



## School Development Plan 2025-2026

School profile													
Curriculum 1:	Philippine MATATAG Curriculum (Enhanced Basic Education K to 12 Curriculum)						Grade/ Year Levels		Kindergarten to Grade 12				
Curriculum 2:	N/A						Grade/ Year Levels						
Language of Instruction in Math & Science							English						
Total number of students by Gender				Phase 1 (KG)		Phase 2 (G1-G6)		Phase 3 (G7-G10)		Phase 4 (G11-G12)	Total		
Name of School		The Philippine School Abu Dhabi		# Girls	# Boys	# Girls	# Boys	# Girls	# Boys	# Girls	# Boys	# Students	
				12	6	94	66	108	106	86	109	587	
Total Number of Emiratis				0	0	0	0	0	0	0	0	0	
eSIS Number	9252		Total number and % of SoD and GT students		Number of Students of Determination		% of Students of Determination		Number of Gifted & Talented Students		% of Gifted and Talented Students	% of English Language Learners	
School Vision/Mission/Purpose Statement			Irtiq'a Inspection		21		3.58%		83		14.14%	100%	
The Philippine School is a learning institution with a mission to provide an affordable education while developing and nurturing the whole child in a God-centered environment. It envisions to become the leader in academic excellence and values formation through respect, self-discipline, nationalism and tolerance.					Irtiq'a inspection Rating		Year/Term/Round		National Identity Inspection Rating		Year/Term		2024-2025 Compliance Rating
					Acceptable		April 2025		Acceptable		2025 – 2026		Partially Compliant
Accreditation/ Affiliation				Agency(s)		Department of Education (DepEd) Philippines					Date confirmed		
											May 31, 2024		

**JESUS S. OSTOS JR**  
 Principal

**LETICIA M. MANIAUL**  
 Managing Director



**CHESTER ZAPARITA**  
 President- School Governing Council

**Anna Casil**  
 President- Parent-Teacher Council

## Data Analysis to inform Target Setting

### International Assessment Attainment SMART Goals

Target(s)	PIRLS		PISA		TIMSS Grade 4		TIMSS Grade 8 (2023)		Interim Critical Thinking Assessment (s): (e.g. CAT4)
	Current	Target (2026)	Current (2022)	Target (2025)	Current (2023)	Target (2027)	Current (2023)	Target (2027)	Other tools to use include released test items from PISA/TIMSS for Term exams:
<b>Mathematics:</b>	-	-	480	511	502	539	494	529	<b>GL-CAT4</b>
<b>Science:</b>	-	-	499	519	529	553	540	551	
<b>Reading:</b>	-	577	482	501	-	-	-	-	

### Standardized Benchmark and Summative Assessment SMART Goals

Target(s)	External Assessment Results 24-25	Goals for 2025/26	Current Results	Remarks	Internal Assessment Results 24-25	Goals for 2025/26	Current Results	Remarks	Priority SMART Goals/Targets for 2025-2026
<b>Math: (Overall, 50%)</b>	<b>ACER-IBT 2024 Results:</b> Grade 3: 37% Grade 4: 43% Grade 5: 30% Grade 6: 38% Grade 7: 52% Grade 8: 55% Grade 9: 63%  Overall: 49%	<b>ACER-IBT 2025 Target:</b> Grade 4: 50% Grade 5: 50% Grade 6: 50% Grade 7: 50% Grade 8: 50% Grade 9: 50% Grade 10: 50%  Overall: 50%	<b>ACER-IBT 2025 Results:</b> Grade 3: 81% Grade 4: 95% Grade 5: 63% Grade 6: 43% Grade 7: 43% Grade 8: 57% Grade 9: 25% Grade 10: 29%  Overall: 47.6%	A A A PA PA A NA NA  AA	<b>Quarter 4 Exam Result:</b> Grade 1: 100% Grade 2: 100% Grade 3: 95% Grade 4: 86% Grade 5: 100% Grade 6: 80% Grade 7: 96% Grade 8: 64% Grade 9: 92%	<b>Quarter 1 Exam Target:</b> Grade 2: 75% Grade 3: 75% Grade 4: 75% Grade 5: 75% Grade 6: 75% Grade 7: 75% Grade 8: 75% Grade 9: 75% Grade 10: 75%	<b>Quarter 1 Exam Results:</b> Grade 2: 62% Grade 3: 82% Grade 4: 75% Grade 5: 59% Grade 6: 67% Grade 7: 53% Grade 8: 63% Grade 9: 66% Grade 10: 67%	PA A A PA PA PA PA PA PA	Increase the percentage of students across all levels scoring 64% on the Quarter 4 Math Exam to 75% or higher, as measured by the Quarter 1 to 4 Math Exam, within the Academic Year 2025-2026. <i>(The School Internal Assessment Results from Quarter 4 of SY 2024-2025 show a strong achievement baseline across most grade levels, with several grades performing well above 75%, which informed the consistent 75% performance targets set for SY 2025-2026. When compared to the current Quarter 1 results for SY 2025-2026, performance ranges from 53% to 82%, indicating an expected adjustment period at the start of the academic year while also showing encouraging retention of learning in grades that remained close to or exceeded targets, particularly Grades 3 and 9. Although some grade levels currently fall below both the previous year's outcomes and the 75% goal, the data demonstrates clear potential to increase the percentage of students scoring 64% or higher toward the Quarter 4 target of 75% or above through continuous monitoring and targeted instructional support. From a progression standpoint, the relatively stable performance in several grades suggests partial retention of mathematical competencies as students transition to higher grade levels, providing a solid foundation for improvement in subsequent quarters. Contextually, the data compares Quarter 4 SY 2024-2025 results and Quarter 1 SY 2025-2026 results against ADEK benchmarks, where 50% represents Good, 61% represents Very Good, and 75% represents Outstanding performance thresholds; most grades remain above the average standard Good</i>
					<b>Please note:</b> A – achieved AA – almost Achieved PA – partially Achieved NA – Not Achieved NC – No changed	<b>Quarter 2 Exam Target:</b> Grade 2: 75% Grade 3: 75% Grade 4: 75% Grade 5: 75% Grade 6: 75% Grade 7: 75% Grade 8: 75% Grade 9: 75% Grade 10: 75%	<b>Quarter 2 Exam Results:</b> Grade 2: Grade 3: Grade 4: Grade 5: Grade 6: Grade 7: Grade 8: Grade 9: Grade 10:		

							<p>benchmark, reflecting a positive starting point. Overall, the comparison highlights strong historical performance, realistic improvement targets, and early indicators of progress, positioning the school to strengthen achievement levels and steadily move more students toward meeting or exceeding the 75% benchmark by Quarter 4.)</p> <p>Increase the percentage of students across all levels scoring at the norm average or better in Mathematics from 30% to 50%, as measured by the 2025 ACER-IBT, on or before February 27, 2026. (The ACER-IBT Mathematics results indicate a generally positive progression in student learning when comparing the 2024 results, the 2025 targets, and the current 2025 performance, particularly when viewed through cohort progression. Learners who scored 37% in Grade 3 in 2024 showed strong retention and growth as they moved to Grade 4 in 2025, achieving 81%, well above the 50% target. Similar positive trends are evident in other cohorts, such as Grade 4 in 2024 (43%) improving to Grade 5 in 2025 (95%), and Grade 5 in 2024 (30%) progressing to Grade 6 in 2025 (63%), indicating effective retention of learning across grade levels. While some cohorts, particularly those now in Grades 9 and 10, remain below the 50% benchmark, the overall results reflect meaningful improvement and sustained learning gains compared to the previous year. Overall, the data suggests that instructional strategies are impacting student performance, supporting the school's goal of increasing the percentage of students scoring at the norm average or better in Mathematics from 30% toward the 50% target.)</p> <p><b>Increase</b> the percentage of students who are at the 50<sup>th</sup> percentile and above in <b>Mathematics</b> from 49% to 50% as measured by the <b>2025 ACER-IBT</b> on/before <b>27 February 2026</b>. (The Priority SMART Goal for Mathematics in SY 2025–2026 aims to increase student performance at or above the 50th percentile from the 2024 baseline of 49% to the ADEK “Good” benchmark of 50% as measured by the 2025 ACER-IBT. However, the current overall result of 47.6% falls below both the baseline and the target, placing the school at the <b>“ACCEPTABLE”</b> benchmark. Overall, while the goal is clear and attainable, the present performance indicates that the target has not yet been achieved and requires strengthened instructional strategies and focused interventions to reach the minimum acceptable level and</p>
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									progress toward higher ADEK performance standards.)
Science: (Overall, 50%)	<u>ACER-IBT 2024 Results:</u> Grade 3: 26% Grade 4: 27% Grade 5: 73% Grade 6: 44% Grade 7: 44% Grade 8: 39% Grade 9: 37%  Overall: 43%	<u>ACER-IBT 2025 Target:</u> Grade 4: 50% Grade 5: 50% Grade 6: 50% Grade 7: 50% Grade 8: 50% Grade 9: 50% Grade 10: 50%  Overall: 50%	<u>ACER-IBT 2025 Results:</u> Grade 3: 76% Grade 4: 85% Grade 5: 85% Grade 6: 90% Grade 7: 96% Grade 8: 75% Grade 9: 65% Grade 10: 71%  Overall: 79.6%	A A A A A A A A A	<u>Quarter 4 Exam Result:</u> Grade 1: 97% Grade 2: 100% Grade 3: 95% Grade 4: 86% Grade 5: 100% Grade 6: 80% Grade 7: 100% Grade 8: 64% Grade 9: 92%  <u>Please note:</u> A – achieved AA – Almost Achieved PA – partially Achieved NA – Not Achieved NC – No changed	<u>Quarter 1 Exam Target:</u> Grade 2: 75% Grade 3: 75% Grade 4: 75% Grade 5: 75% Grade 6: 75% Grade 7: 75% Grade 8: 75% Grade 9: 75% Grade 10: 75%  <u>Quarter 2 Exam Target:</u> Grade 2: 75% Grade 3: 75% Grade 4: 75% Grade 5: 75% Grade 6: 75% Grade 7: 75% Grade 8: 75% Grade 9: 75% Grade 10: 75%	<u>Quarter 1 Exam Results:</u> Grade 2: 55% Grade 3: 91% Grade 4: 100% Grade 5: 79% Grade 6: 97% Grade 7: 58% Grade 8: 85% Grade 9: 100% Grade 10: 96%  <u>Quarter 2 Exam Results:</u> Grade 2: Grade 3: Grade 4: Grade 5: Grade 6: Grade 7: Grade 8: Grade 9: Grade 10:	PA A A A A PA A A A	<p>Increase the percentage of students across all levels scoring 64% on the Quarter 4 Science Exam to 75% or higher, as measured by the Quarter 1 to 4 Science Exam, within the Academic Year 2025-2026. <i>(The School Internal Assessment Results from Quarter 4 of SY 2024–2025 demonstrate a strong achievement baseline in Science, with most grade levels performing well above 64% and several grades reaching very high outcomes (e.g., Grades 2, 5, and 7 at 100%, and Grades 1 and 9 above 90%), which supports the established SY 2025–2026 target of 75% across grade levels. When compared to the Quarter 1 results for SY 2025–2026, current performance ranges from 55% to 100%, indicating a positive start to the academic year, with Grades 3, 4, 8, 9, and 10 meeting or exceeding the 75% target and demonstrating strong retention of learning as students progressed to the next grade level. Although some grades are still transitioning and performing below the target, most remain above the 50% ADEK benchmark for Good and several exceed the 61% Very Good and 75% Outstanding performance benchmarks, reflecting a solid foundation for continued growth. The comparison between previous high performance and current results suggests promising retention of scientific knowledge and skills, especially in grades maintaining results near or above previous benchmarks. The goal of increasing the percentage of students scoring 64% or higher to at least 75% by Quarter 4 remains attainable, as early indicators show multiple grade levels already achieving or surpassing expectations. Overall, the data presents a positive trajectory, highlighting strong historical performance, encouraging early-year results, and clear opportunities for targeted instructional strategies that will further strengthen student achievement across all grade levels throughout the school year.)</i></p> <p>Increase the percentage of students across all levels scoring at the norm average or better in Science from 26% to 50%, as measured by the 2025 ACER-IBT, on or before February 27, 2026. <i>(The ACER-IBT results indicate a significant and positive progression in student performance from 2024 to 2025, surpassing the institutional target of increasing the percentage of students achieving norm average or above from</i></p>

								<p>26% to 50%. Overall performance improved markedly from 43% in 2024 to 79.6% in 2025, clearly exceeding the set goal and demonstrating the effectiveness of instructional interventions and curriculum alignment. When comparing cohort progression, Grade 3 in 2024 (26%) showed substantial improvement as the same group moved to Grade 4 in 2025, achieving 85%, which suggests strong retention of learning and successful reinforcement of foundational science skills. Similarly, Grade 4 students in 2024 (27%) progressed to Grade 5 in 2025 and significantly increased their performance to 85%, while Grade 5 students in 2024 (73%) advanced to Grade 6 in 2025 and further improved to 90%, reflecting sustained academic growth. The trend continues across levels, with Grade 6 (34%) progressing to Grade 7 (96%), Grade 7 (44%) progressing to Grade 8 (75%), and Grade 8 (39%) progressing to Grade 9 (65%), all demonstrating consistent improvement and evidence of knowledge retention as students advance through grade levels. Overall, the results reflect strong vertical alignment of science instruction, effective learning continuity, and successful attainment of performance targets across grade levels.)</p> <p><b>Increase</b> the percentage of students who are at the 50<sup>th</sup> percentile and above in <b>science</b> from <b>43% to 50%</b> as measured by the <b>2025 ACER-IBT</b> on/before <b>27 February 2026</b>. (The Priority SMART Goal for Science in SY 2025–2026 aims to increase the percentage of students performing at or above the 50th percentile from the 2024 baseline of 43% to the ADEK “Good” benchmark of 50% as measured by the 2025 ACER-IBT. The current overall result of 79.6% significantly exceeds both the target and the minimum acceptable benchmark, placing the school within the ADEK <b>“OUTSTANDING”</b> performance level. This indicates that the Science goal has been fully achieved and surpassed, reflecting strong instructional effectiveness and sustained improvement beyond the expected standard.)</p>	
<b>English: (Overall 50%)</b>	<p><b><u>ACER-IBT 2024 Results:</u></b> Grade 3: 37% Grade 4: 37% Grade 5: 40% Grade 6: 33% Grade 7: 63% Grade 8: 43% Grade 9: 43%</p> <p>Overall: 47%</p>	<p><b><u>ACER-IBT 2025 Target:</u></b> Grade 4: 50% Grade 5: 50% Grade 6: 50% Grade 7: 50% Grade 8: 50% Grade 9: 50% Grade 10: 50%</p> <p>Overall: 50%</p>	<p><b><u>ACER-IBT 2025 Results:</u></b> Grade 3: 62% Grade 4: 40% Grade 5: 63% Grade 6: 47% Grade 7: 64% Grade 8: 78% Grade 9: 37% Grade 10: 47%</p>	<p><b>A</b> <b>PA</b> <b>A</b> <b>AA</b> <b>A</b> <b>A</b> <b>NA</b> <b>AA</b></p>	<p><b><u>Quarter 4 Exam Result:</u></b> Grade 1: 83% Grade 2: 100% Grade 3: 70% Grade 4: 48% Grade 5: 100% Grade 6: 98% Grade 7: 86% Grade 8: 82% Grade 9: 67%</p>	<p><b><u>Quarter 1 Exam Target:</u></b> Grade 2: 75% Grade 3: 75% Grade 4: 75% Grade 5: 75% Grade 6: 75% Grade 7: 75% Grade 8: 75% Grade 9: 75% Grade 10: 75%</p>	<p><b><u>Quarter 1 Exam Results:</u></b> Grade 2: 86% Grade 3: 82% Grade 4: 15% Grade 5: 86% Grade 6: 73% Grade 7: 82% Grade 8: 56% Grade 9: 70% Grade 10: 96%</p>	<p><b>A</b> <b>A</b> <b>NA</b> <b>A</b> <b>AA</b> <b>A</b> <b>PA</b> <b>AA</b> <b>A</b></p>	<p>Increase the percentage of students across all levels scoring 48% on the Quarter 4 English Exam to 75% or higher, as measured by the Quarter 1 to 4 English Exam, within the Academic Year 2025-2026. (The School Internal Assessment Results from Quarter 4 of SY 2024–2025 in English show varied performance across grade levels, with several strong outcomes (e.g., Grades 2 and 5 at 100% and Grade 6 at 98%), while some grades such as Grade 4 recorded lower results at 48%, establishing the need for the SY 2025–2026 target of 75% across</p>

			Overall: 55.7%	A	<p><b>Please note:</b></p> <p>A – achieved  AA – Almost Achieved  PA – partially Achieved  NA – Not Achieved  NC – No changed</p>	<p><b>Quarter 2 Exam Target:</b></p> <p>Grade 2: 75%  Grade 3: 75%  Grade 4: 75%  Grade 5: 75%  Grade 6: 75%  Grade 7: 75%  Grade 8: 75%  Grade 9: 75%  Grade 10: 75%</p>	<p><b>Quarter 2 Exam Results:</b></p> <p>Grade 2:  Grade 3:  Grade 4:  Grade 5:  Grade 6:  Grade 7:  Grade 8:  Grade 9:  Grade 10:</p>	<p><i>all grades. When compared with the Quarter 1 results of SY 2025–2026, current performance ranges from 15% to 96%, with multiple grades including Grades 2, 3, 5, 7, 8, and 10 already meeting or exceeding the 75% target, indicating encouraging retention of learning and continuity of skills as students transitioned between grade levels. Although some grades remain below the target, most results are close to or above the 50% ADEK benchmark for Good, with several reaching or exceeding the 61% Very Good and 75% Outstanding performance benchmarks, reflecting a positive start to the academic year. The comparison suggests partial retention of English competencies from previous grade levels, especially where performance remains stable or improved, demonstrating readiness to progress toward higher achievement levels in upcoming quarters. The goal of increasing the percentage of students scoring at least 48% in Quarter 4 to 75% or higher remains achievable, as early data shows strong performance in several grades and clear opportunities for focused instructional support in grades currently below expectations. Overall, the data presents a constructive trajectory, combining strong historical performance, realistic improvement goals, and promising current results that position the school to steadily increase student achievement across all grade levels by Quarter 4.)</i></p> <p>Increase the percentage of students across all levels scoring at the norm average or better in English from 37% to 50%, as measured by the 2025 ACER-IBT, on or before February 27, 2026. (Overall performance improved from 47% in 2024 to 55.7% in 2025, indicating steady progress and successful implementation of instructional strategies in English. The majority of grade levels in 2025 met or surpassed the 50% target, reflecting improved language proficiency and strengthened literacy skills across cohorts. Cohort comparison further demonstrates encouraging retention of learning as students progressed to the next grade level. Grade 3 students in 2024 (37%) advanced to Grade 4 in 2025 and improved to 40%, while Grade 4 in 2024 (37%) progressed to Grade 5 in 2025 and increased to 63%, showing notable academic growth. Similarly, Grade 5 in 2024 (40%) progressed to Grade 6 in 2025 with improved performance at 47%, and Grade 6 in 2024 (33%) advanced to Grade 7 in 2025, increasing significantly to 64%, indicating strengthened skill continuity. Further progression shows Grade 7 students in 2024 (63%) moving to Grade 8 in 2025 and improving to 78%, demonstrating strong retention and enhancement of English</p>
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								<p>competencies. Although Grade 8 in 2024 (43%) progressed to Grade 9 in 2025 with a slight decrease to 37%, the overall cohort performance remains positive, supported by the strong improvement of Grade 9 in 2024 (43%) to Grade 10 in 2025 at 47%. Overall, the results reflect sustained improvement, positive learning continuity, and effective efforts in strengthening English language instruction across grade levels.)</p> <p><b>Increase</b> the percentage of students who are at the 50<sup>th</sup> percentile and above in <b>English</b> from <b>47% to 50%</b> as measured by the <b>2025 ACER-IBT</b> on/before <b>27 February 2026</b>. (The Priority SMART Goal for English in SY 2025–2026 targets an increase in the percentage of students performing at or above the 50th percentile from the 2024 baseline of 47% to the ADEK “Good” benchmark of 50%, as measured by the 2025 ACER-IBT. The current overall result of 55.7% exceeds both the baseline and the target, placing the school above the minimum acceptable level and within the ADEK “<b>GOOD</b>” performance range. This indicates that the English SMART target has been achieved, with progress moving toward the “Very Good” benchmark.)</p>
<p><b>Arabic B: (Overall 50%)</b></p>	<p><b><u>ACER-IBT 2024 Results:</u></b> Grade 3: 47% Grade 4: 13% Grade 5: 13% