Student Assessment (PISA) 2022 Results:
  - o  Reading Literacy: 562 (Well above international average and school target of 505)
- Measures of Academic Progress (MAP) Growth Assessments (NWEA):
  - o  English Reading: achieving to proficient across Grades 3–10

**Local and School-Based Measures:**

- ADEK Evaluation (March 2024) rated student achievement as Outstanding in English across Cycles 2 and 3
- Internal Benchmarking: Regular use of formative and summative assessments aligned with Alberta outcomes
- Progress in International Reading Literacy Study (PIRLS), and the Arabic Benchmark Test (ABT) participation and performance used to triangulate data and adjust instructional priorities

**Inspection Feedback Integration**

- ADEK (2024):
  - o  Rated CIS as *Outstanding* in student achievement in English.
  - o  Develop a school-wide reading improvement plan, building on the outstanding reading literacy results in PISA and PIRLS
- ABED (2025)
  - o  Refine education plan goals to be more specific and measurable (SMART goals)
  - o  Ensure ongoing professional development in data analysis to link strategies to clear academic targets
  - o  Strengthening Documented Learning Plan (DLP) documentation by embedding baseline data directly linked to short-term objectives

## Strategies to Attain Goal One

**Curriculum Implementation & Instructional Design**

- Full implementation of the 2024 ABED English Language Arts (ELA) Curriculum (Grades 4–6) supported by cross-grade planning teams.
- Lead Teachers for grades 1-6 reorganized from a grade configuration to a curricular configuration (August 2025).

- All literacy instruction anchored in Scarborough's Reading Rope, combining foundational and comprehension-based practices across grades.

**Assessment & Data-Informed Instruction**

- MAP Growth (Reading) administered biannually (Gr. 3–10)
- Fountas and Pinnell (F&P) assessments conducted in Grades 1–4 for fluency and instructional reading level triangulation.
- RazKids and Running Records used in KG–Gr. 3 for real-time decoding and fluency tracking.
- Baseline writing samples collected and moderated each term for consistency and vertical alignment in writing assessments.
- The ABT will be administered biannually in Grades 5, 8, and 10 to assess student proficiency in Arabic and inform targeted instructional strategies.
- Progress report data will be analyzed three times annually to align and adjust targeted literacy supports based on student performance and identified needs.

**Targeted Literacy Support**

- Guided reading extended through Grade 6 with grade appropriate texts and comprehension targets.
- Push-in and pull-out literacy interventions aligned with MAP and teacher assessments.
- English as an Additional language (EAL) support groups differentiated by English proficiency bands to target decoding, fluency, and comprehension.
- SOLARO platform used in Grades 6–12 for reading comprehension, grammar, and writing support aligned to Alberta outcomes.
- Culturally responsive levelled texts used to foster engagement and relevance in both English and Arabic.
- Reading for Pleasure (RfP) will be embedded into the school culture with targeted professional learning introduced during the teacher orientation week.

**Pedagogical and Environmental Enhancements**

- Speaking and listening goals embedded into all literacy lessons (Scarborough, 2001; CIS Literacy Handbook, 2024).
- Daily oral fluency practice includes performance reading, choral reading, echo reading, and poetry recitation (Rasinski et al., 2018).
- Vocabulary instruction includes morphemic analysis, semantic mapping, and contextual decoding strategies (Beck et al., 2013). Additionally, the use of graphic organizers, such as the Frayer Model, along with visual supports, enhances conceptual understanding (Frayer et al., 1969). Written expression will be developed through genre-specific writing tasks, with modelled examples, sentence stems, and real-world audiences.

**Professional Learning & Moderation**

- Ongoing moderation of student work across grade teams with shared rubrics and annotated exemplars.
- Professional development in phonemic and phonological awareness, fluency protocols, writing instruction, and MAP and SOLARO usage analytics.
- EAL support strategies, vocabulary instruction and RfP professional learning.
- All DLPs will include literacy baselines and aligned SMART goals.

**Measures of Success**

**International**

- ≥80% of students demonstrate one year of growth on MAP Reading
- ≥80% of students meet fluency and comprehension expectations on ABT

Provincial

- ≥85% of students meet or exceed provincial standards on PATs and Diploma ELA exams

Local

- 95% of students will achieve 50% or higher in English Language Arts and Social Studies
- 100% of students in Grades 1–9 show growth in reading and writing, evidenced through F&P, MAP, and/or moderated writing samples
- ≥65% of students in Grades 6–12 consistently use SOLARO literacy modules
- All DLPs and literacy interventions show alignment with progress data and term goals
- 100% of students will independently read a minimum of one book beyond assigned classroom texts each academic year

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**Implementation Plan for Goal One: Literacy Achievement – Year One**

Ensure that every CIS Abu Dhabi student demonstrates at least one full year of Academic growth in reading and writing per academic year through evidence-based, inclusive literacy instruction aligned with Alberta Education outcomes and the CIS Literacy Framework.

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**PHASE 1: Foundational Planning & Capacity Building (August–October 2025)**

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Establish English Literacy Implementation Team (ELT) including admin, lead teachers, support staff | Principal, Head of Elementary, Head of Inclusion, Student Performance Improvement Coordinators (SPIC) | Team meeting calendar and membership list |
| Conduct Literacy Framework Orientation for all teaching | Divisional Head of Schools (DHOS), Literacy Team | Staff attendance records, slide decks, baseline survey |

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| staff (focus on Scarborough's Rope, Simple View, UFLI) | | |
| Review and align scope and sequence documents for Alberta ELA Curriculum Gr. 1-6 | Head of Elementary, Head of Middle School, SPICs, Lead teachers, Grade Teachers | Revised scope and sequence documents |
| Set up F&P Benchmark Assessment calendar and train teachers on accurate administration | Head of Elementary, Literacy Team, Lead Teachers | Training sign-in sheets, F&P folders created for each class |
| Identify students needing Tier 2/Tier 3 interventions based on June MAP & report card data | HOS, DHOS, Head of Inclusion (HOI), Lead Teachers, Grade Teachers, Student Services | Intervention lists, Additional Learning Needs (ALN), DLPs, plans updated, RfP |

**PHASE 2: Instructional Rollout & Differentiation (November 2025–March 2026)**

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Launch guided reading groups in all Gr. 1–6 classes | Teachers, ELA Leads, Literacy Team, Head of Elementary/Middle School, SPIC | Guided reading timetables, small group plans |
| Implement UFLI phonics instruction daily in KG–G3, with pull-out in Gr. 4–5 for identified students | Literacy Team, KG–G5 Teachers | Lesson plans, observation notes |
| Integrate SOLARO modules in Gr. 6–12 ELA for reading comp, grammar, and writing enrichment | Gr. 6–12 Teachers | SOLARO usage reports, student reflections |

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Conduct Running Records for all students in Gr. 1–6 at 6–8-week intervals | Teachers, ELA Leads, Head of Elementary, Head of Middle School, Literacy team, HOS | Fluency tracking sheets, data comparison, progress report review |
| Moderate writing samples across grades using Alberta-aligned rubrics | Literacy team, Lead Teachers, Grade Teams, SPIC, DHOS | Annotated samples, moderation notes |
| Identify students needing Tier 2/Tier 3 interventions based on Fall MAP & report card data | HOS, DHOS, Head of Inclusion (HOI), Lead Teachers, Grade Teachers, Student Services | Intervention lists, ALN, DLPs, plans updated, RfP |

### PHASE 3: Intervention Cycles & Data-Driven Adjustment (April–June 2026)

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Analyze F&P spring data to measure growth from Term 1 | Literacy Team, ELA Leads, SPIC, Head of Elementary | Class reading level growth summaries |
| Conduct MAP Reading Spring Cycle for Gr. 3–10 | Head of Elementary, Head of Middle School, Lead teachers, Teachers, Grade teachers | MAP reports, cohort tracking dashboards |
| Adjust Tier 2/Tier 3 support based on updated data and begin planning DLPs for 2026–27 | Student Services, Head of Inclusion, Literacy Team, Lead Teachers | Updated plans, goal-setting documents |
| Gather student voice on reading/writing progress and resource use (SOLARO, RazKids, library, RfP) | DHOS, HOI, Lead Teachers, Grade teachers, Literacy Team, Student Services | Student survey results |
| Publish Goal One Year-End Report summarizing | Principal, Head of Elementary, Head of Middle | Finalized report with metrics and analysis |

| Action | Responsible | Evidence of Implementation |
|--------|-------------|---------------------------|
| achievement, growth, challenges, and next steps | School, Head of Inclusion & Literacy Team | |

## Ongoing Structures Throughout the Year

| Component | Details |
|-----------|---------|
| Weekly PLCs | Data discussion, guided reading review, shared planning |
| Monthly Literacy Coach Walkthroughs | Feedback, co-teaching, guided reading support, writing support |
| Learning Walkthroughs | Literacy learning walkthroughs will be conducted regularly by instructional leaders and literacy specialists to observe classroom practices, monitor implementation of targeted strategies, and identify trends in student literacy engagement. Data from learning walks will inform ongoing professional development and instructional planning. |
| Parent Engagement | Literacy at Home workshops, SOLARO access guidance, reading logs Scheduled parental drop-in mornings/workshops to see phonics in action. Reading Days - children are assigned a reading day where they read with their class teacher in the morning and parents are invited in so they can observe strategies to support their child at home. (KG2, G1, G2) |

## Monitoring & Evaluation Milestones

| Milestone | Evidence |
|-----------|----------|
| CIS Progress Reports | 95% of students will achieve 50% or higher in English Language Arts and Social Studies |
| Student growth on Fountas & Pinnell | ≥80% show 1+ level gain per year |
| MAP Reading Growth | ≥80% of Gr. 3–10 students meet expected growth targets |
| Writing Proficiency | Improved rubric scores (all grades) through moderation cycles |

| Milestone | Evidence |
|---|---|
| SOLARO Engagement | ≥65% monthly active usage by targeted students |
| Arabic Reading Progress | ≥90% meet benchmark on ABT Gr. 5/8/10 |





CIS Book Week 2025
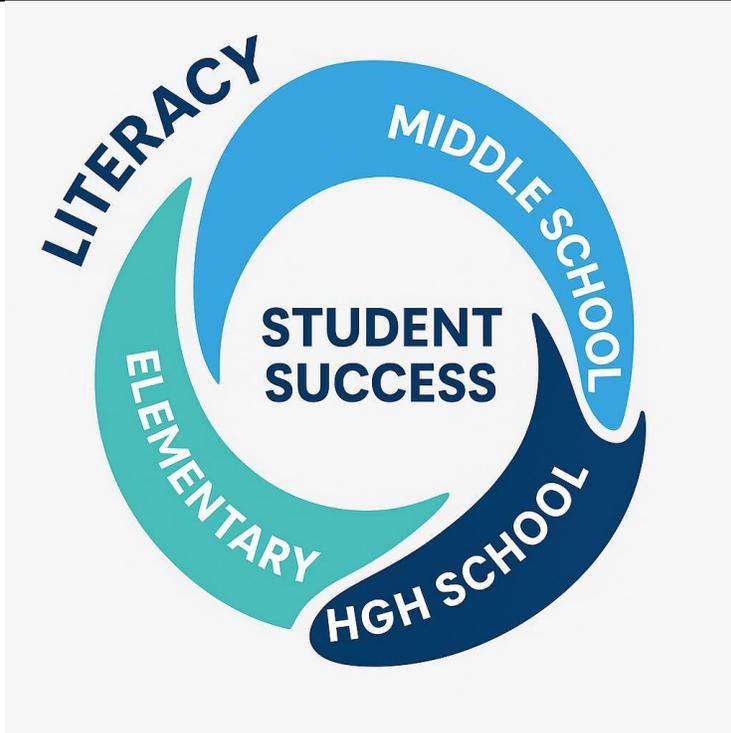
# Outcome 2:

**Goal Two: Strengthening Mathematical Competency and Problem-Solving Skills**

**Goal Statement:**

CIS Abu Dhabi will ensure all students demonstrate at least one year of academic growth in mathematics for one year of instruction, as supported by John Hattie's evidence-based model of progress and learning (Hattie, 2009). Numeracy instruction will focus on conceptual understanding, procedural fluency, and problem-solving using visible learning strategies and responsive interventions. This instruction will be aligned with the ABED Program of Studies, the 2024 revised Mathematics Curriculum for Grades 4–6, and supported by a structured framework of formative assessment and differentiated intervention.

**Foundational Frameworks and Research Integration**

- Based on John Hattie's Visible Learning research, the goal of "a year's growth for a year's input" requires clear success criteria, frequent feedback, and high-impact teaching strategies (Hattie, 2009; 2023).
- The implementation of the ABED 2024 Revised Mathematics Curriculum (Grades 4–6) introduces a greater focus on number sense, pattern recognition, spatial reasoning, and real-world mathematical connections.
- As emphasized in both Alberta Education Curriculum Implementation Resources and inspection reports, effective numeracy instruction must prioritize conceptual understanding before procedural fluency, particularly in early grades.
- Assessment strategies are grounded in data triangulation: teacher observation, student work products, and standardized measures (MAP Growth, PATs, Diploma Exams).

**Inspection Feedback Integration**

- **ADEK (2024)** identified Mathematics instruction across Cycles 2 and 3 as *Outstanding*, with students demonstrating advanced knowledge and strong application skills, particularly in problem-solving. Continued focus on consistency in conceptual clarity, differentiation and assessment alignment is encouraged.
- **Alberta Education Monitoring Report (2024)** commended CIS for using differentiated instruction in high school math and recommended clearer linkages between achievement data, DLPs, and classroom differentiation. Use of diagnostic tools and aligned interventions was advised as an area of focus.

**Strategies to Attain Goal Two**

**Curriculum Implementation & Instructional Design**

- Full implementation of the 2024 Alberta Mathematics Curriculum (Grades 4–6), with grade-level pacing guides, instructional exemplars, and cross-grade articulation.

- Emphasize concept-based teaching in all grades, using visual models, manipulatives, and real-world application.
- Establish school-wide common language around math processes (e.g., decomposition, regrouping, estimation, patterning).

**Assessment & Data-Informed Instruction**

- MAP Growth (Math) is administered twice annually for Grades 3–10 to monitor achievement and progress.
- ABED developed Practice and Field Tests (using Vretta).
- CIS developed Screening Tools (Gr. 1–3) to be used termly to identify early intervention needs.
- Teacher-created formative math tasks, math journals, and performance assessments used to support daily instructional adjustments.
- PATs and Diploma Exams analyzed by strand to inform curriculum pacing and focus areas.

**Targeted Numeracy Support**

- Students in Grades 3–8 scoring below the 40th percentile on MAP placed into Tier 2 math support groups.
- SOLARO platform used in Grades 6–12 for personalized numeracy practice, consolidation, and independent reinforcement.
- Learning Centre math support for students in Math, grades 7-12 who are below 60%.
- Dedicated numeracy blocks implemented in lower grades for targeted fluency and number sense work.
- Homework routines and flipped instruction supported through SOLARO and MS Teams, with bi-weekly feedback cycles.

**Professional Learning & Moderation**

- Teachers engage in monthly math moderation of student work samples, focusing on clarity of thinking, justification, and multiple strategies.
- Instructional coaching on math talk, questioning, and problem-solving discourse.
- Differentiation Professional Learning (PL): data usage, assessment, task design, scaffolding, and use of manipulatives for all learning profiles, including EAL and students with ALNs.

**Student Engagement & Applied Mathematics**

- Host math competitions, problem-solving weeks, and real-world projects (e.g., budgeting, coding, measurement challenges).
- Cross-curricular math links established with science, ICT, and business studies.
- Student voice included through reflection on strategies used, confidence levels, and SOLARO usability.

