



# Education Plan 2026-2029

Strengthening Learning, Well-being, and Continuous Improvement Across K-12

## Canadian International School Abu Dhabi

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# Contents

Preface	3
School Profile	9
Current Reality and Evidence Summary	13
Student Achievement Evidence	17
Student Wellness and Engagement Evidence	28
Strategic Priorities for 2026-2029	38
Pillar One: Literacy and Communication	39
Pillar Two: Mathematical Competency and Problem-Solving Skills	46
Pillar Three: Student and Staff Well-being, Engagement, and Belonging	52
Stakeholder Engagement	58
Ministry of Education (MoE) Addendum	59
Conclusion	62

# Preface

Schools are living communities. They evolve over time, shaped by the students who enter their classrooms, the teachers who guide them, the families who support them, and the broader world around them. The 2026–2029 Education Plan reflects that ongoing evolution at the Canadian International School of Abu Dhabi.

This plan was not developed simply to satisfy a requirement or complete a reporting cycle. It represents a period of reflection for the school. Over the past several years, CIS Abu Dhabi has experienced significant growth, continued academic success, increasing program complexity, and changing student needs. Alongside those successes has come a growing understanding that sustained improvement depends not only on strong programs, but on the consistency and responsiveness of the systems that support them.

As of the 2023–2024 academic year, CIS Abu Dhabi was recognized with an “Outstanding” rating from ADEK and renewed Alberta Education Tier 1 status. Those recognitions are important milestones for the school community. At the same time, strong schools understand that external recognition is not the endpoint of improvement work. In many ways, it creates an even greater responsibility to continue examining practice honestly and thoughtfully.

The development of this plan included extensive review of:

- Alberta Diploma Examination and PAT results.
- MAP Growth data.
- literacy and numeracy evidence.
- attendance and wellness trends.
- student support and behaviour data.
- stakeholder feedback.
- and internal instructional review processes.

Several themes emerged repeatedly throughout that review process. Student achievement remains strong across many areas of the school. At the same time, the evidence reinforced the importance of strengthening instructional consistency across divisions, ensuring intervention systems remain responsive to student needs, and creating greater coherence between curriculum, instruction, assessment, and support practices throughout the K–12 program.

The evidence also reinforced something experienced educators come to understand over time: schools improve most effectively when student well-being and academic growth are treated as interconnected priorities rather than competing ones. Students are far more likely to thrive when they

experience high expectations alongside strong relationships, consistent support, meaningful engagement, and a sense of belonging within their learning environment.

As a result, CIS Abu Dhabi has identified three interconnected priorities for the 2026–2029 planning cycle:

1. Strengthening literacy achievement across all divisions.
2. Strengthening mathematical competency and problem-solving skills.
3. Strengthening student and staff well-being, engagement, and belonging.

These priorities influence one another in important ways. Literacy development influences achievement across all subject areas. Numeracy increasingly shapes students' ability to think critically and solve problems in unfamiliar contexts. Student well-being, meanwhile, remains foundational to engagement, resilience, and long-term learning success.

Over the next three years, the school's focus will not be on adding more initiatives. Instead, the work ahead centres on improving the quality, alignment, and consistency of the systems already in place. This work will focus on strengthening instructional practice, refining intervention systems, and ensuring students experience increasingly connected learning pathways from Kindergarten through Grade 12.

This plan is intended to serve as a guide for that work. It reflects both the strengths of the school community and the areas where continued growth is necessary. Most importantly, it reflects a shared commitment to ensuring that students leave CIS Abu Dhabi not only academically prepared, but also confident, resilient, and equipped to contribute meaningfully within an increasingly complex and interconnected world.

Ultimately, the strength of any school is measured not only by student achievement, but by the quality of the learning experiences and relationships that shape students during their time within it.

***Strong schools cannot remain static. Over time, sustained improvement depends on a school's ability to strengthen both the culture and the systems that support student learning.***



Elementary PE Class CIS 2026

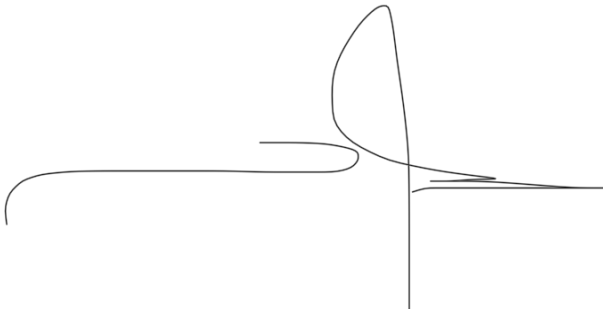
## Accountability and Assurance Statement

The Annual Education and School Development Plan for the three years commencing August 30, 2026, 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.

The board reviewed and approved the Education Plan on May 19, 2026.

John Saliba and the Ownership Group

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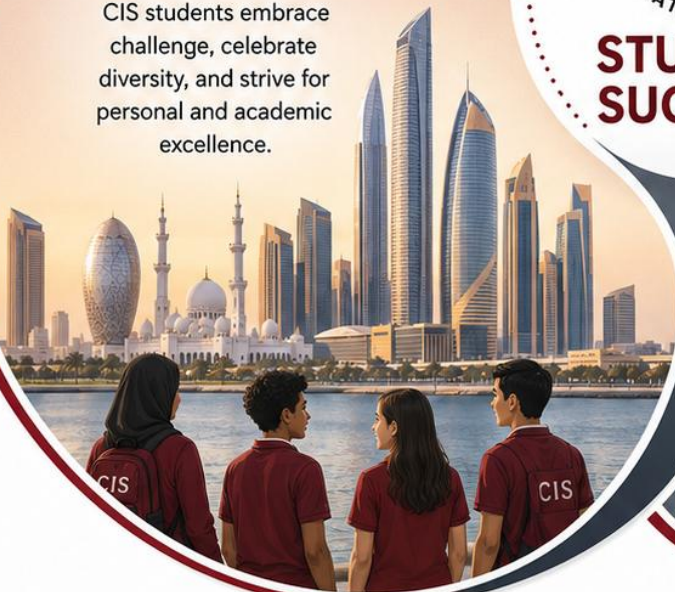
## MISSION

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.



## STUDENT SUCCESS



## VALUES

CIS is a student-centered 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.



INSPIRED LEARNERS • GLOBAL CITIZENS • POSITIVE IMPACT

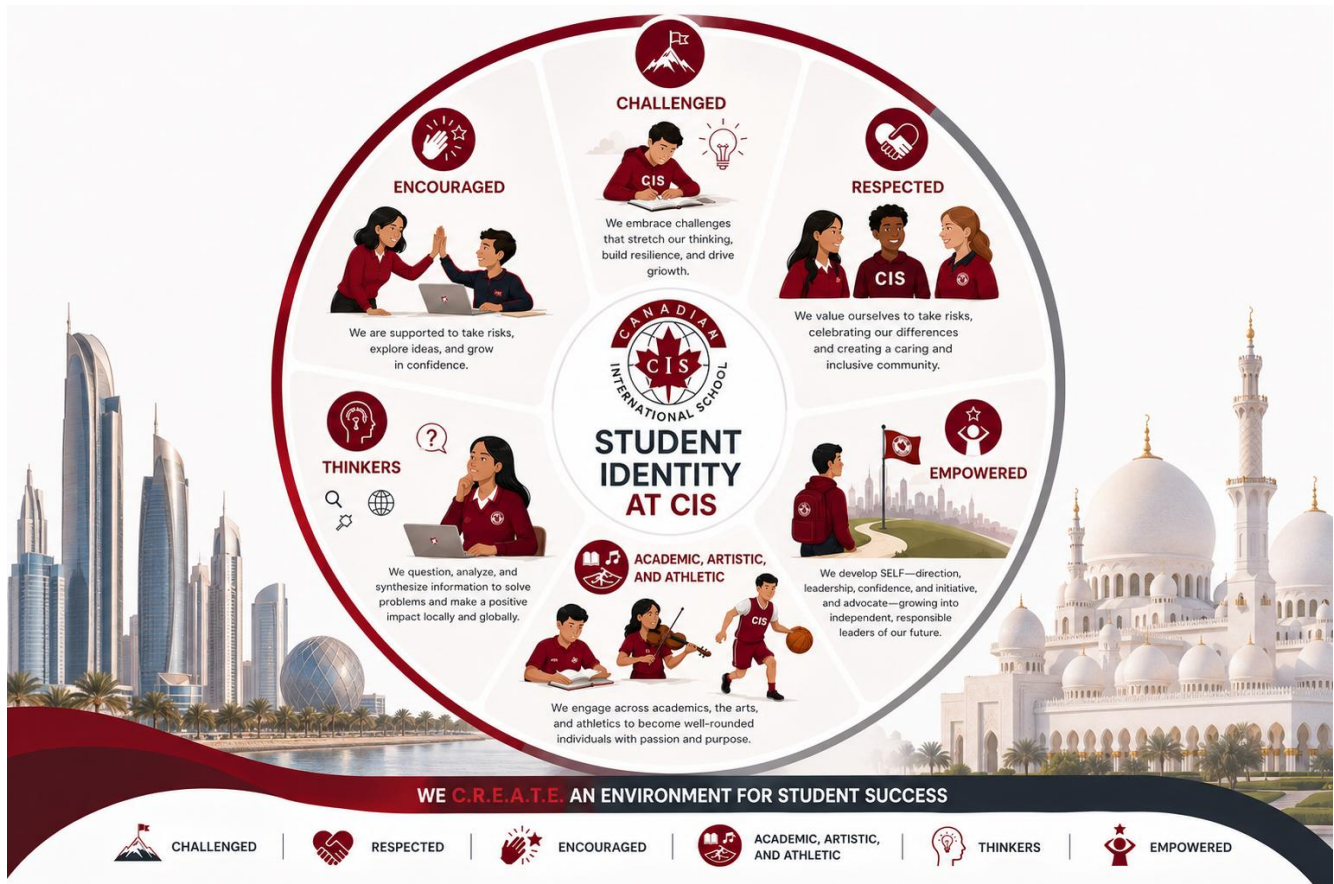


**CANADIAN**  
INTERNATIONAL SCHOOL

## Student Identity at CIS

Student identity reflects the values, attributes, and dispositions the school seeks to nurture across the K–12 learning experience.

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



# School Profile

Canadian International School Abu Dhabi is an Alberta-accredited K–12 international school serving a diverse and multilingual student population representing a wide range of cultural backgrounds, experiences, and perspectives. The school delivers the Alberta Program of Studies while also reflecting the educational priorities and cultural context of the United Arab Emirates.

Students at CIS Abu Dhabi engage in learning experiences designed to strengthen literacy, numeracy, critical thinking, communication, creativity, collaboration, and responsible citizenship. Alongside academic learning, the school places significant value on student well-being, leadership development, inclusion, athletics, fine arts, innovation, and service learning as important parts of the overall student experience.

The school provides learning environments that support inquiry, problem-solving, collaboration, and student engagement across all divisions. Students are supported through inclusive instructional practices, intervention and enrichment opportunities, counselling and wellness services, leadership experiences, and a broad range of co-curricular programs designed to help students grow both academically and personally.

Over time, CIS Abu Dhabi has placed increasing emphasis on strengthening alignment across the K–12 program. This includes ongoing work related to curriculum implementation, assessment practices, intervention planning, collaborative inquiry, and instructional consistency between divisions. As the school continues to grow and evolve, these efforts remain central to supporting high-quality teaching, responsive support for students, and continuous improvement across the school community.

At its core, CIS Abu Dhabi continues to foster a culture grounded in high expectations, meaningful relationships, inclusion, and a shared commitment to student learning and well-being. Those values continue to shape both the daily experiences of students and the broader direction of the school's improvement efforts.



## Strategic Framework Alignment

CIS Abu Dhabi's strategic priorities remain closely connected to the Alberta Assurance Framework and the broader improvement priorities identified through school-based evidence, stakeholder feedback, and instructional review processes. The framework below reflects the school's continued focus on student achievement, instructional excellence, well-being, and continuous improvement across the K–12 program.

### Strategic Framework

Alberta Assurance Domain	ADEK Performance Standard	CIS Strategic Focus
Student Growth & Achievement	Teaching & Assessment	Literacy & Numeracy Achievement
Teaching & Leading	Quality of Teaching	Instructional Excellence and Professional Learning
Learning Supports	Protection, Care & Guidance	Wellness & Inclusion and Student Support
Governance	Leadership & Management	Continuous Improvement and Accountability
Local & Societal Context	National Identity	UAE Citizenship & Global Competence and Future Readiness

Over the past several years, the school has placed increasing emphasis on strengthening alignment across the K–12 program. Collaborative planning, instructional review, moderation practices, and professional learning have all contributed to clearer expectations and greater consistency between curriculum, instruction, assessment, and intervention practices across divisions.

### Theory of Action

Improvement in schools rarely occurs through isolated initiatives or short-term change. More often, it develops gradually through strong teaching, meaningful relationships, collaborative leadership, and a willingness to reflect honestly on student learning over time.

CIS Abu Dhabi believes students are most successful when learning experiences are consistent, engaging, and supported by responsive teaching practices across K–12. As instructional alignment strengthens and collaboration between teachers and leaders deepens, students are more likely to experience growth in achievement, confidence, well-being, and long-term success.

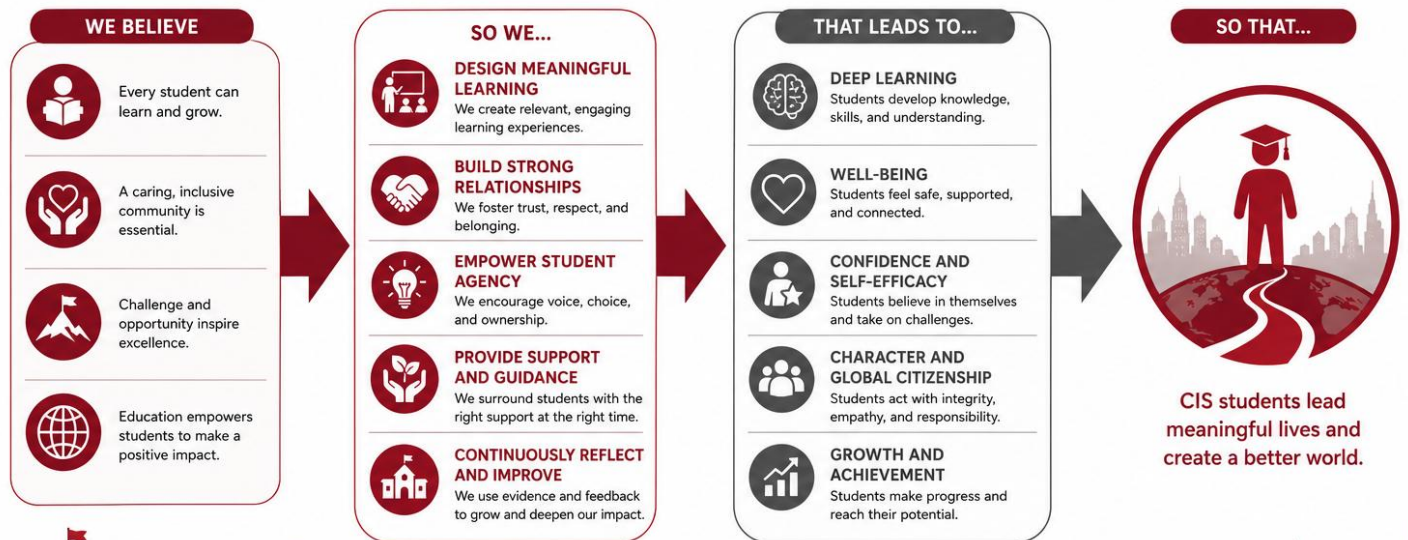
The school also recognizes that sustained improvement depends on strong relationships, shared responsibility, and a collective commitment to continuous learning. Professional collaboration, thoughtful use of evidence, timely intervention, and inclusive support practices will continue to shape the school's improvement efforts over the next three years.

***Students are most successful when learning experiences are consistent, engaging, and supported by responsive teaching practices across the K–12 program.***



# CIS THEORY OF ACTION

Our belief drives our actions. Our actions shape student success.



## OUR STUDENT IDENTITY AT CIS



WE C.R.E.A.T.E. AN ENVIRONMENT FOR STUDENT SUCCESS



COLLABORATION



RESPECT



EXCELLENCE



ASPIRATION



TRUST



EQUITY

## Current Reality and Evidence Summary

CIS Abu Dhabi enters the 2026–2029 planning cycle from a position of strength. Student achievement remains strong across many measures, collaborative leadership structures continue to mature, and the school community demonstrates a deep commitment to student learning and well-being.

At the same time, the school recognizes that strong schools cannot remain static. As programs expand and student needs evolve, schools must continue refining the consistency, alignment, and responsiveness of the systems that support learning.

***Strong schools cannot remain static. As student needs evolve, schools must continue refining the culture, consistency, and responsiveness of the systems that support learning.***

### Areas of Strength

#### Strong Academic Achievement and Instructional Foundations

CIS students continue to demonstrate strong levels of achievement across provincial and school-based measures. Alberta Diploma Examination trends indicate continued academic strength and high levels of student performance, while internal data demonstrates growth patterns across multiple divisions. Over time, the school has developed increasingly strong structures for curriculum planning, assessment design, and collaborative review of student learning.

The implementation of the revised Alberta curriculum has also encouraged deeper collaboration between divisions and clearer conversations around learning expectations, particularly within literacy and numeracy. Teachers and instructional leaders have engaged in collaborative curriculum review, professional learning, moderation, and shared instructional planning to strengthen consistency in teaching and learning practices throughout the school.

External review processes (AEAMs) have continued to highlight strengths in teaching quality, student engagement, inclusive learning environments, and collaborative instructional leadership practices already developing across the school.

#### Strong Culture of Care, Inclusion, and Belonging

Student wellness, inclusion, and emotional safety remain significant strengths within the CIS community. Survey evidence, counselling data, student support practices, and school participation trends demonstrate that most students report feeling safe, supported, and connected within the school environment. Counselling services, student support teams, leadership opportunities, and co-curricular

programs continue to contribute positively to student engagement and belonging across the school community.

Collaboration between counsellors, divisional leadership teams, Student Services staff, and classroom teachers has become increasingly coordinated and proactive in responding to student well-being needs.

### **Emerging Instructional Leadership and Collaborative Inquiry Structures**

Over the past two years, CIS has intentionally shifted toward a more coherent instructional leadership model designed to strengthen vertical articulation, reduce division-based silos, and improve instructional consistency across the school. The development of Teaching and Learning Leadership structures, Lead Teacher roles, collaborative inquiry processes, and data-informed instructional review cycles reflect an increasing organizational focus on evidence-informed improvement and instructional coherence.

While this work continues to evolve, it has already contributed to clearer instructional expectations and stronger collaboration between divisions.

### **Emerging Priorities and Areas for Growth**

#### **Variability in Student Achievement and Instructional Consistency**

Although overall achievement remains strong, evidence suggests increasing variability in student outcomes across divisions, subject areas, and student groups. While many students continue to meet or exceed expectations, the evidence also highlights the need for more consistent intervention practices and increasingly responsive classroom support for students experiencing difficulty.

Moving forward, the school will continue focusing on greater consistency in classroom expectations, assessment practices, intervention planning, articulation of learning outcomes across divisions and subject areas.

Internal review processes and external feedback also highlighted the importance of strengthening the connection between classroom instruction, intervention planning, and differentiated support for students across divisions.

## Student Engagement, Well-being, and Attendance

The overall student wellness indicators remain positive, stakeholder and assurance evidence suggest that student engagement, attendance consistency, emotional regulation, and students' sense of connection to school continue to require focused attention, particularly following extended periods of disruption and changes in instructional delivery models over recent years.

Experience continues to reinforce an important reality: students are more likely to succeed academically when they feel safe, connected, supported, and engaged within their school community.

As a result, the school will continue strengthening student voice, attendance support practices, early intervention approaches, and inclusive school-wide structures that support student well-being and participation.

## Need for Stronger Evidence Cycles and Organizational Coherence

As CIS continues to grow, there is an increasing need for clearer and more consistent processes for reviewing evidence, monitoring implementation, and evaluating the impact of school improvement efforts over time. While significant progress has been made in collaborative planning and instructional leadership development, the next phase of improvement will focus on strengthening alignment between curriculum, assessment, intervention, and student support practices throughout the school.

The school also recognizes the importance of continuing to strengthen professional learning, collaborative inquiry, moderation practices, and instructional leadership capacity throughout the K–12 program.

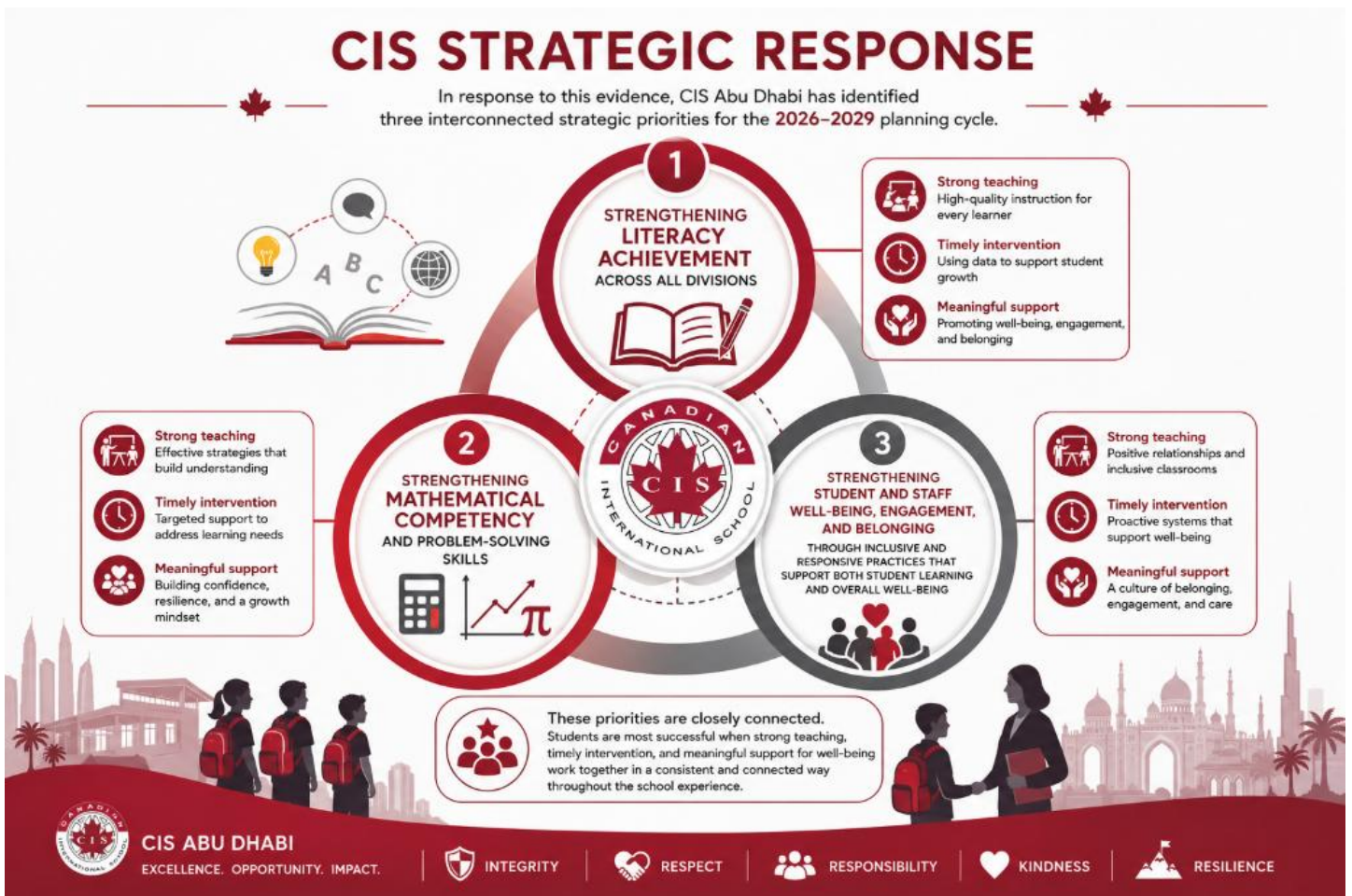
Evidence Trends	Emerging Needs	Strategic Response
Strong literacy and achievement trends	Greater instructional consistency	Pillar One
Strong numeracy growth and achievement trends	Stronger intervention alignment and mathematical reasoning	Pillar Two
Positive wellness and engagement indicators	Greater focus on belonging and engagement	Pillar Three

## Strategic Response

In response to this evidence, CIS Abu Dhabi has identified three interconnected strategic priorities for the 2026–2029 planning cycle:

1. Strengthening literacy achievement across all divisions.
2. Strengthening mathematical competency and problem-solving skills.
3. Strengthening student and staff well-being, engagement, and belonging through inclusive and responsive practices that support both student learning and overall well-being.

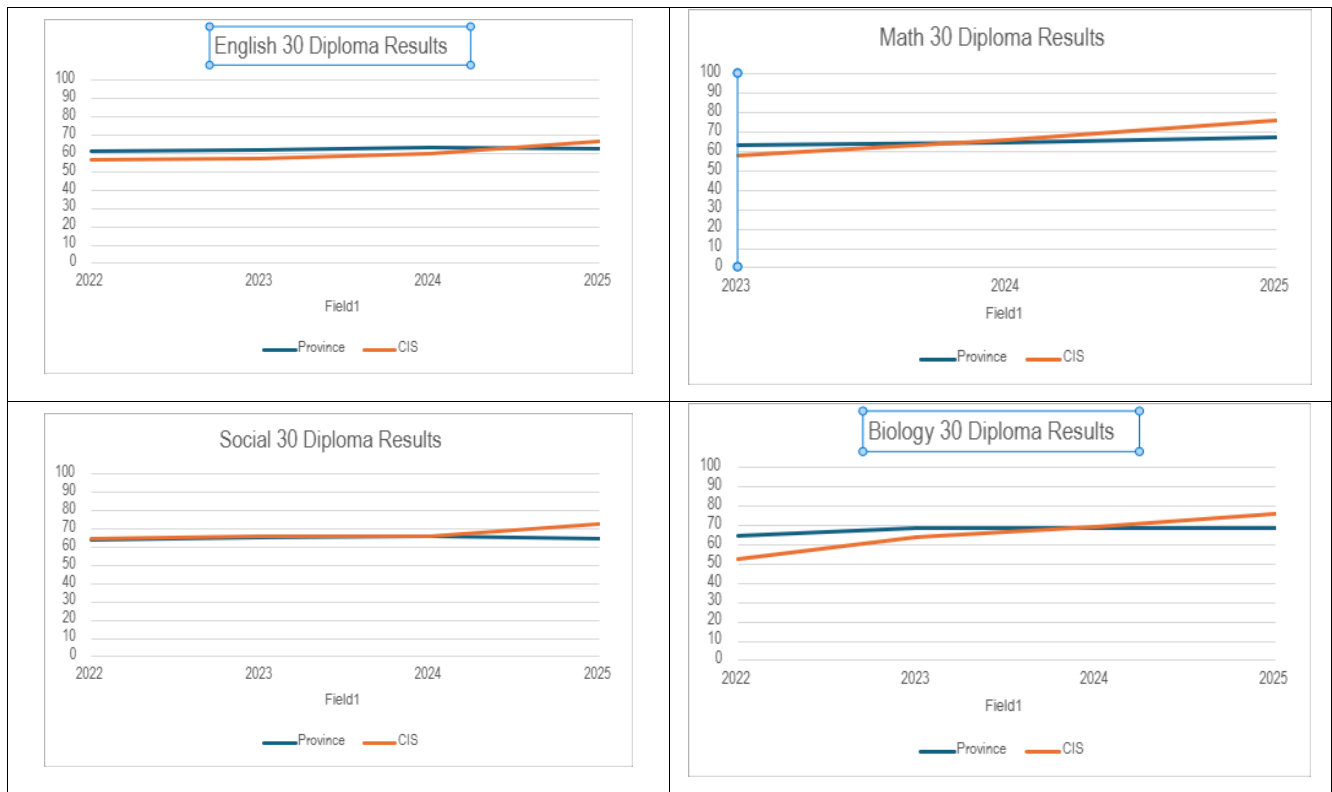
These priorities are closely connected. Students are most successful when strong teaching, timely intervention, and meaningful support for well-being work together in a consistent and connected way throughout the school experience.



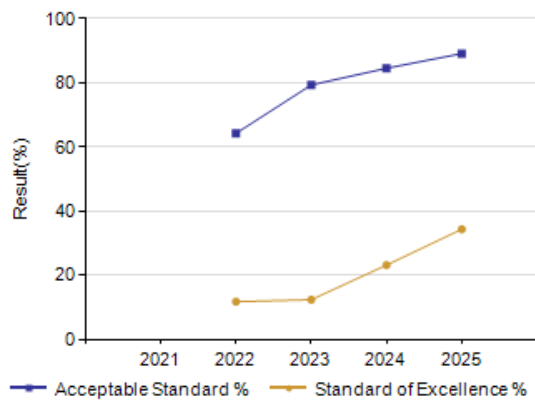
# Student Achievement Evidence

CIS Abu Dhabi’s strategic priorities for 2026–2029 were developed through analysis of student achievement data, stakeholder feedback, inspection findings, school-based evidence, and ongoing review of teaching and learning practices. This evidence-informed approach supports continuous improvement and ensures alignment with the Alberta Assurance Framework and ADEK expectations.

## Diploma Achievement Trends



### Graph of Diploma Examination Results – Overall



Diploma examination results indicate consistently strong levels of student achievement across multiple core academic subjects. CIS Abu Dhabi students continue to demonstrate high rates of

achievement at the acceptable standard level, with several subject areas also demonstrating increasing rates of achievement at the standard of excellence level in recent years.

Particularly notable are the school's sustained results in:

- Mathematics 30-1.
- Social Studies 30-1.
- English Language Arts 30-1.
- Biology 30.

reflecting the school's continued emphasis on instructional rigour, assessment alignment, intervention support, and academic preparedness.

Following the disruptions associated with the COVID-19 period and provincial exemptions, diploma achievement trends have shown continued recovery, stabilization, and growth across several subject areas. Recent data also demonstrates increasing rates of achievement at the standard of excellence level in selected courses, particularly in Mathematics 30-1, Social Studies 30-1, and Bio 30.

These trends reflect the school's continued focus on:

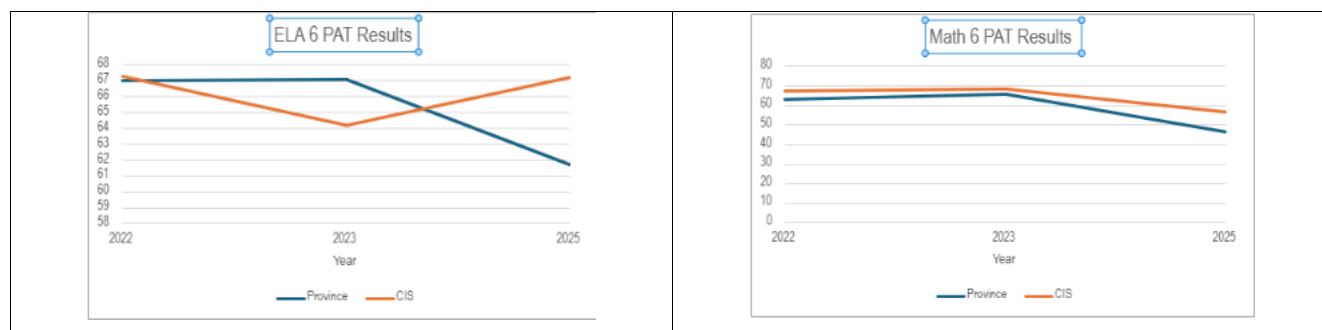
- instructional alignment.
- evidence-informed intervention.
- assessment moderation.
- targeted support structures.
- and high expectations for student learning across all divisions.

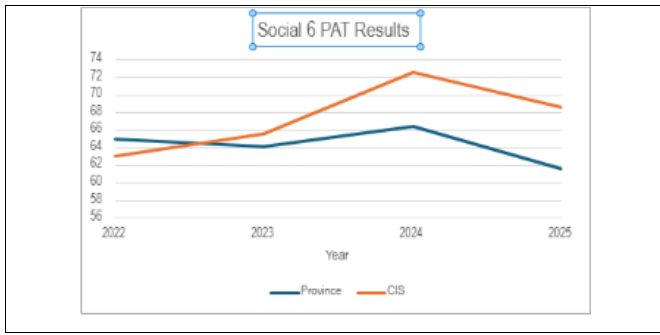
### Key Insights

- Diploma examination results remain consistently strong across core academic subjects.
- Mathematics and Social Studies demonstrate particularly strong acceptable standard outcomes.
- Standards of excellence have increased in several diploma courses in recent years.
- Achievement trends support continued focus on instructional consistency, intervention systems, and vertical articulation across the K–12 program.
- Data reflects the school's ability to maintain strong academic outcomes while supporting diverse learner needs.

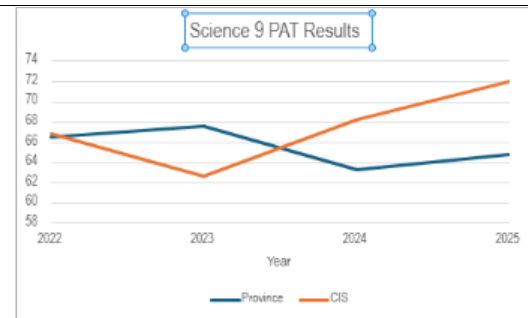
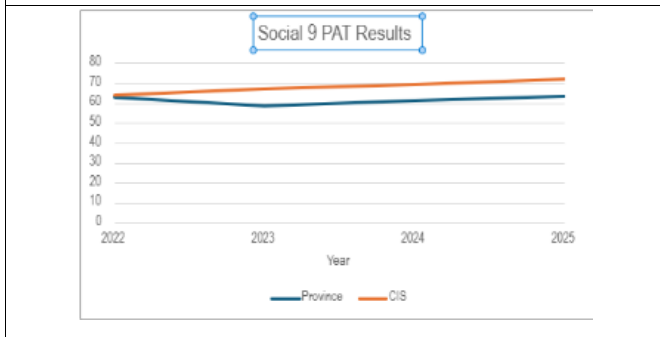
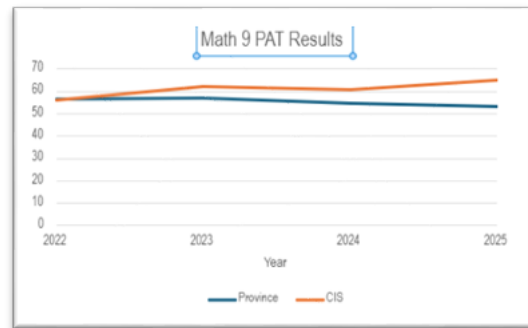
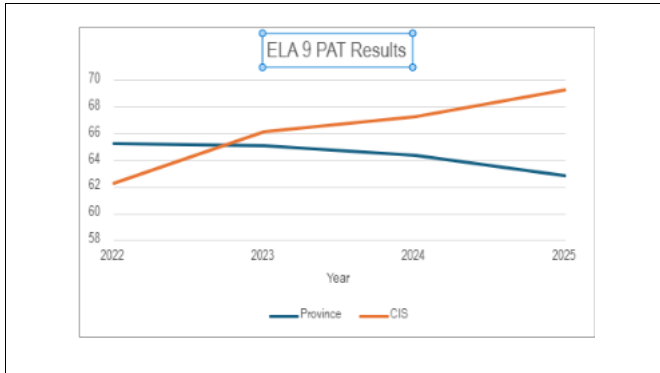
## Provincial Achievement Trends

### Grade 6





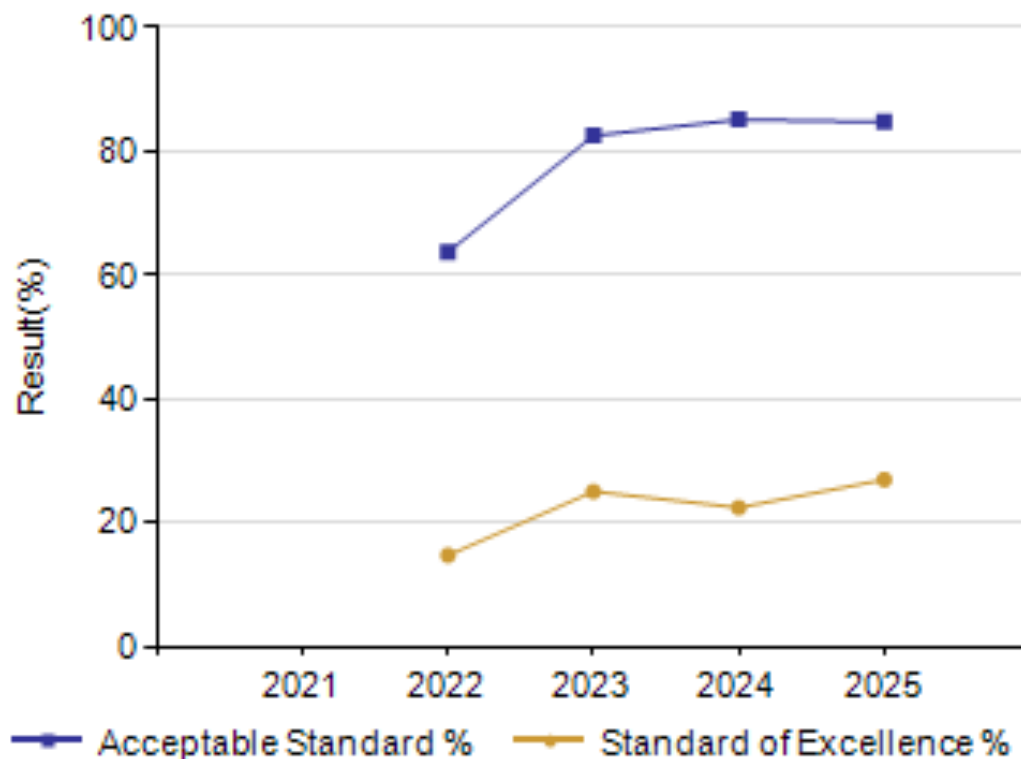
### Grade 9



Grade 9 PAT Results By Number Enrolled Measure History

	Canadian International School					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Number	n/a	75	87	76	90	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	63.7	82.5	85.1	84.7	Very High	Maintained	Excellent	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	14.7	25.0	22.4	26.9	Very High	Maintained	Excellent	n/a	16.8	15.5	15.4	15.6

Graph of Overall Grade 9 Provincial Achievement Test Results



Recent PAT data demonstrates sustained student achievement across Grade 6 and Grade 9 core subject areas, with multiple cohorts performing at or above expected standards across English Language Arts, Mathematics, Science, and Social Studies. Trend analysis indicates continued stabilization and growth following the disruptions associated with the COVID-19 period and reflects the positive impact of instructional alignment, targeted intervention, and evidence-informed teaching practices across divisions.

Achievement trends also demonstrate the importance of maintaining continued focus on:

- literacy development across subject areas.
- mathematical reasoning and problem solving.
- instructional consistency.
- and responsive intervention systems to support diverse learner needs.

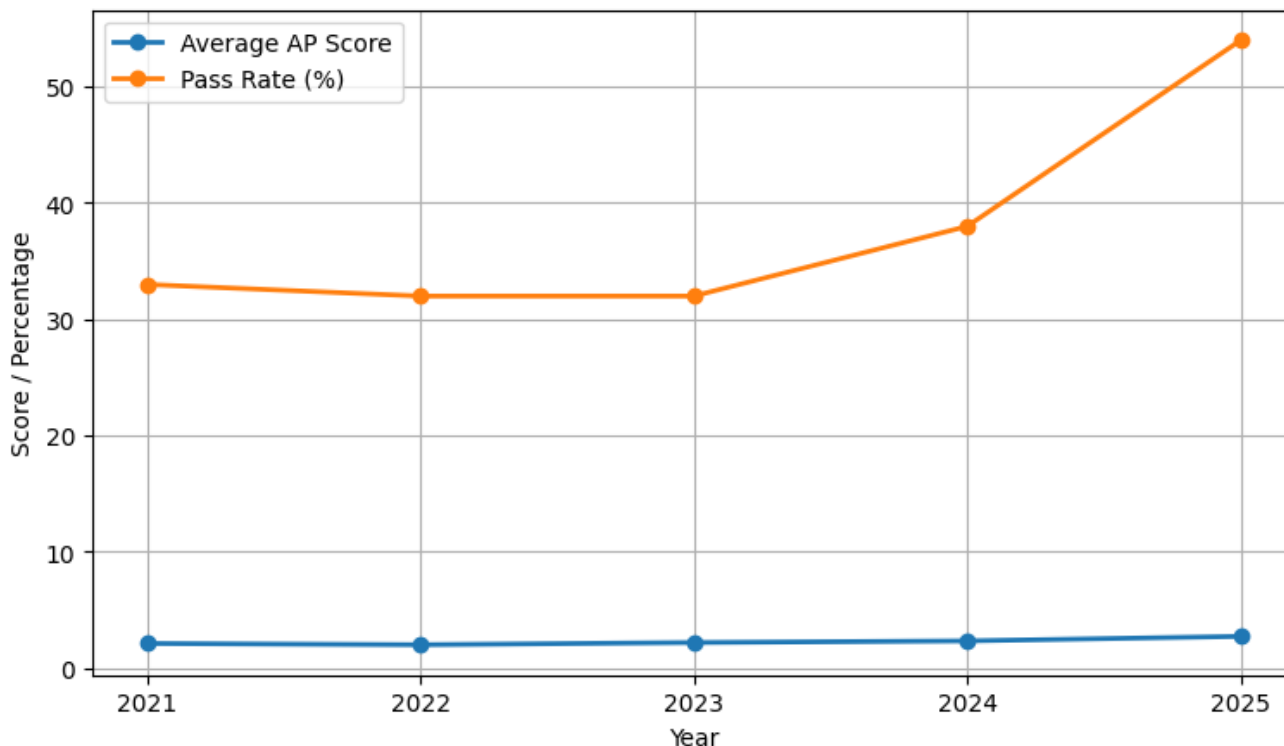
### Key Insights

- PAT achievement trends demonstrate sustained student performance across core academic areas.
- Literacy and numeracy outcomes remain strong overall, with evidence of continued recovery and stabilization across recent cohorts.
- Variability between cohorts reinforces the importance of responsive intervention and consistent instructional practices across divisions.

- Data supports continued strategic focus on literacy, numeracy, instructional coherence, and evidence-informed teaching practices.

## Advanced Placement Trends

### AP Achievement Trends (2021-2025)

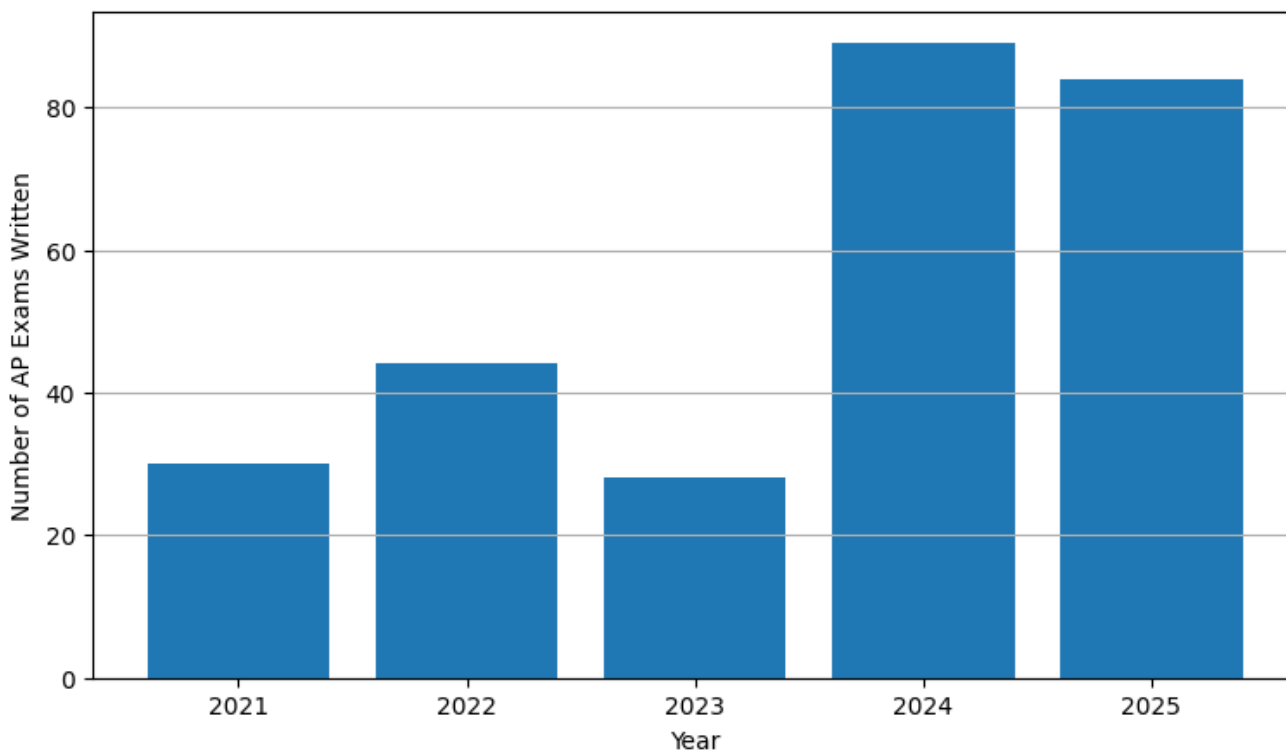


Advanced Placement (AP) participation and achievement trends indicate significant growth in both student participation and overall academic performance across the AP program between 2021 and 2025. Over the past five years, CIS Abu Dhabi has expanded AP participation while simultaneously demonstrating improved student achievement across multiple subject areas.

Overall AP performance demonstrated its strongest outcomes in 2025, with the school's average AP score increasing from 2.35 in 2024 to 2.74 in 2025. AP pass rates (scores of 3 or higher) also increased significantly, rising from 38% in 2024 to 54% in 2025.

Participation in AP examinations increased substantially during the same period, growing from 30 exams written in 2021 to 84 exams written in 2025. This trend reflects both increased student participation and continued expansion of advanced academic programming opportunities within the school.

### AP Program Participation Trends (2021 – 2025)



Several AP subject areas demonstrated particularly strong growth and achievement trends, including:

- Biology.
- French Language and Culture.
- Psychology.
- and World History: Modern.

Biology demonstrated significant long-term improvement, increasing from an average score of 1.75 in 2021 to 3.08 in 2025, while World History: Modern demonstrated exceptionally strong performance, achieving an average score of 5.00 in 2025.

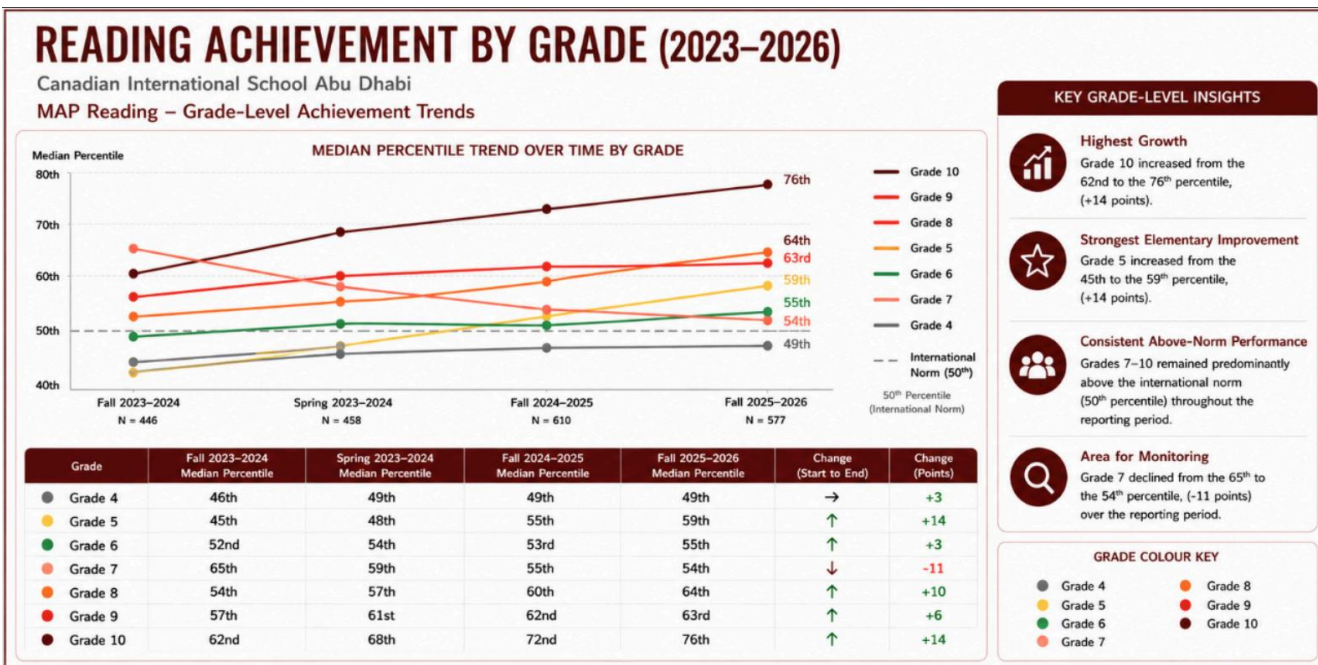
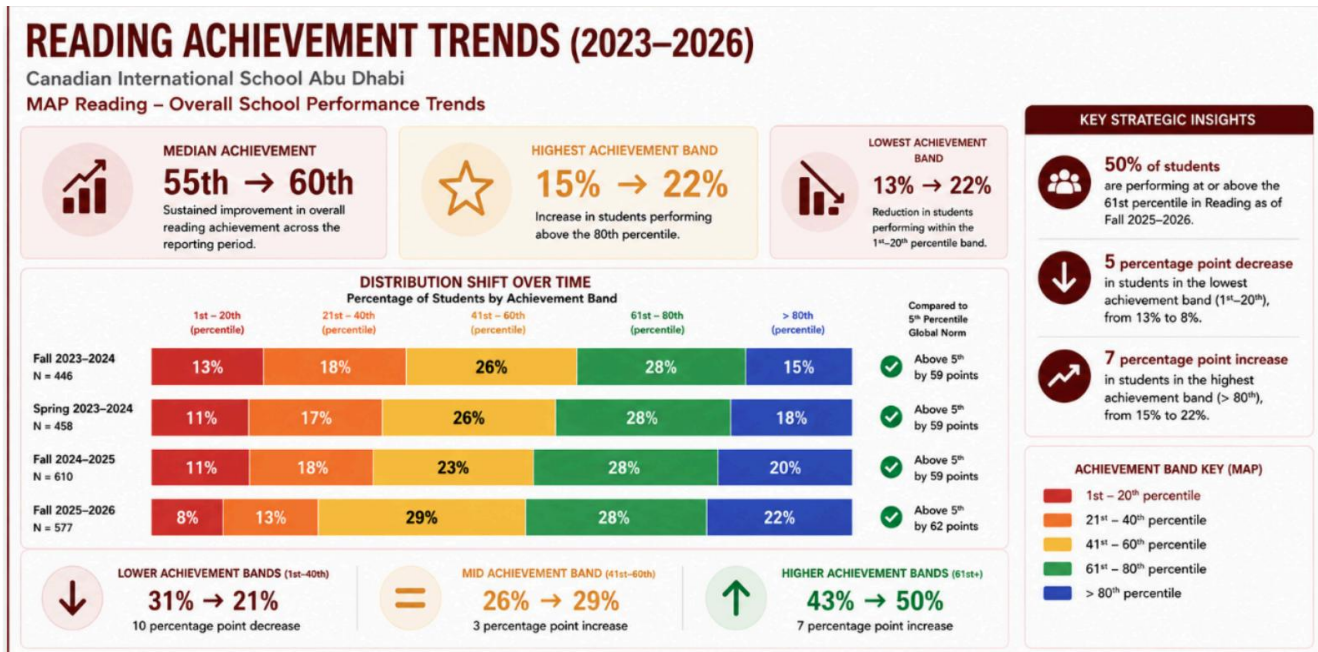
The data suggests that CIS Abu Dhabi continues to strengthen both academic rigor and student access to advanced programming opportunities while supporting increasing levels of achievement across the AP program.

### Key Insights

- AP participation expanded significantly between 2021 and 2025.
- Overall AP achievement demonstrated substantial improvement, particularly between 2024 and 2025.
- AP pass rates increased considerably, indicating stronger overall student performance across advanced academic programming.
- Biology, French Language and Culture, Psychology, and World History: Modern demonstrated particularly strong achievement trends.
- Continued focus on instructional alignment, academic rigor, and intervention support remains important in strengthening consistency across AP subject areas.

The growth of the AP program reflects both increasing student participation in advanced programming and the school's continued efforts to expand academic challenge and post-secondary readiness opportunities

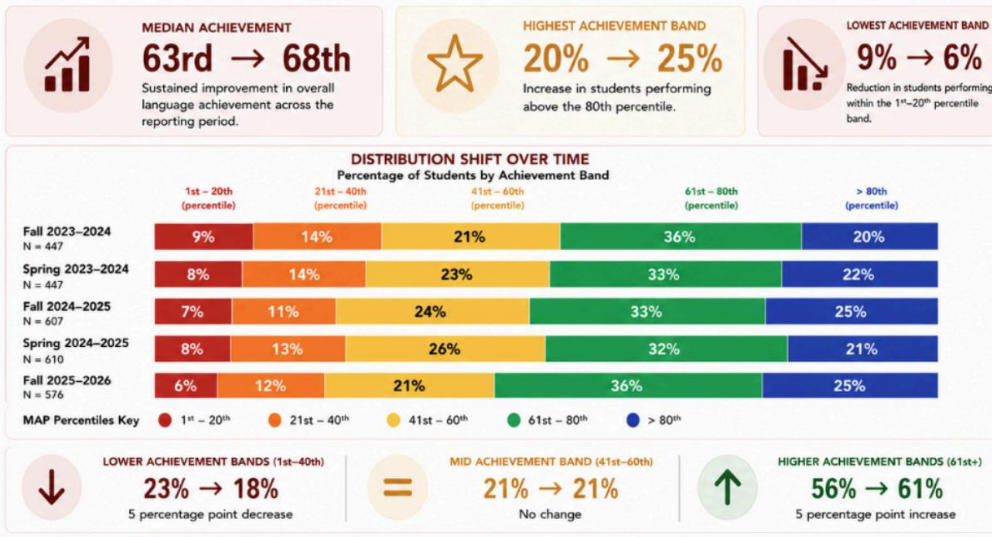
## Measures of Academic Progress (MAP) Trends



# LANGUAGE USAGE ACHIEVEMENT TRENDS (2023–2026)

Canadian International School Abu Dhabi

MAP Language Usage – Overall School Performance Trends



**KEY STRATEGIC INSIGHTS**

- 61%** of students are performing at or above the 61<sup>st</sup> percentile in Language Usage as of Fall 2025–2026.
- 3 percentage point decrease** in students in the lowest achievement band (1<sup>st</sup>–20<sup>th</sup>), from 9% to 6%.
- 5 percentage point increase** in students in the highest achievement band (> 80<sup>th</sup>), from 20% to 25%.

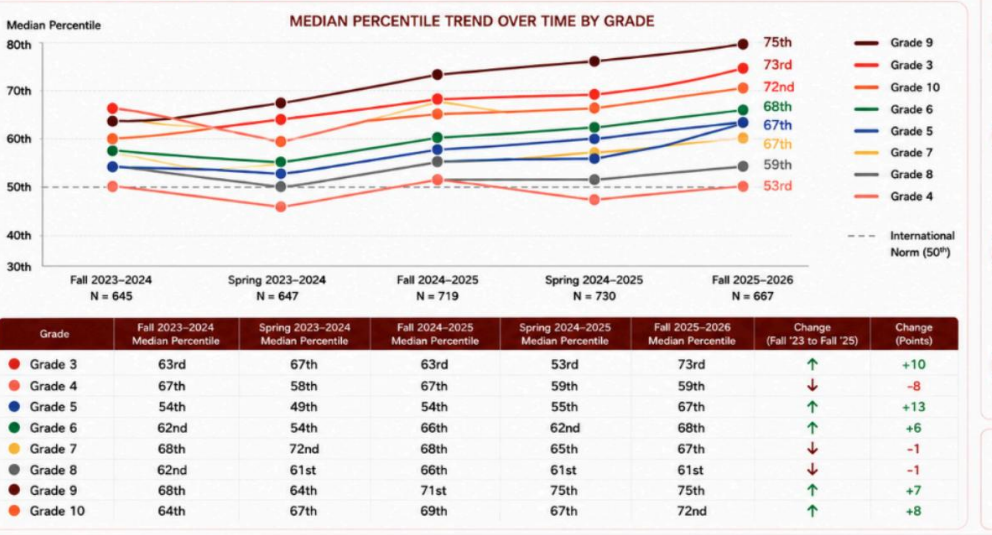
**ACHIEVEMENT BAND KEY (MAP)**

- 1<sup>st</sup> – 20<sup>th</sup> percentile
- 21<sup>st</sup> – 40<sup>th</sup> percentile
- 41<sup>st</sup> – 60<sup>th</sup> percentile
- 61<sup>st</sup> – 80<sup>th</sup> percentile
- > 80<sup>th</sup> percentile

# LANGUAGE USAGE ACHIEVEMENT BY GRADE (2023–2026)

Canadian International School Abu Dhabi

MAP Language Usage – Grade-Level Achievement Trends



**KEY GRADE-LEVEL INSIGHTS**

- Consistent Above-Norm Performance**  
All grades performed at or above the 50<sup>th</sup> percentile across all reporting periods.
- High-Performing Grades**  
Grades 3, 9, and 10 remain in the top performing group, with medians of 73<sup>rd</sup>, 75<sup>th</sup>, and 72<sup>nd</sup> percentiles as of Fall 2025–2026.
- Strong Growth in Key Grades**  
Grades 3 (+10), 5 (+13), and 10 (+8) showed the greatest median percentile increases from Fall 2023–2024 to Fall 2025–2026.
- Sustained Grade-Level Strength**  
6 out of 8 grades increased their median percentile from Fall 2023–2024 to Fall 2025–2026.

**MAP PERCENTILE COLOUR KEY**

- 1<sup>st</sup> – 20<sup>th</sup> percentile
- 21<sup>st</sup> – 40<sup>th</sup> percentile
- 41<sup>st</sup> – 60<sup>th</sup> percentile
- 61<sup>st</sup> – 80<sup>th</sup> percentile
- > 80<sup>th</sup> percentile

# MATH ACHIEVEMENT TRENDS (2023–2026)

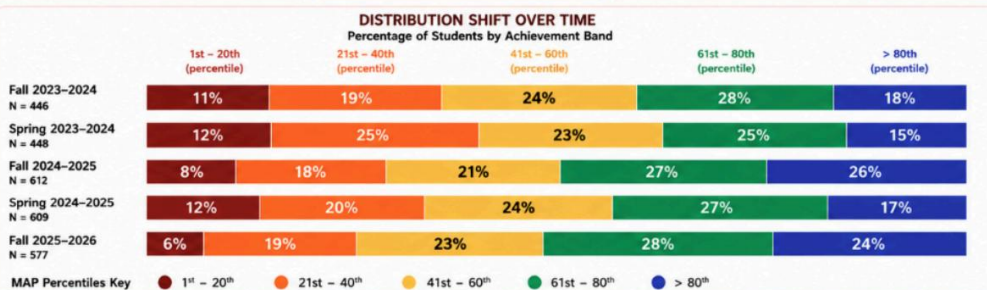
Canadian International School Abu Dhabi  
MAP Mathematics – Overall School Performance Trends

**MEDIAN ACHIEVEMENT**  
**56th → 62nd**  
Sustained improvement in overall mathematics achievement across the reporting period.

**HIGHEST ACHIEVEMENT BAND**  
**18% → 24%**  
Increase in students performing above the 80<sup>th</sup> percentile.

**LOWEST ACHIEVEMENT BAND**  
**11% → 6%**  
Reduction in students performing within the 1<sup>st</sup>–20<sup>th</sup> percentile band.

**TOTAL STUDENTS TESTED**  
**577**  
All Grades 3–10



**LOWER ACHIEVEMENT BANDS (1<sup>st</sup>–40<sup>th</sup>)**  
**30% → 25%**  
5 percentage point decrease

**MID ACHIEVEMENT BAND (41<sup>st</sup>–60<sup>th</sup>)**  
**24% → 23%**  
1 percentage point decrease

**HIGHER ACHIEVEMENT BANDS (61<sup>st</sup>+)**  
**46% → 52%**  
6 percentage point increase

**KEY STRATEGIC INSIGHTS**

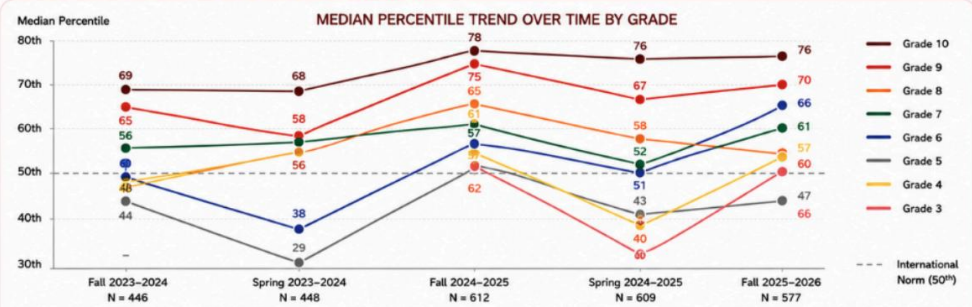
- 61%** of students are performing at or above the 61<sup>st</sup> percentile in Mathematics as of Fall 2025–2026.
- 5** percentage point decrease in students in the lowest achievement band (1<sup>st</sup>–20<sup>th</sup>), from 11% to 6%.
- 6** percentage point increase in students in the highest achievement band (> 80<sup>th</sup>), from 18% to 24%.

**ACHIEVEMENT BAND KEY (MAP)**

- 1<sup>st</sup> – 20<sup>th</sup> percentile
- 21<sup>st</sup> – 40<sup>th</sup> percentile
- 41<sup>st</sup> – 60<sup>th</sup> percentile
- 61<sup>st</sup> – 80<sup>th</sup> percentile
- > 80<sup>th</sup> percentile

# MATH ACHIEVEMENT BY GRADE (2023–2026)

Canadian International School Abu Dhabi  
MAP Mathematics – Grade-Level Achievement Trends



Grade	Fall 2023–2024 Median Percentile	Spring 2023–2024 Median Percentile	Fall 2024–2025 Median Percentile	Spring 2024–2025 Median Percentile	Fall 2025–2026 Median Percentile	Change (Fall '23 to Fall '25)	Change (Points)
Grade 3	–	–	62nd	40th	60th	–	N/A
Grade 4	50th	56th	57th	42nd	57th	↑	+7
Grade 5	44th	29th	51st	43rd	47th	↑	+3
Grade 6	48th	38th	57th	51st	66th	↑	+18
Grade 7	56th	58th	61st	52nd	61st	↑	+5
Grade 8	49th	56th	65th	58th	54th	↑	+5
Grade 9	65th	58th	75th	67th	70th	↑	+5
Grade 10	69th	68th	78th	76th	76th	↑	+7

**KEY GRADE-LEVEL INSIGHTS**

- Highest Growth**  
Grade 6 increased from the 48th to the 66th percentile, (+18 points).
- Strongest Sustained Performance**  
Grades 9 and 10 remained consistently above the international norm (50<sup>th</sup> percentile) across all reporting periods.
- Strong Elementary Recovery**  
Grade 4 increased from the 50th to the 57th percentile, (+7 points).
- Area for Monitoring**  
Grade 5 demonstrated variability across reporting periods despite an overall increase from the 44th to the 47th percentile.

**MAP PERCENTILE COLOUR KEY**

- 1<sup>st</sup> – 20<sup>th</sup> percentile
- 21<sup>st</sup> – 40<sup>th</sup> percentile
- 41<sup>st</sup> – 60<sup>th</sup> percentile
- 61<sup>st</sup> – 80<sup>th</sup> percentile
- > 80<sup>th</sup> percentile

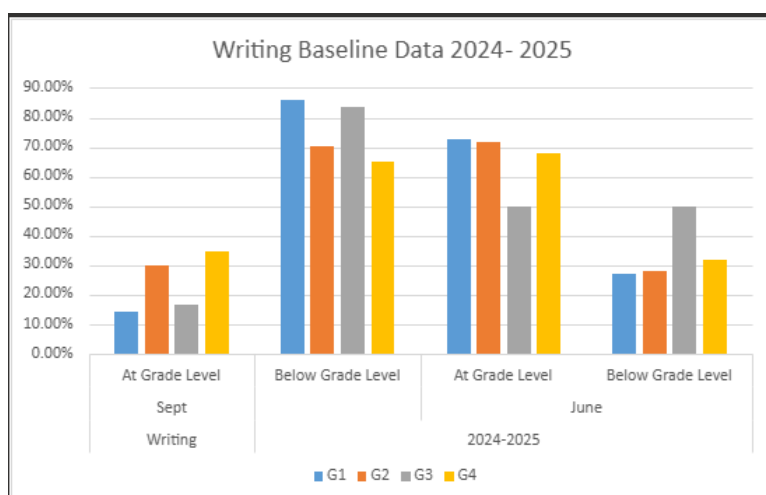
## Literacy Benchmark Trends

Literacy benchmark data continues to reinforce an important reality: strong literacy instruction requires both consistency and responsiveness over time. While many students continue to demonstrate growth in foundational literacy skills and reading comprehension, the evidence also highlights the need for ongoing intervention, differentiated support, and clear articulation of literacy expectations across the K–12 program.

Review of benchmark data has reinforced the importance of maintaining a consistent and responsive approach to literacy instruction across the school. The results continue to support ongoing focus on

foundational literacy development, vocabulary and morphology instruction, reading comprehension, inferencing, disciplinary literacy, and timely intervention practices designed to support students requiring additional support as well as students requiring increased challenge and extension.

Writing Baseline 2024-2025	At Grade Level (September)	Below Grade Level (September)	At Grade Level (May)	Below Grade Level (May)
<b>Grade 1</b>	<b>14.28%</b>	<b>85.71%</b>	<b>72.72%</b>	<b>27.27%</b>
<b>Grade 2</b>	<b>29.72%</b>	<b>70.27%</b>	<b>71.79%</b>	<b>28.20%</b>
<b>Grade 3</b>	<b>16.41%</b>	<b>83.58%</b>	<b>50.0%</b>	<b>50.0%</b>
<b>Grade 4</b>	<b>34.72%</b>	<b>65.27%</b>	<b>68.10%</b>	<b>31.88%</b>



## Numeracy Data

Numeracy evidence reviewed for the 2026–2029 Education Plan included PAT Mathematics results, diploma examination outcomes, MAP Growth Mathematics data, classroom-based assessments, intervention data, and teacher moderation evidence.

Numeracy achievement trends continue to provide important insight into students' mathematical understanding, problem-solving abilities, and overall growth throughout the school. While many students continue to demonstrate positive achievement and growth in foundational numeracy skills, the evidence also highlights increasing variability between cohorts and student groups. These trends reinforce the importance of consistent instructional practices, conceptual understanding, mathematical reasoning, and timely intervention across the K–12 program.

Year	CIS Diploma Average	Provincial Average	School Awarded Average
2023	Math 30-1 - 57.8	Math 30-1 - 63.2	Math 30-1 - 80.1
	Math 30-2 - 51.3	Math 30-2 - 58.8	Math 30-2 - 70.1
2024	Math 30-1 - 66	Math 30-1 - 64.6	Math 30-1 - 79.5
	Math 30-2 - 61.4	Math 30-2 - 59.8	Math 30-2 - 69.7
2025	Math 30-1 - 76.3	Math 30-1 - 67.4	Math 30-1 - 78.9
	Math 30-2 - 58.8	Math 30-2 - 59.6	Math 30-2 - 67.1

Provincial diploma examinations were exempted in 2022. 2026 diploma examination results were not available at the time of publication.

Overall diploma trends demonstrate an increased alignment between classroom assessment practices and external examination performance while maintaining strong student achievement relative to provincial comparison groups.

### Key Insights

The evidence continues to reinforce an important priority for the school: students are most successful in mathematics when strong conceptual understanding, consistent instructional practices, and timely support work together throughout the K–12 learning experience.



# Student Wellness and Engagement Evidence

Student wellness and engagement evidence reviewed for the 2026–2029 Education Plan included attendance trends, student well-being survey data, behaviour and referral data, participation in co-curricular activities, stakeholder feedback, and school-based support indicators. This evidence supports CIS Abu Dhabi's continued focus on responsive and inclusive practices, student belonging, emotional well-being, and proactive multidisciplinary systems of support across the K–12 program.

## Attendance Trends

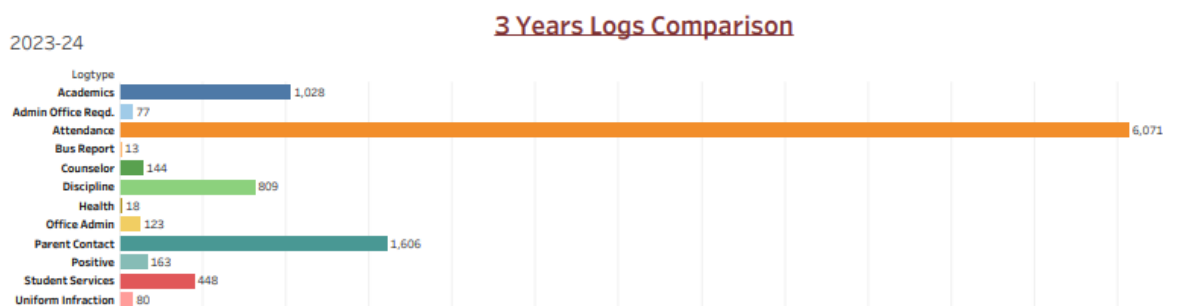
Academic Year	% Present	% Absent
2023-2024	93.67	6.33
<b>2024-2025</b>	<b>94.53</b>	<b>5.47</b>
2025-2026 (as of 11/05/26)	95.27	4.73

Attendance increased from 93.67% in 2023–2024 to 95.27% in 2025–2026, indicating improved student engagement, consistent school attendance, and the effectiveness of proactive attendance monitoring and support systems.

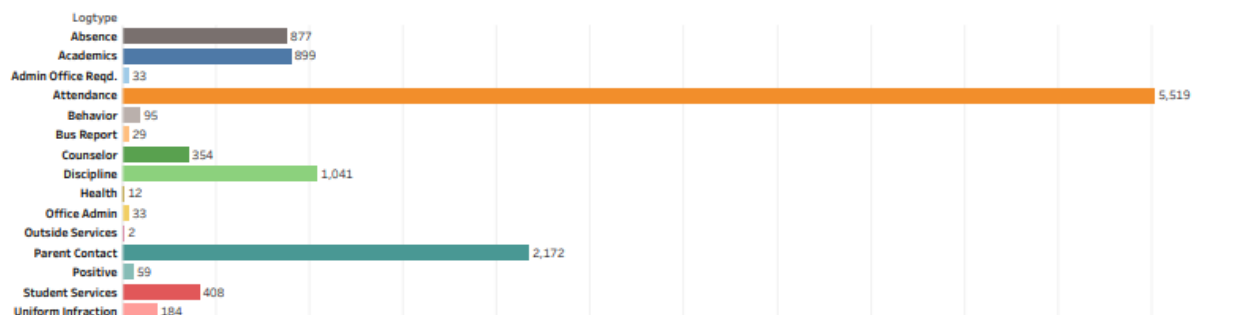
This trend reflects the school's continued focus on:

- proactive attendance monitoring.
- early intervention strategies.
- family communication and collaboration.
- and inclusive engagement practices that support consistent student participation in learning.

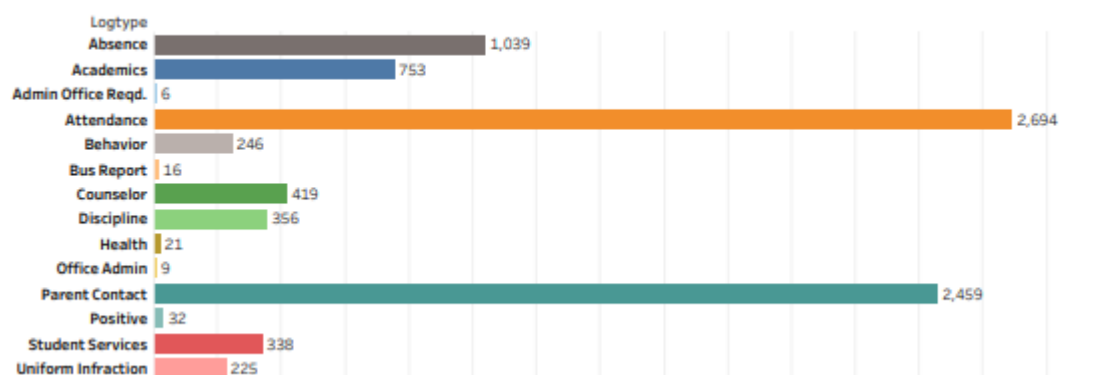
## Behaviour, Support and Engagement Trends



2024-25



2025-2026 (Till May 11th, 2026)



Analysis of student log data across the past three academic years demonstrates increased levels of student support, monitoring, and engagement across the school. Data indicates growth in areas such as parent communication, counselling support, student services involvement, and administrative tracking, reflecting a more responsive and proactive approach to student well-being and behaviour management.

This data reflects a shift toward:

- increased proactive intervention.
- strengthened communication between school and home.
- expanded use of student services.
- and continued emphasis on restorative and supportive approaches to student behaviour.

Behaviour and referral trends continue to support the school's focus on maintaining positive learning environments while strengthening consistent expectations, student skill development, preventative practices, and timely intervention practices across divisions.

## Student Voice and Participation

Student voice and participation continue to play an important role in strengthening engagement, belonging, and school culture at CIS Abu Dhabi. Students are increasingly provided with opportunities to contribute to leadership, school initiatives, and community-building activities across divisions.

Examples of student engagement and leadership include:

- student councils and leadership groups.
- CIS Ambassadors and service-learning initiatives.
- athletics, arts, and co-curricular programming.
- peer support initiatives and student-led events.
- and participation in local and international competitions and experiences.

These opportunities support student agency, confidence, collaboration, and meaningful participation in school life.

## **Wellness Systems and Framework**

The approach to whole school wellness and Social-Emotional Learning (SEL) is guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, an internationally recognized and evidence-informed model for promoting student wellbeing, positive relationships, self-awareness, responsible decision-making, and academic engagement. The CASEL framework provides a structured foundation for the development and implementation of school-wide SEL practices across Tier 1, Tier 2, and Tier 3 supports.

School-based wellness data is further supported by the CIS Student Wellbeing Framework, which outlines coordinated wellness practices, support systems, and initiatives across divisions. This framework reflects a structured and intentional approach to student and staff well-being, aligned with survey data, intervention practices, and school-wide wellness initiatives.

Recent initiatives and structures supporting wellness include:

- implementation of staff and student well-being surveys.
- monthly wellness committee collaboration.
- school-wide wellness initiatives and engagement activities.
- integration of social-emotional learning practices across classrooms.
- and ongoing collection of evidence related to well-being practices and student engagement.

These systems support a coordinated approach to promoting emotional well-being, belonging, and positive school culture across the CIS community.

## **Student Wellness and Support Evidence**

Student wellness data indicates that most students report feeling safe, supported, and connected within the school environment. Survey feedback and support data reinforce the

importance of maintaining responsive systems that support emotional well-being, inclusive learning environments, and positive student relationships across divisions. To further strengthen the focus on skill development and targeted supports, the student wellness survey has been aligned with CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The school's ongoing investment in:

- counselling services.
- student support and inclusion practices.
- leadership opportunities.
- athletics and co-curricular programming.
- and social-emotional learning practices.

continues to strengthen student well-being, engagement, and belonging throughout the CIS community. With a continued focus on accessibility, school counselling and social work services remain responsive and available to students, with 48.7% of the student population having accessed student counselling support services in the 2025-2026 school year. Supports include direct counselling support, social-emotional support, well-being and risk assessments, course selection and career and university guidance, parent meetings, and general student guidance. Student Services prioritizes accessibility for students, teachers, and parents within a multi-tiered system of supports model.

In response to evolving student needs and increasing complexity within school environments, CIS Abu Dhabi continues to strengthen proactive systems that support:

- student resilience.
- mental health literacy.
- emotional regulation.
- digital citizenship.
- positive peer relationships.
- parent engagement.

Emerging data trends and stakeholder feedback reinforce the importance of:

- consistent behavioural expectations.
- preventative wellness education.
- responsive intervention systems.
- and strong partnerships between school and home.

### **Key Insights**

- Attendance trends demonstrate improving student engagement and consistent participation across divisions.
- Behaviour and support data indicate increasingly proactive and responsive intervention systems.
- Student services, counselling, and parent engagement and communication structures continue to strengthen support for student well-being.
- Student voice, leadership, and co-curricular participation contribute positively to school culture and belonging.
- Wellness systems and frameworks support a coordinated and evidence-informed approach to student and staff well-being.
- Continued focus on resilience, emotional regulation, digital citizenship, and preventative psychoeducation practices will support evolving student needs across the K–12 program.

### **Instructional Coherence and Teaching and Learning Evidence**

Teaching and learning evidence reviewed for the 2026–2029 Education Plan included classroom walkthrough data, collaborative planning evidence, moderation practices, professional learning structures, stakeholder feedback, intervention data, curriculum alignment processes, and instructional review practices. This evidence supports CIS Abu Dhabi's continued focus on instructional coherence, evidence-informed teaching, vertical articulation, and continuous improvement across the K–12 program.

## Teaching and Learning Leadership (TLC) Structure

As part of its ongoing commitment to strengthening instructional coherence, CIS Abu Dhabi has refined its Teaching and Learning Leadership (TLC) structure to better align with school-wide improvement priorities, student evidence, and assurance expectations.

The updated TLC structure is designed to support greater alignment across divisions, reduce instructional silos, and strengthen the consistency of teaching and learning practices across the K–12 program. This shift reflects a move toward a more integrated and collaborative model of instructional leadership that emphasizes shared responsibility for student learning and continuous improvement.

The TLC structure focuses on three core areas aligned to the school's strategic priorities:

- literacy development across all subject areas.
- numeracy and problem-solving.
- and student well-being, engagement, and inclusion.

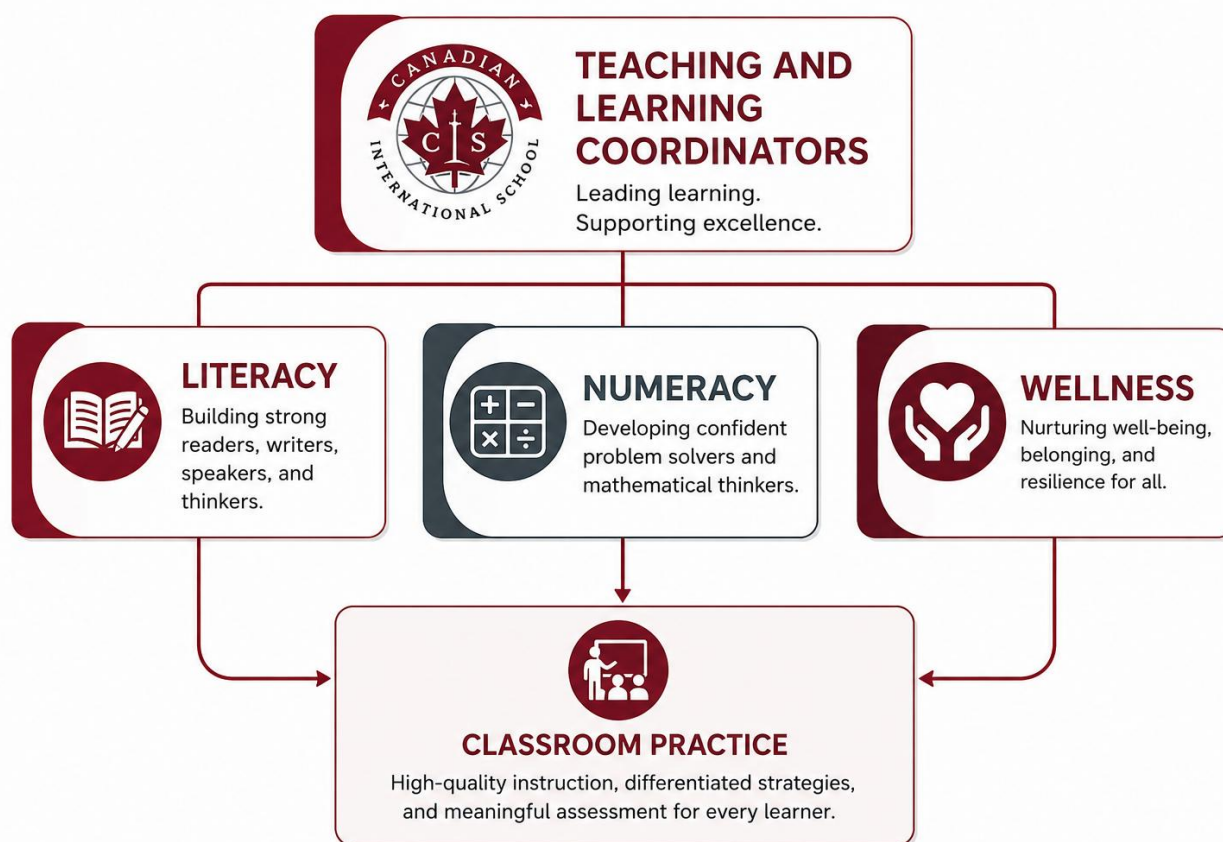
Through this structure, instructional leaders work collaboratively across divisions to support:

- vertical articulation of curriculum and skills.
- consistent instructional practices and expectations.
- alignment between assessment, instruction, and intervention.
- and evidence-informed professional learning and instructional review processes.

This refined approach has strengthened:

- collaboration between divisional leadership, lead teachers, and support staff.
- alignment of professional learning with student achievement data.
- and the use of walkthroughs, moderation, and collaborative inquiry to inform instructional Improvement.

The TLC structure also supports increased visibility and coordination of school improvement efforts, ensuring that literacy, numeracy, and well-being initiatives are aligned, coherent, and responsive to student needs across all divisions.



### Key Insights

- The TLC structure strengthens instructional coherence and reduces fragmentation across divisions.
- Collaborative leadership structures support alignment between teaching, assessment, and intervention practices.
- Professional learning is increasingly aligned to student evidence and school-wide priorities.
- Instructional leadership is more coordinated, visible, and responsive across the K–12 program.
- This evolution reflects a shift from division-based leadership toward a more integrated K–12 instructional model focused on coherence, alignment, and shared accountability for student outcomes.

### Instructional Alignment and Vertical Articulation

Over the course of the previous planning cycle, CIS Abu Dhabi continued to strengthen instructional coherence and alignment across the K–12 program. Collaborative structures involving divisional heads of school, lead teachers, instructional support staff, and classroom teachers supported

increased consistency in curriculum delivery, assessment practices, intervention planning, and instructional expectations across grade levels and subject areas.

Focused articulation work has supported:

- clearer progression of literacy and numeracy skills.
- improved transitions between divisions.
- greater consistency in instructional practices.
- and strengthened alignment between curriculum outcomes, assessment, and classroom instruction.

### **Key Insights**

- Increased collaboration has strengthened instructional consistency across divisions.
- Vertical articulation continues to improve alignment of skills, assessment, and intervention practices.
- Evidence supports continued focus on coherent instructional expectations across the K–12 program.

### **Evidence-Informed Instruction and Assessment Practices**

CIS Abu Dhabi continues to strengthen the use of evidence-informed instructional and assessment practices across all divisions. Teachers regularly engage in collaborative review of student evidence, moderation processes, formative assessment practices, and instructional reflection to support responsive teaching and intervention planning.

The use of:

- MAP Growth data.
- literacy and numeracy screening tools.
- classroom-based assessment evidence.
- provincial assessment results.
- and intervention monitoring systems.

supports ongoing instructional decision-making and targeted support for students across a range of learning needs and achievement levels.

### **Key Insights**

- Assessment evidence increasingly informs instructional planning and intervention practices.
- Collaborative moderation processes continue to strengthen consistency in assessment expectations.
- Data-informed review structures support responsive teaching and targeted intervention.

## Professional Learning and Instructional Leadership

Professional learning at CIS Abu Dhabi is increasingly aligned to school-wide improvement priorities, student evidence, and instructional needs identified through ongoing review processes. Collaborative inquiry structures, instructional walkthroughs, professional learning communities, and targeted professional development opportunities support continuous growth in teaching practice across divisions.

Instructional leadership structures continue to strengthen:

- collaborative planning.
- evidence-informed reflection.
- literacy and numeracy instruction.
- intervention practices.
- assessment alignment.
- and student engagement strategies.

These structures support a culture of continuous improvement and collective responsibility for student success throughout the school community.

### Key Insights

- Professional learning structures are increasingly aligned to student evidence and school improvement priorities.
- Collaborative inquiry and instructional leadership continue to strengthen teaching practice across divisions.
- Ongoing instructional review processes support continuous improvement and accountability.

## Innovation and Future-Ready Learning

CIS Abu Dhabi continues to strengthen learning experiences that prepare students for an evolving global and technological landscape. Instructional practices increasingly incorporate opportunities for critical thinking, collaboration, digital literacy, creativity, and responsible technology integration across subject areas and grade levels.

The school recognizes the importance of supporting both students and staff in the ethical and effective use of emerging technologies, including artificial intelligence tools, to enhance learning while maintaining academic integrity, student well-being, and responsible digital citizenship.

## Key Insights

- Technology integration continues to support engagement and future-ready learning opportunities.
- Continued focus on ethical technology use and digital citizenship remains important across divisions.
- Innovation initiatives support student creativity, critical thinking, and problem-solving skills.



## Overall Instructional Insights

Overall evidence supports CIS Abu Dhabi's continued focus on instructional coherence, collaborative inquiry, evidence-informed teaching practices, and responsive intervention systems. The school's ongoing investment in professional learning, vertical articulation, assessment alignment, and instructional leadership continues to strengthen consistency and student achievement across the K–12 program.

## Strategic Priorities for 2026-2029

Analysis of student achievement data, stakeholder feedback, teaching and learning evidence, wellness indicators, and assurance review processes identified several areas requiring continued strategic focus between 2026 and 2029. While CIS Abu Dhabi continues to demonstrate strong levels of student achievement, instructional quality, and community engagement, ongoing evidence also reinforces the importance of maintaining coherent instructional systems, responsive intervention practices, inclusive learning environments, and continuous improvement structures across the K–12 program.

Based on this evidence, CIS Abu Dhabi has identified three strategic priorities:

Strategic Priority	Focus Area
Strengthening Literacy Achievement Across All Divisions	Reading, writing, intervention, articulation, literacy across disciplines
Strengthening Mathematical Competency and Problem-Solving Skills	Conceptual understanding, reasoning, intervention, numeracy growth
Strengthening Student and Staff Well-being, Engagement, and Belonging	Inclusion, wellness, engagement, student voice, support systems

The following sections outline the outcomes, strategies, measures, and implementation structures associated with each strategic priority area.

# Pillar One: Literacy and Communication

## Strategic Rationale

Literacy remains foundational to student success across all subject areas and grade levels. Analysis of school-based evidence, provincial assessment trends, MAP Growth data, classroom assessment evidence, and stakeholder feedback continues to reinforce the importance of strong literacy instruction, responsive intervention systems, and coherent instructional practices across the K–12 program.

CIS Abu Dhabi remains committed to strengthening literacy achievement through evidence-informed instructional practices, vertical articulation, collaborative inquiry, and targeted intervention structures designed to support diverse learner needs and sustained academic growth.

The school recognizes that effective literacy development extends beyond foundational reading, and writing skills and includes:

- critical thinking.
- oral and written communication.
- disciplinary literacy.
- morphology-informed literacy instruction.
- academic vocabulary development.
- research and information evaluation skills.
- digital literacy.
- and responsible engagement with information and emerging technologies, and generative artificial intelligence tools.

CIS Abu Dhabi also recognizes the importance of strengthening teacher capacity in differentiated literacy instruction to support diverse learner needs across increasingly complex and multilingual learning environments.

Through ongoing instructional review, professional learning, assessment alignment, and collaborative planning processes, CIS Abu Dhabi will continue to strengthen consistency and coherence in literacy instruction across divisions and subject areas.

## Desired Outcomes

- Students demonstrate measurable growth in reading, writing, inferencing, communication, and disciplinary literacy skills across grade levels.

- Literacy achievement trends demonstrate continued improvement across provincial, internal, and classroom-based measures.
- Teachers consistently implement evidence-informed literacy instructional practices aligned with curriculum outcomes, assessment evidence, intervention data, and agreed-upon instructional expectations across divisions and subject areas.
- Intervention systems provide timely and responsive support for students requiring additional literacy development.
- Collaborative planning, moderation, and vertical articulation strengthen coherence and consistency in literacy instruction across the K–12 program.
- Students demonstrate increasingly sophisticated critical thinking, communication, research, and digital literacy skills.

## **Key Strategies**

### **Instructional Excellence**

- Strengthen evidence-informed literacy instruction across the whole school.
- Continue to support disciplinary literacy practices, morphology-informed literacy instruction, academic vocabulary development, comprehension strategies, and writing instruction across the curriculum.
- Enhance opportunities for critical thinking, communication, research, and literacy-rich learning experiences across grade levels.
- Strengthen reading comprehension, inferencing, written communication, and disciplinary literacy through consistent instructional practices aligned with curriculum outcomes and student learning evidence.
- Increase opportunities for student voice, learner reflection, goal setting, and metacognitive engagement within literacy instruction across divisions.

### **Intervention and Student Support**

- Continue implementation of targeted literacy intervention and progress monitoring systems.
- Maintain our early identification processes and responsive intervention practices for students requiring additional literacy support.
- Support differentiated instructional approaches that address diverse learner needs across divisions.
- Enrich intervention structures that support decoding, vocabulary development, comprehension, and written communication across grade levels.

- Support students in reflecting on literacy growth, intervention progress, and learning goals through ongoing feedback and progress-monitoring processes.
- Continue supporting differentiated instructional approaches that respond to the needs of students requiring intervention, enrichment, and additional academic challenge across the K–12 program.

### **Instructional Coherence and Alignment**

- Strengthen vertical articulation and common literacy expectations across the K–12 program.
- Continue collaborative moderation and assessment alignment processes across grade levels and subject areas.
- Tighten the alignment between curriculum outcomes, instructional practices, intervention structures, and assessment expectations.
- Consolidate existing literacy frameworks, genre expectations, and instructional practices into accessible K–12 progression tools that support instructional consistency, vertical articulation, and teacher clarity across divisions.

### **Professional Learning and Collaborative Inquiry**

- Continue professional learning focused on literacy instruction, intervention practices, assessment alignment, and student engagement.
- Support collaborative inquiry, instructional review, walkthrough processes, and evidence-informed reflection across divisions.
- Continue collaborative planning structures between intervention teams, instructional support staff, and classroom teachers to support instructional consistency, responsive intervention, and continuous improvement across divisions.
- Focus on building teacher capacity in differentiated literacy instruction through collaborative planning, push-in support models, instructional coaching, and evidence-informed professional learning practices.

### **Innovation and Digital Literacy**

- Enhance opportunities for digital literacy, media literacy, and responsible technology integration across subject areas.
- Support and develop ethical and effective use of emerging technologies, including artificial intelligence tools, to enhance learning and communication skills.

## Performance Indicators and Measures of Success

### Provincial

Measure	Continuous Improvement Indicator
Grade 6 ELA PAT Results	Maintain or improve acceptable standard achievement trends (currently 89.2%)
Grade 6 ELA PAT Results	Maintain or improve standard of excellence achievement trends (currently 13.3%)
Grade 9 ELA PAT Results	Maintain or improve acceptable standard achievement trends (currently 87.8%)
Grade 9 ELA PAT Results	Maintain or improve standard of excellence achievement trends (currently 21.1%)
ELA 30-1 Diploma Results – Acceptable Standard	Maintain strong diploma achievement trends while increasing consistency across cohorts and the Acceptable Standard performance (currently 100%)
ELA 30-1 Diploma Results – Standard of Excellence	Maintain strong diploma achievement trends while increasing consistency across cohorts and the Standard of Excellence performance (currently 37.5%)
ELA 30-2 Diploma Results – Acceptable Standard	Maintain strong diploma achievement trends while increasing consistency across cohorts and the Acceptable Standard performance (currently 100%)
ELA 30-1 Diploma Results – Standard of Excellence	Maintain strong diploma achievement trends while increasing consistency across cohorts and the Standard of Excellence performance (currently 33.3%)
ELA 30-1 – School Awarded Grades	Maintain or decrease the discrepancy between school-awarded marks and diploma examination results
ELA 30-2 – School Awarded Grades	Maintain or decrease the discrepancy between school-awarded marks and diploma examination results

**International**

<b>Measure</b>	<b>Continuous Improvement Indicator</b>
MAP Growth Reading Achievement	≥60% of students meet projected annual growth targets
External Benchmarking Measures	Maintain evidence of student growth relative to international norms
AP English Achievement (if applicable)	Maintain strong performance in AP literacy-related coursework and assessments
Programme for International Student Assessment (PISA)	Maintain above the international average and school target of 505
Progress in International Reading Literacy Study (PIRLS) – Grade 4	2027 Target of 583 – High International Benchmark
Arabic Benchmark Test (ABT)	Maintain and strengthen achievement

**Local/School-Based**

<b>Measure</b>	<b>Continuous Improvement Indicator</b>
Literacy Intervention Monitoring	Increased evidence of literacy growth among students receiving targeted intervention
Writing Moderation Evidence	Increased consistency in writing expectations and assessment alignment
Classroom Walkthrough Evidence	Increased evidence of evidence-informed literacy instruction across classrooms
Collaborative Inquiry Structures	All divisions participate in literacy-focused collaborative inquiry and moderation processes annually
Student Voice and Engagement Data	Increased evidence of student confidence and engagement in literacy-rich learning experiences

**Assurance and Inspection Evidence**

<b>Assurance Evidence</b>	<b>Continuous Improvement Focus</b>
ADEK inspection feedback related to literacy instruction	Continue strengthening instructional consistency and literacy integration across subject areas
Alberta monitoring recommendations	Maintain alignment between curriculum outcomes, assessment practices, and intervention systems
Internal instructional review findings	Strengthen vertical articulation and common literacy expectations across divisions

## Monitoring and Review

Progress toward literacy outcomes will be monitored through ongoing review of student achievement data, intervention evidence, collaborative instructional review processes, walkthrough evidence, moderation practices, and stakeholder feedback. School leadership teams will review literacy evidence, each term, to inform instructional planning, intervention supports, and continuous improvement efforts across divisions.





CIS Book Week 2026

# Pillar Two: Mathematical Competency and Problem-Solving Skills

## Strategic Rationale

Mathematical competency remains essential to student success across academic pathways, post-secondary readiness, and real-world problem solving. Analysis of PAT Mathematics results, diploma examination outcomes, MAP Growth data, classroom-based assessment evidence, and instructional review processes reinforces the importance of strengthening conceptual understanding, mathematical reasoning, problem-solving, and responsive intervention across the K–12 program.

CIS Abu Dhabi will continue to strengthen numeracy achievement through evidence-informed instructional practices, vertical articulation, collaborative inquiry, and targeted intervention structures. The focus for 2026–2029 is to move beyond curriculum implementation toward deeper instructional coherence, consistent assessment expectations, and stronger application of mathematical thinking across divisions.

Effective numeracy development requires students to understand mathematical concepts, communicate their reasoning, apply strategies flexibly, and solve problems in unfamiliar contexts. Through ongoing professional learning, moderation, assessment alignment, and collaborative planning, CIS Abu Dhabi will continue to strengthen consistency and coherence in mathematics instruction across grade levels and subject areas.

## Desired Outcomes

- Students demonstrate measurable growth in mathematical understanding, reasoning, fluency, and problem-solving across grade levels.
- Numeracy achievement trends demonstrate continued improvement across provincial, international, and school-based measures.
- Teachers implement evidence-informed mathematics instructional practices consistently across divisions.
- Intervention systems provide timely and responsive support for students requiring additional numeracy development.
- Collaborative planning, moderation, and vertical articulation strengthen coherence and consistency in mathematics instruction across the K–12 program.
- Students demonstrate increased confidence, resilience, communication, and flexibility when solving mathematical problems.

## Key Strategies

### Instructional Excellence

- Strengthen evidence-informed mathematics instruction across all divisions.
- Emphasize conceptual understanding, mathematical reasoning, procedural fluency, and problem-solving.
- Increase opportunities for students to explain, justify, model, and apply mathematical thinking in real-world contexts.
- Support classroom environments where students explain mathematical thinking, engage in productive struggle, justify solutions, and communicate reasoning using multiple representations.
- Strengthen learning environments where students experience productive struggle, mathematical discourse, multiple solution pathways, and appropriate levels of challenge aligned with individual learning needs.

### Intervention and Student Support

- Strengthen numeracy intervention and progress monitoring systems.
- Use MAP Growth, PAT, diploma, classroom assessment, and formative assessment evidence to identify students requiring targeted support.
- Support differentiated instruction for students requiring intervention, extension, or enrichment.

### Instructional Coherence and Alignment

- Strengthen vertical articulation and common numeracy expectations across the K–12 program.
- Develop consistent mathematical language, models, and problem-solving expectations across divisions.
- Continue collaborative moderation and assessment alignment processes across grade levels and subject areas.

### Professional Learning and Collaborative Inquiry

- Continue professional learning focused on mathematics instruction, intervention practices, assessment alignment, and student engagement.
- Support collaborative inquiry, walkthrough processes, and evidence-informed instructional review across divisions.
- Strengthen teacher capacity to use data to adjust instruction and monitor student progress.

## Innovation and Applied Numeracy

- Strengthen opportunities for students to apply numeracy skills through STEM, inquiry, design thinking, financial literacy, data literacy, and real-world problem solving.
- Support responsible technology integration to enhance mathematical modelling, visualization, and problem-solving.

## Performance Indicators and Measures of Success

### Provincial

Measure of Success	2026–2029 Continuous Improvement Indicator
Grade 6 Mathematics PAT Results – Acceptable Standard	Maintain or improve Acceptable Standard achievement trends across Grade 6 Mathematics PAT assessments (currently 79.5%)
Grade 6 Mathematics PAT Results – Standard of Excellence	Maintain or improve Standard of Excellence achievement trends across Grade 6 Mathematics PAT assessments (currently 27.7%)
Grade 9 Mathematics PAT Results – Acceptable Standard	Maintain or improve Acceptable Standard achievement trends across Grade 9 Mathematics PAT assessments (currently 87.8%)
Grade 9 Mathematics PAT Results – Standard of Excellence	Maintain or improve Standard of Excellence achievement trends across Grade 9 Mathematics PAT assessments (currently 21.1%)
Mathematics 30-1 Diploma Results – Acceptable Standard	Maintain strong diploma achievement trends while increasing consistency across cohorts and acceptable standards of performance (currently 98.1%)
Mathematics 30-1 Diploma Results – Standard of Excellence	Maintain strong diploma achievement trends while increasing consistency across cohorts and standards of excellence performance (currently 50%)
Mathematics 30-2 Diploma Results – Acceptable Standard	Maintain strong diploma achievement trends while increasing consistency across cohorts on Acceptable Standards performance (currently 92.0%)
Mathematics 30-2 Diploma Results – Standard of Excellence	Maintain strong diploma achievement trends while increasing consistency across cohorts on standards of excellence performance (currently 16.0%)
Math 30-1 – School Awarded Grades	Maintain or decrease the discrepancy between school-awarded marks and diploma examination results
Math 30-2 – School Awarded Grades	Maintain or decrease the discrepancy between school-awarded marks and diploma examination results

### International

Measure of Success	2026–2029 Continuous Improvement Indicator
The Trends in International Mathematics and Science Study (TIMSS)	Grade 4 Math – Target 539 (2023 was 497) Grade 4 Science – Target 544 (2023 was 510) Grade 8 Math – 549 (2023 was 529) Grade 8 Science – 551 (2023 was 534)
MAP Growth Mathematics Data	Increase the number of students in Grades 3–10 meeting the projected annual growth targets in mathematics

**Local**

Measure of Success	2026–2029 Continuous Improvement Indicator
Numeracy Intervention Monitoring	Increased evidence of numeracy growth among students receiving targeted intervention support (currently 61% are above or at the 61 <sup>st</sup> percentile in Mathematics)
Classroom Assessment and Moderation Evidence	Increased consistency in mathematics expectations, assessment alignment, and moderation practices across divisions
Walkthrough and Instructional Review Evidence	Increased evidence of conceptual understanding, mathematical reasoning, problem-solving, and student discourse across classrooms
Collaborative Inquiry and Professional Learning Evidence	All divisions participate in numeracy-focused collaborative inquiry, moderation, and instructional review processes annually
Student Voice and Engagement Data	Increased evidence of student confidence, perseverance, and engagement in mathematical problem-solving

**Inspection Feedback Integration**

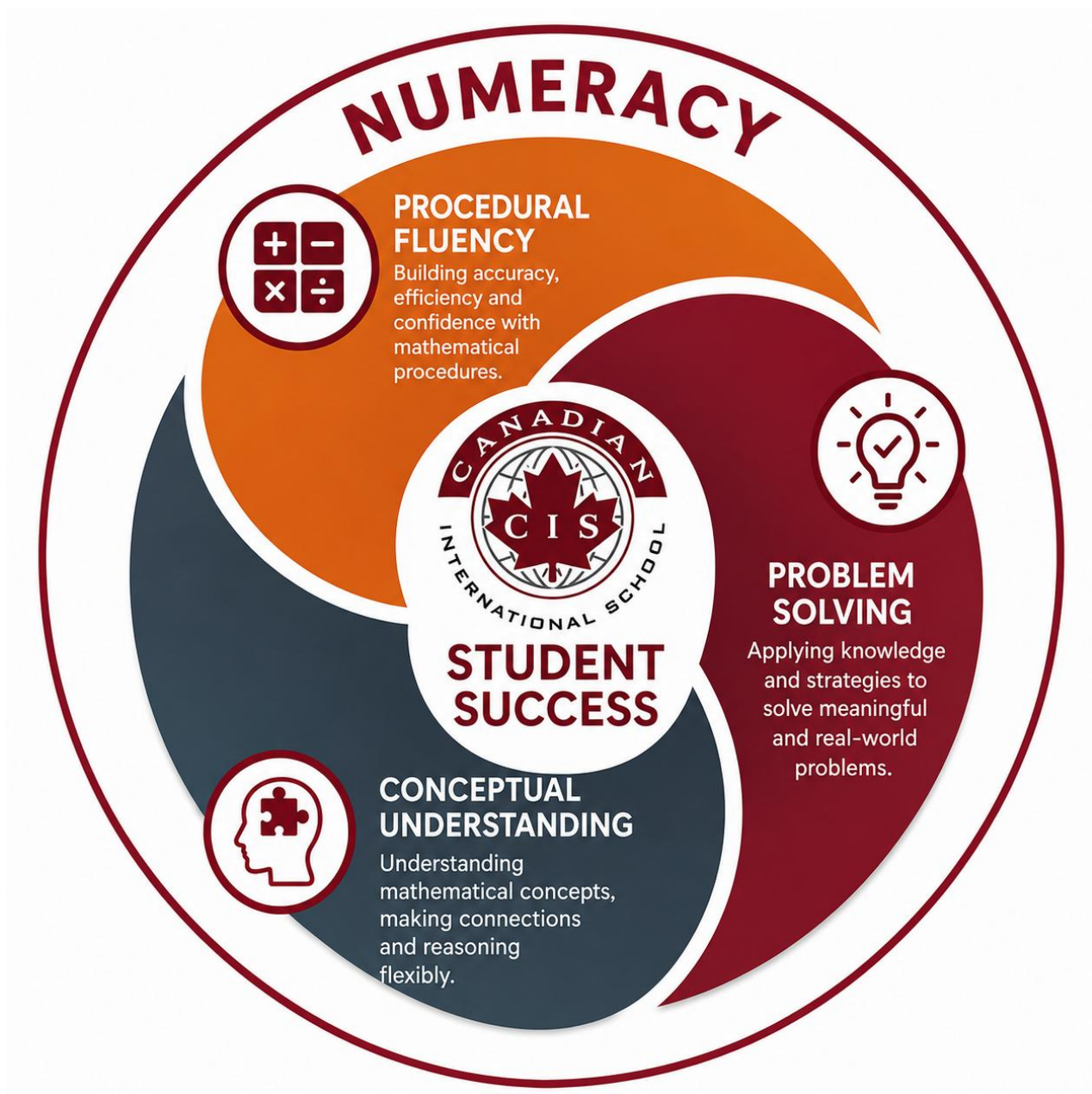
ADEK and Alberta Education feedback continue to reinforce the importance of high-quality mathematics instruction, differentiated support, and clear alignment between curriculum outcomes, assessment practices, and classroom instruction. CIS Abu Dhabi will continue to use assurance evidence, inspection feedback, instructional review processes, and student achievement data to strengthen mathematical reasoning, intervention systems, and consistency across divisions.

This feedback supports the school's continued focus on:

- conceptual understanding and mathematical reasoning.
- differentiated instruction and responsive intervention.
- assessment alignment and moderation.
- vertical articulation across divisions.
- and consistent expectations for mathematical communication and problem-solving.

**Monitoring and Review**

Progress toward numeracy outcomes will be monitored through ongoing review of PAT Mathematics results, diploma examination outcomes, MAP Growth Mathematics data, classroom assessment evidence, intervention monitoring, walkthrough evidence, moderation practices, and stakeholder feedback. School leadership teams will regularly review numeracy evidence to inform instructional planning, intervention supports, professional learning priorities, and continuous improvement efforts across division





Science Experiments 2026

# Pillar Three: Student and Staff Well-being, Engagement, and Belonging

## Strategic Rationale

Student and staff well-being remain foundational to student learning, engagement, belonging, and long-term success. Analysis of wellness survey data, attendance trends, behavioural indicators, stakeholder feedback, and school-based support evidence reinforces the importance of maintaining safe, inclusive, and supportive learning environments across all divisions.

CIS Abu Dhabi remains committed to strengthening student and staff well-being through inclusive practices, responsive intervention systems, student voice, collaborative support structures, and evidence-informed approaches to emotional, social, and academic well-being.

The school recognizes that positive relationships, proactive support systems, inclusive learning environments, and meaningful engagement opportunities contribute significantly to student achievement, resilience, and school connectedness.

Through ongoing collaboration between divisional leadership teams, counsellors, Student Services personnel, classroom teachers, families, and students, CIS Abu Dhabi will continue to strengthen systems that support belonging, emotional safety, engagement, and positive school culture across the K–12 program.

## Desired Outcomes

- Students and staff experience safe, inclusive, and supportive learning environments.
- Students demonstrate increased engagement, belonging, resilience, and positive school connectedness.
- Student support systems provide timely and responsive academic, emotional, behavioural, and social support.
- Inclusive practices support meaningful participation and access to learning for all students.
- Student voice and leadership opportunities contribute positively to school culture and engagement.
- Staff wellness structures support positive professional culture, collaboration, and well-being across divisions.

## Key Strategies

### School-Wide Well-being and Inclusion

CIS Abu Dhabi will continue strengthening school-wide practices that promote safe, inclusive, and supportive learning environments across all divisions. Over the next three years, the school will continue embedding social-emotional learning, emotional regulation strategies, mental health awareness, and restorative approaches within both classroom practice and broader school culture. Attention will also be given to fostering inclusive learning environments where students experience a strong sense of belonging, positive relationships, respectful communication, and meaningful participation in school life. As student needs continue to evolve, the school will also refine proactive approaches that support resilience, emotional safety, digital citizenship, and healthy peer relationships across the K–12 community.

### Responsive Student Support

- Strengthen responsive intervention systems that support academic, behavioural, emotional, and social well-being.
- Continue refining referral, progress monitoring, and collaborative review processes involving counsellors, instructional support staff, divisional leadership teams, and classroom teachers.
- Enhance early identification and intervention practices for students requiring additional academic or well-being support through regular classroom-based SEL lessons.
- Continue strengthening collaboration between Student Services teams and classroom teachers to support instructional consistency, intervention planning, and student success.
- Use school-based evidence, wellness survey data, attendance patterns, and stakeholder feedback to inform responsive support planning and intervention practices.

### Student Engagement and Leadership

- Expand opportunities for student voice, learner reflection, leadership, and meaningful participation across divisions.
- Continue strengthening leadership opportunities through student councils, ambassador programs, peer support initiatives, athletics, arts, innovation activities, and service-learning experiences.
- Strengthen opportunities for student agency, goal setting, and reflection within academic and co-curricular learning experiences.
- Continue promoting engagement through athletics, clubs, wellness initiatives, cultural events, and inclusive school-wide activities that strengthen belonging and school connectedness.
- Include student representatives within school wellness and engagement structures to strengthen student voice, learner agency, and collaborative school improvement practices.

## Staff Wellness and Professional Support

- Continue strengthening staff well-being structures that support collaboration, professional growth, psychological safety, and positive workplace culture.
- Support professional learning related to social-emotional learning, inclusive practices, trauma-informed instruction, restorative approaches, and student mental health support.
- Strengthen collaborative wellness practices and staff engagement opportunities across divisions.
- Continue reviewing school structures and practices that support staff well-being, communication, collaboration, and sustainable professional practice.

## Family and Community Engagement

Meaningful partnerships between schools, families, and the wider community continue to play an important role in supporting student learning and well-being. Over the next three years, CIS Abu Dhabi will continue strengthening communication and collaboration with families while providing opportunities for parent engagement and learning related to student wellness, emotional well-being, digital citizenship, and adolescent development. The school will also continue working collaboratively with external agencies and community partners, when appropriate, to support inclusive practices, student well-being, and responsive intervention across the school community.

## Performance Indicators and Measures of Success

### Provincial

Measure	2026–2029 Continuous Improvement Indicator
Alberta Education Assurance Measures (AEAMs) – Student Learning Engagement	Maintain or improve positive student responses related to engagement (currently 87.6)
AEAMs – Citizenship	Maintain or increase perception data around citizenship on the assurance survey (currently 89.1)
AEAMs - Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	Maintain or improve positive stakeholder perceptions of safe and inclusive learning environments (currently 91.0)
AEAMs - Access to Supports and Services	Maintain or improve positive stakeholder perceptions regarding access to student support systems (currently 92.4)

Measure	2026–2029 Continuous Improvement Indicator
AEAMs - Parental Involvement	Maintain or improve parental involvement indicator on the assurance survey (currently 88.8)

### International Indicators

Measure	2026–2029 Continuous Improvement Indicator
TIMSS Contextual and Engagement Data	Maintain evidence of positive student engagement, belonging, and school connectedness relative to international benchmarks
International Student Engagement Indicators	Maintain evidence of positive participation and engagement across academic and co-curricular experiences
Student Leadership and Global Citizenship Opportunities	Increase opportunities for student leadership, service learning, and global engagement experiences across divisions

### Local/School-Based Indicators

Measure	2026–2029 Continuous Improvement Indicator
Student Well-being Survey Data	Maintain or improve positive student perceptions related to belonging, emotional safety, and school connectedness
Staff Wellness Survey Data	Maintain or improve positive staff perceptions related to well-being, collaboration, and workplace culture
Attendance Trends	Maintain strong student attendance patterns ( $\geq 95\%$ ) while strengthening early intervention systems for identified concerns
Attendance Trends	Monitor and report on Employee absence rates
Behaviour and Referral Data	Increased evidence of proactive and restorative support practices across divisions
Student Leadership and Co-Curricular Participation	Increased student participation in leadership, athletics, arts, service-learning, and co-curricular opportunities
Student Voice and Engagement Evidence	Increased evidence of student reflection, voice, engagement, and learner agency across divisions
Documented Learning Plan (DLP) and Student Support Monitoring	Increased evidence of responsive intervention and collaborative student support planning
Counselling and Wellness Support Evidence	Continued evidence of accessible and responsive student support systems across divisions

Measure	2026–2029 Continuous Improvement Indicator
Professional Development (Learning) staff survey	Professional learning data regarding impact on professional growth

### Assurance and Inspection Evidence

Assurance Evidence	Continuous Improvement Focus
ADEK feedback related to student well-being and inclusion	Continue strengthening proactive support systems, inclusion practices, and student well-being structures
Alberta monitoring recommendations	Maintain alignment between intervention systems, student support practices, and evidence-informed planning
Internal wellness and support review processes	Strengthen consistency in well-being practices, intervention planning, and collaborative support systems across divisions





These priorities are closely connected.

Students are most successful when strong teaching, timely intervention, and meaningful support for well-being work together in a consistent and connected way throughout the school experience.

## 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 2026–2029 Education and School Development Plan has been developed in collaboration 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:

Assessment Name	Link
Arabic Benchmark Test (ABT)	<a href="http://abt-assessments.com">abt-assessments.com</a>
Trends in International Mathematics and Science Study (TIMSS)	<a href="http://timssandpirls.bc.edu/timss-landing.html">timssandpirls.bc.edu/timss-landing.html</a>
Measures of Academic Progress	<a href="http://nwea.org">nwea.org</a>
Progress in International Reading Literacy Study	<a href="https://www.iea.nl/studies/iea/pirls/2026">https://www.iea.nl/studies/iea/pirls/2026</a>
Programme for International Student Assessment (PISA)	<a href="https://www.oecd.org/en/about/programmes/pisa.html">https://www.oecd.org/en/about/programmes/pisa.html</a>
Provincial Achievement Tests (PAT) – Alberta Education	<a href="http://alberta.ca/provincial-achievement-tests.aspx">alberta.ca/provincial-achievement-tests.aspx</a>
Diploma Exams – Alberta Education	<a href="http://alberta.ca/diploma-exams.aspx">alberta.ca/diploma-exams.aspx</a>

### 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 updates on the implementation and progress of this plan will be provided to the Parent Council in September, January, and April each school year.

Taken together, the feedback and review processes reinforced the importance of maintaining a focused approach to school improvement centered on instructional consistency, student well-being, collaborative professional practice, and responsive support for students across the K–12 program.

# Ministry of Education (MoE) Addendum

## Goal

By June 2027, 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)

- Continue to improve Qur'an recitation with Tajweed across phases.
- Continue to deepen student understanding of Seerah (Prophet's biography) in Islamic Studies.
- Continue to strengthen surah and hadith interpretation, particularly in upper grades.
- Continue to provide greater academic challenge to high-achieving students in Islamic Studies and UAE Social Studies.
- Continue to enhance extended Arabic writing in Grades 4–12 (First Language).
- Continue to develop literary analysis skills in senior high Arabic (First Language).
- Continue to build foundational reading and writing in lower elementary (Arabic First Language)
- Continue to improve sentence structure and fluency in Arabic as a Second Language across all phases.
- Continue to develop descriptive writing and oral fluency in Arabic Second Language (especially Grades 1–6).
- Continue to improve reading fluency in junior high Arabic Second Language.
- Accurately align daily lesson outcomes with assessment standards in all MoE subjects.
- Continue to improve map reading skills and geographic literacy in UAE Social Studies (elementary).
- Continue to build research, debate, and presentation skills linked to UAE history in junior high.
- Continue to expand all students' knowledge of UAE history, heritage, and global role.
- Continue to increase technology integration in Arabic instruction across all phases.
- Continue enhancing Guided Reading practices through collaboration with other departments, including peer observations and visits to Guided Reading classes, to support differentiated reading development across phases.
- Strengthen Teaching Buddy practices to enhance peer learning, collaboration, and instructional support among students.

## Key Strategies

The following strategies and measures respond directly to the priorities identified through ADEK review processes and ongoing internal monitoring of Arabic, Islamic Studies, UAE Social Studies, and Moral Education programming.

## 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.
- Continue to strengthen the existing Formal Arabic Literacy Support Team to better differentiate instruction and enhance students' 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.
- Continue to broaden students' access to both 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.

### Performance Indicators and 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 2026	Schoolwide MoE data review; Tajweed & Hadith Competitions begin
September 2026	Monthly Student Services collaboration meetings begin
November 2026	ABT administration (Term 1); UAE Social Studies assessments
February 2027	Arabic Reading Week across school; midyear MoE data review
April & June 2027	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

### 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.

## Conclusion

The 2026–2029 Education Plan reflects CIS Abu Dhabi’s continued commitment to strengthening student learning, well-being, and instructional excellence across the K–12 program. Through ongoing collaboration, reflective practice, and a shared commitment to continuous improvement, the school will continue working to ensure students are supported, challenged, and prepared for future success within an increasingly complex and interconnected world. As the school community continues learning and growing together, the priorities outlined within this plan will serve as a foundation for ongoing reflection, alignment, and meaningful improvement over time.