**Measures of Success**

**International**

- ≥80% of students in Grades 3–10 meet expected growth targets on MAP Math

- Improvement in PISA Math Literacy score to maintain or exceed baseline of 503
- Improvement in TIMSS mean score for grade 4 Math to maintain or exceed 497 (2023)
- Improvement in TIMSS mean score for grade 4 Science to maintain or exceed 510 (2023)
- Improvement in TIMSS mean score for grade 8 Math to maintain or exceed 529 (2023)
- Improvement in TIMSS mean score for grade 8 Science to maintain or exceed 534 (2023)

**Provincial**

- ≥85% of students in Grades 6 and 9 meet acceptable standard on PATs
- ≥85% of students pass Math 30-1/30-2 Diploma Exams

**Local**

- 95% of students will achieve 50% in Math and Science (all grades)
- ≥65% engagement on SOLARO Math modules in Grades 4–12 (tracked monthly)
- ≥80% of students in Grades 1–3 meet grade-level expectations on CIS Numeracy Screeners
- Consistent documentation of intervention cycles, student growth, and math-specific IEP goals

**Data Analysis & Performance Indicators**

Provincial Measures (Alberta Education):

- Provincial Achievement Tests (PATs) in Grades 6 and 9
- Diploma Exams in Grade 12
- School awarded and diploma exam marks fall within very high achievement categories

**International & Standardized Measures:**

- PISA 2022 Results:
  - Scientific Literacy: 528 (Exceeds target of 508)
  - Math Literacy: 503 (Exceeds target of 495)
- MAP Growth Assessments (NWEA):
  - Mathematics: achieving to proficient across Grades 3–10
  - Science: achieving to proficient across Grades 3–10
- TIMSS 2023 Results
  - Mathematics – Grade 4 – 497 (target is 500)
  - Mathematics – Grade 8 – 529 (exceeds target of 520)
  - Science – Grade 4 – 510 (exceeds target of 490)
  - Science – Grade 8 – 534 (exceeds target of 525

**Local and School-Based Measures:**

- ADEK Evaluation (March 2024) rated student achievement as Outstanding in Math, and Science across Cycles 2 and 3
- Internal Benchmarking: Regular use of formative and summative assessments aligned with Alberta outcomes

- PIRLS, and TIMSS participation and performance used to triangulate data and adjust instructional priorities

## Implementation Plan for Goal Two: Numeracy Achievement

Ensure every CIS Abu Dhabi student demonstrates measurable growth in numeracy by delivering concept-based, data-informed mathematics instruction aligned with the *Alberta Program of Studies* and supported by assessment and intervention.

## PHASE 1: Planning, Preparation & Curriculum Alignment (August–October 2025)

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Form Numeracy Implementation Team (NIT): Includes grade teachers, Math Leads, Data Lead, and Student Services | Principal, Heads of Division, Head of Inclusion, Lead Teachers | Team structure, meeting agendas |
| Facilitate whole-school PL on the Alberta 2024 Mathematics Curriculum and instructional shifts | Math Lead, Lead Teachers | Session sign-ins, slide decks |
| Review and align year and assessment plans for all grades (KG–12) to the uPLated curriculum | Divisional Heads of School, Student Performance Improvement Coordinators, Math Lead, Lead Teachers, Grade Teams | Shared documents, planning maps |
| Conduct MAP Growth Math (Fall) and CIS Numeracy Screeners (Gr. 1–3) to establish baseline data | Head of Elementary, Lead Teachers, Teachers | Data trackers, class profiles |
| Identify students for Tier 2/3 math interventions using MAP and school awarded grades | HOS, DHOS, Head of Inclusion, Lead Teachers, SPIC, Student Services, Math Lead, DHOS | Intervention rosters, ALN/DLP revisions |

## PHASE 2: Instructional Rollout & Intervention Cycles (November 2025– March 2026)

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Launch differentiated math groups (push-in/pull-out) for students below 40th percentile on MAP | DHOS, Student Services, Math Leads, Grade teachers | Intervention plans, group schedules |
| Implement SOLARO Math modules in Grades 4–12 for reinforcement, independent learning, and homework | Math Leads, Grade Teachers | Usage reports, student engagement tracking |
| Embed math fluency routines (number talks, mental math, skip counting) in Grades 1–6 | Classroom Teachers, SPIC, Divisional Head of Schools, Math Leads | Lesson plans, walkthrough feedback, book look notes |
| Use visual models and manipulatives consistently in concept-based instruction | All Math Teachers, Math Leads | Classroom observations, sample tasks |
| Introduce real-world math projects and integrate math into cross-curricular STEM activities | Gr. 4–12 Teachers, Math Leads | Student products, project documentation |
| Conduct bi-monthly math moderation sessions to analyze student work and calibrate grading | Math Leads | Annotated exemplars, moderation records |
| Identify students for Tier 2/3 math interventions using MAP, and school awarded grades | HOS, DHOS, Head of Inclusion, Lead Teachers, SPIC, Student Services, Math Lead, DHOS | Intervention rosters, ALN/DLP revisions |

## PHASE 3: Data Analysis, Reflection & Year-End Review (April–June 2026)

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Administer MAP Growth Math (Spring) and final Numeracy Screeners (Gr. 1–3) | Divisional Head of Schools, Math Leads, Teachers | Comparative growth reports |
| Analyze PAT, Diploma, and internal assessment data (Grades 6 & 9 & 12) to identify trends and gaps | Divisional Head of Schools, SPIC, Math Lead | PAT results report, Diploma results report |
| Revise IEPs and ASPs to reflect math goal progress and next steps | Student Services Team | Updated documentation |
| Gather student and parent feedback on math learning and SOLARO use | NIT, Admin | Survey results summary |
| Publish Numeracy Goal Annual Report with growth analysis, highlights, and improvement areas | Principal, Divisional Heads of School, Math Leads | Finalized goal report, submitted to ADEK/AB Ed – Annual report |

## Ongoing Structures Throughout the Year

| Component | Details |
|---|---|
| **Bi-Weekly Math PLCs** | Teachers review ongoing results, adjust grouping, and share strategies |
| **Monthly Coaching Cycles** | Math Lead models lessons and co-plans with teachers |
| **Term Data Reviews** | SLT reviews MAP, internal assessments, and SOLARO usage |
| **Parental Engagement** | Parent math workshops (e.g., "Understanding Math at Home"), newsletter updates |
| **Monitoring** | Regular walkthroughs using a Math Instructional lens, Regular book looks with feedback |

## Success Metrics

| Indicator | Target |
|---|---|
| CIS Progress Reports | 95% of students will achieve 50% in Math and Science (all grades) |
| MAP Growth Math (Gr. 3–10) | ≥80% of students meet or exceed growth targets |
| CIS Numeracy Screeners (Gr. 1–3) | ≥80% meet or exceed grade-level benchmarks |
| PAT/Diploma Math Results | ≥85% meet acceptable standard |
| SOLARO Engagement | ≥65% of students use weekly in Grades 4–12 |
| Student Growth (Tier 2/3) | ≥80% of identified students demonstrate measurable progress |
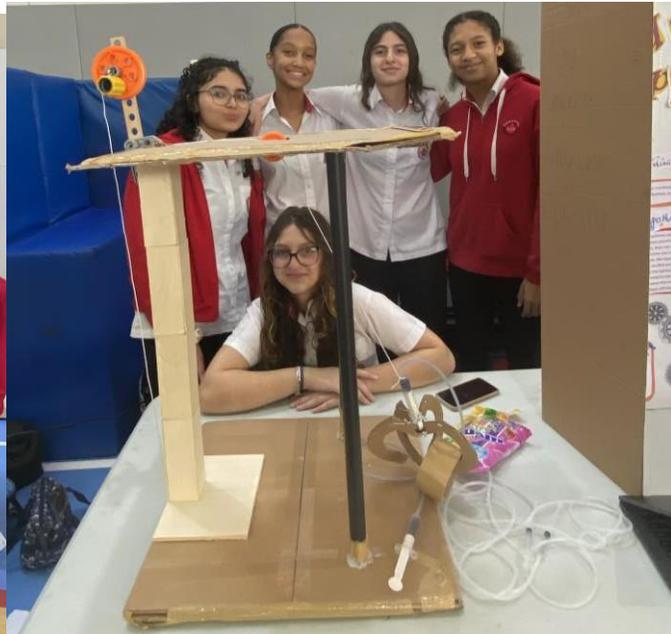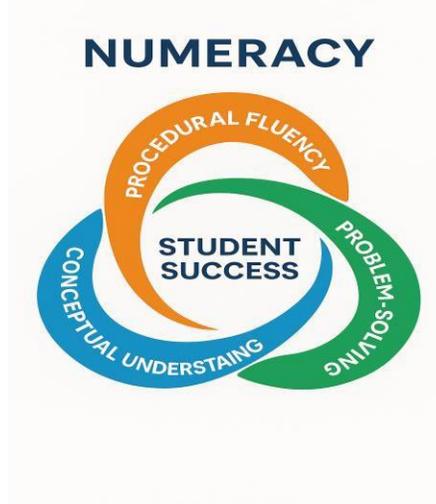
# Outcome 3:

**Goal Three: Strengthening Student and Staff Well-being, Engagement, and Belonging**

CIS Abu Dhabi will foster a safe, inclusive, and supportive school environment in which students and staff experience a strong sense of belonging, are supported in their well-being, and are empowered to thrive academically and professionally. By 2028, CIS will have strengthened student and staff well-being by embedding inclusive, measurable practices across all divisions that promote emotional safety, engagement, and a sense of belonging. This will be measured through improved outcomes in school-wide well-being indicators, reduced behavior referrals, and increased participation in leadership and co-curricular activities.

**Foundational Frameworks and Research Integrations**

The CIS Wellness Goal is grounded in a comprehensive set of educational, regulatory, and research-based frameworks:

- Social-Emotional Learning Frameworks

  The plan draws on the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework, which emphasizes five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- National and Local Policy Alignment
  It aligns with:

  - Alberta Education's Welcoming, Caring, Respectful and Safe Schools Policy

  - Abu Dhabi Department of Education and Knowledge (ADEK) Wellbeing Policy, Student Mental Health Policy, and Staff Wellbeing Policy

- Regulatory Alignment
  The wellness goal supports key performance expectations outlined in:
  - ADEK Performance Standard 2 – Student Personal Development and Innovation Skills

  - ADEK Performance Standard 5 – The Protection, Care, Guidance, and Support of Students

  - Alberta Assurance Domain 5 – Local and Societal Context, including wellness-specific indicators tracked in the Alberta Assurance Survey.

- Psychosocial and Inclusive Learning Foundations
  The wellness goal incorporates evidence-based practices from:

  - Positive Psychology, which promotes flourishing and strengths-based development

- o Trauma-Informed Practice, which ensures safe, predictable, and supportive learning environments

- o Universal Design for Learning (UDL), providing flexible learning paths that accommodate diverse needs and contexts

- International Best Practice
  The wellness framework is informed by global benchmarks including:

  - o OECD (2023) Global Framework on Student Well-being

  - o UNESCO Guidelines for School Health Promotion (2021)

- Empirical Basis

  Contemporary research affirms that student well-being is a critical prerequisite for academic achievement, sustained engagement, and lifelong success (OECD, 2023; Alberta Education, 2022).

- CIS Institutional Vision

  The wellness goal is fully reflective of the CIS Mission to foster inclusive, student-centred education that upholds dignity, respect, and cultural responsiveness in every aspect of school life.

**Inspection Feedback Integration**

- ADEK (2024) praised CIS for "outstanding relationships between staff and students" and a "strong culture of mutual respect," while recommending enhanced systematic documentation of well-being interventions and improved cross-departmental alignment of student services.

- ADEK (2024) emphasized the need to enhance staff well-being supports and emotional safety measures for students.

- Alberta Education (2025) emphasized the importance of evidence-based DLP tracking, clear social-emotional learning (SEL) programming, and stakeholder involvement in well-being initiatives.

**Strategies to Attain Goal Three**
**School-Wide Culture of Well-being**

- Develop CIS as a Well-being campus, ensuring policies, routines, and relationships support student mental health and inclusion.

- Embed SEL into the curriculum across divisions using consistent frameworks (e.g., Zones of Regulation, Collaborative for Academic, Social, and Emotional Learning - CASEL competencies).

- Implement division-specific well-being plans that include physical health, emotional support, inclusion practices, and proactive positive behaviour supports.

- Promote a Well-being mindset in school-wide communications, leadership modelling, and classroom culture.

**Inclusive Practices and Student Belonging**

- Deliver professional learning on culturally responsive teaching, trauma-informed practices, and neurodiversity support.

- Maintain safe spaces, such as the counselling office and Student Services offices, for access to confidential and compassionate support

**Staff Wellness and Support**

- Establish a Staff Well-being Committee and conduct biannual anonymous surveys.
- Provide PL on stress management and personal wellness.
- Pilot flexible PL models and planning time.
- Continue our Staff Recognition Program (wellness Wednesdays, birthday acknowledgement, World teacher day celebrations, Staff Appreciation lunch) and implement wellness programming (e.g., yoga, mindfulness, nutrition workshops).

**Responsive Student Services**

- Strengthen the referral process to Student Services by using PowerSchool to track for DLPs with outlined review dates.
- Ensure timely access to counsellors, EAL support, academic well-being coaching, and Student Services specialists through defined service levels.
- Embed student well-being profiles into internal data systems, including flags for academic, behavioural, and emotional indicators.

**Student Engagement and Leadership**
- Expand student leadership roles (e.g., Peer Helpers, Student Council, Ambassador program) across all grades.
- Implement student-led conferences (Gr. K-6) and well-being surveys (Gr. 3–12) twice a year to inform programming and instruction.
- Increase opportunities for co-curricular engagement in sports, arts, innovation, and service-based learning.

**Family and Community Engagement**
- Host parent education sessions on well-being, mental health, screen time, and adolescent development.

- Regularly update families on available supports, SEL strategies, and progress through newsletters and workshops.
- Collaborate with external agencies when necessary for student counselling, assessment, and behaviour support.

**Measures of Success**

**Local**

- ≥90% of students report a sense of belonging and emotional safety in ABED Assurance survey (Gr. 3–12)
- ≥85% of students engage in at least one co-curricular or student leadership activity per term
- 100% of DLPs identify academic well-being targets and are reviewed each term
- ≥70% of staff will attend at least one wellness PL

**Provincial**

- ≥85% of students respond positively to well-being and engagement questions on the Alberta Assurance Survey
- Staff and parent responses reflect ≥85% satisfaction with the supportiveness and safety of the learning environment

**ADEK**

- Maintained or improved ratings in Performance Standards 2 and 5
- Well-being and personal development initiatives cited in ADEK inspection as outstanding practice

**Data Analysis and Performance Indicators**

**Provincial Measures**

- Alberta Education Assurance Measures: student and staff well-being indicators.
- Attendance records and behavioural data.

**International Measures**

- TIMSS contextual data on student well-being, school safety, and engagement.

**Local and School-Based Measures**

- CIS-designed well-ness surveys (staff and students) administered each term.
- Participation tracking in SEL programs, wellness PL, and co-curriculars.
- ASP/IEP review logs and qualitative case studies.
- Counselling referral trends.

# Implementation Plan for Goal Three: Student Well-being, Engagement, and Belonging

Create a school-wide culture of emotional safety, inclusion, and positive engagement in which all students feel valued, supported, and actively involved in their school experience.

## PHASE 1: Foundation & Framework Development

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Form **Well-being Leadership Team (WLT)** – Admin, Counselors, Inclusion, Lead Teachers | HOS, DHOS, HOI | Meeting calendar, team roster |
| Develop/Update Division-Level Well-being Action Plans aligned with ADEK Performance Standards 2 & 5 | WLT, Division HOS | Written plans by division |
| Administer baseline well-being surveys (potentially staff and students) | WLT, Division HOS | Survey Reports |
| Conduct SEL Framework Training and Staff wellness PL (e.g., Zones of Regulation, CASEL, trauma-informed practices) – HOS and Counsellors will be trained in CASEL | HOS Inclusion, School Counsellors | Attendance logs, training slides |
| Launch Baseline CIS Well-being Survey for Grades 3–12 | Student Services | Survey results report |
| Audit and document all existing DLPs to ensure academic well-being targets are embedded | Student Services | Updated plans, review logs |

## PHASE 2: Culture-Building & Early Implementation

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Begin weekly SEL lessons or check-ins integrated into homeroom/Advisory (Gr. 1–12) | Teachers, School Counsellors | SEL planning templates, logs |
| Enhance Guidance Room protocols and referral pathways for emotional support | Student Services Team | Referral forms, usage records |

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Enhance Student Leadership Initiatives (Ambassador program, Peer Helpers, Student Council) | Extra-curricular Activities Coordinator | Team rosters, meeting notes |
| Facilitate student-led conferences with academic well-being reflections (Gr. K–6) | Teachers, Admin | Conference schedule and feedback |
| Host Parent Well-being Workshop Series on topics such as screen time, anxiety, and supporting teens | Counsellors | Workshop sign-ins, materials |

## PHASE 3: Evaluation, Adjustment, and Scaling

| Action | Responsible | Evidence of Implementation |
|---|---|---|
| Administer term three Well-being Survey and compare to baseline for growth analysis | WLT, Data Lead | Comparative data dashboard |
| Document and analyze all student DLPs to track growth in well-being targets | Student Services | Updated plans with goal reflection |
| Review co-curricular participation rates by student demographics (gender, language group, nationality) | Activities Coordinator | Participation report with equity audit |
| Plan and implement School Belonging Celebration Week with student-led assemblies and cultural showcases. This might build off our International Day celebrations. | International Day committee, HOS, DHOS | Event program, student feedback |
| Complete and submit Well-being Goal Annual Report, including data, interventions, highlights, and challenges | Principal, Head of Inclusion | Report submitted to ADEK and internal record |

## Ongoing Structures Throughout the Year

| Structure | Description |
|---|---|
| **Monthly WLT Meetings** | Monitor implementation, adjust division plans, review student cases |

| Structure | Description |
|---|---|
| **Well-being Data Reviews (each term)** | Analyze survey responses, referral trends, IEP/ASP updates. This would involve Counsellors, Student Services team, and Lead Teachers joint planning time to ensure well-being is connected to academics |
| **Weekly SEL Check-ins** | Homeroom teachers and counselors facilitate short well-being lessons or discussions |
| **Student Voice Platforms** | Feedback boxes, digital forms, student forums, open Q&A with admin |
| **Parent Communication** | Monthly newsletters with SEL tips, supports, and community mental health resources |

## Success Metrics

| Indicator | Target |
|---|---|
| **CIS Well-being Survey (Gr. 3–12)** | ≥90% report feeling safe, supported, and included |
| **Parent & Staff Satisfaction (ADEK/Alberta Surveys)** | ≥85% satisfaction with school's emotional and behavioral support |
| **Participation in Co-Curricular/Leadership Activities** | ≥85% of students per division involved in at least one |
| **Review of DLPs** | 100% include academic well-being targets |
| **Reduction in High-Frequency Behavior Referrals** | ≥20% reduction from baseline year 2025 |
| **Training** | HOI and all School Counsellors will receive CASEL training. |
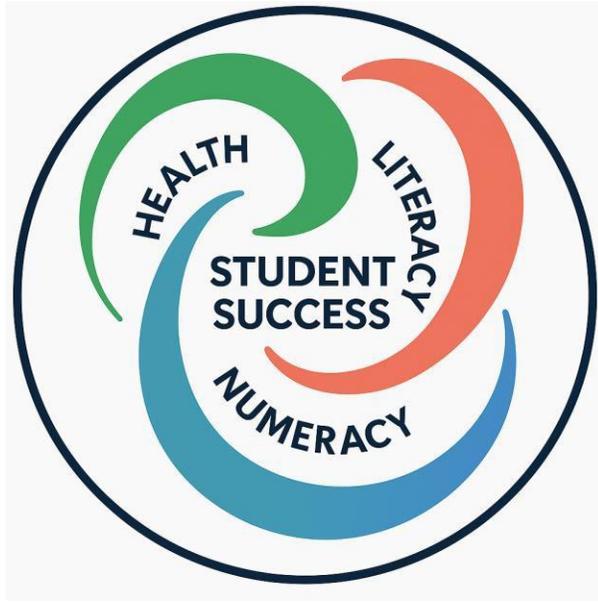
# Stakeholder Engagement

At CIS Abu Dhabi, we recognize that student success is a shared responsibility. Parents, staff, local agencies, government bodies, and the broader community all play an essential role as stakeholders in the educational journey of our students. This 2025–2028 Education and School Development Plan has been developed in collaboration with stakeholders and will be shared and reviewed regularly to ensure transparency and engagement.

CIS remains committed to open communication and accountability. While formal reporting on student progress occurs three times per year, parents are encouraged to monitor student achievement and attendance through PowerSchool and to maintain regular contact with classroom teachers.
To support parent understanding of learning expectations, the Alberta curriculum can be accessed at:
🔗 My Child's Learning – Alberta Education

**Standardized international and provincial assessments** are key tools in measuring student growth. Information about the various assessments used at CIS is provided below:

- ABT (Arabic Benchmark Test) – abt-assessments.com

- TIMSS – timssandpirls.bc.edu/timss-landing.html

- MAP (Measures of Academic Progress) – nwea.org
- PIRLS (Progress in International Reading Literacy Study - https://www.iea.nl/studies/iea/pirls/2026

- PISA (Programme for International Student Assessment) – oecd.org/pisa

- PAT (Provincial Achievement Tests) – alberta.ca/provincial-achievement-tests.aspx

- Diploma Exams – alberta.ca/diploma-exams.aspx

**Parent Council Involvement:**

Members of the CIS Parent Council were involved in the planning phase of this Education Plan and will continue to be engaged through monthly meetings. Formal uPLates on the implementation and progress of this plan will be provided to the Parent Council in September, January, and April each school year.

To further broaden stakeholder voice throughout the year, surveys via Microsoft Forms will be used to gather input from the parent community and contribute to the development of local success measures aligned with our shared goals.

# Ministry of Education (MoE) Addendum

**Goal**

By June 2026, student progress and attainment in Arabic, Islamic Studies, UAE Social Studies, and Moral Education will improve by one level from the current performance ratings recorded during the ADEK Irtiqa'a Inspection (March 2024).

**Local Measures (ADEK-Identified 2024 Areas for Growth)**

- Improve Qur'an recitation with Tajweed across phases.
- Deepen student understanding of Seerah (Prophet's biography) in Islamic Studies.
- Strengthen surah and hadith interpretation, particularly in upper grades.
- Provide greater academic challenge to high-achieving students in Islamic Studies and UAE Social Studies.
- Enhance extended Arabic writing in Grades 4–12 (First Language).
- Develop literary analysis skills in senior high Arabic (First Language).
- Build foundational reading and writing in lower elementary (Arabic First Language).
- Improve sentence structure and fluency in Arabic as a Second Language across all phases.
- Develop descriptive writing and oral fluency in Arabic Second Language (especially Grades 1–6).
- Improve reading fluency in junior high Arabic Second Language.
- Accurately align daily lesson outcomes with assessment standards in all MoE subjects.
- Improve map reading skills and geographic literacy in UAE Social Studies (elementary).
- Build research, debate, and presentation skills linked to UAE history in junior high.
- Expand all students' knowledge of UAE history, heritage, and global role.
- Increase technology integration in Arabic instruction across all phases.

**Key Strategies**

- **Assessment & Monitoring**:
  - Administer Arabic Benchmark Test (ABT) biannually in Grades 3 up to 10.
  - Source external assessments for Arabic Second Language.
  - Track MoE data five times annually (August, November, February, April, June).
  - Conduct weekly department meetings for collaborative analysis.
- **Instructional Improvements**:
  - Collaborative planning for consistency in Islamic and Arabic Studies.
  - Recitation circles and personalized Tajweed feedback.
  - Lesson sequencing to progressively build Hadith and Qur'an proficiency.

- Integrate Bloom's Taxonomy to challenge high achievers.
- Differentiate writing tasks; focus on narrative, persuasive, and descriptive forms.
- Use Talk for Writing and guided reading strategies in primary.
- Develop grammar instruction and sentence construction explicitly.
- Use debates to develop oral language proficiency.
- Embed real-life writing tasks and student voice into curriculum design.
- Establishment of a formal Arabic Literacy Support Team to differentiate instruction and promote fluency in Arabic-medium classrooms.
- From ADEK 2024 inspection - Improve alignment between internal assessment and observed achievement in Arabic-medium subjects

- **Technology and Enrichment**:
  - Use digital writing tools, levelled texts, and online platforms.
  - Provide ongoing PL for educational technology in Arabic instruction.
  - Expand access to local and international competitions.
  - Increase field trips to heritage sites, museums, and cultural centres.
  - Cross-Curricular Integration by supporting the integration of literacy skills across subject areas, the team enriches students' overall learning experiences.

- **Student Services & Inclusion**:
  - Monthly collaboration with Student Services for targeted literacy support.
  - Enrichment ECAs in creative and descriptive writing (Grades 7–12).
  - Group-based research projects and community-linked inquiries.
  - Small-group intervention sessions for students needing additional Arabic literacy.
  - Track progress of students receiving support and regularly reviewing strategies with the Student Services team.

**Measures of Success**

- Arabic Benchmark Test growth shown in November and May administrations.
- Ministry exam scores increase by 2–5% annually in all MoE subjects.
- Higher quality student Qur'an recitation at assemblies and events.
- Teacher feedback quality improves via joint book looks and peer evaluation.
- Increased student participation in oral presentations, debates, and writing ECAs.
- Regular analysis of student performance data allows us to tailor instruction and provide targeted interventions based on individual learning needs.

| Date | Activity |
|------|----------|
| **August 2024** | Schoolwide MoE data review; Tajweed & Hadith Competitions begin |
| **September 2024** | Monthly Student Services collaboration meetings begin |
| **November 2024** | ABT administration (Term 1); UAE Social Studies assessments |
| **February 2025** | Arabic Reading Week across school; midyear MoE data review |
| **April & June 2025** | Term 2 and 3 MoE data reviews by Head of Arabic and Lead teachers |
| **Weekly** | MoE subject team meetings for planning, reflection, and moderation |
| **Ongoing** | ECAs for writing and speaking, digital tool integration, PL sessions |

**Measures of Success**

**International**

- ≥90% of students meet fluency and comprehension expectations on ABT

Culturally responsive levelled texts used to foster engagement and relevance in both English and Arabic.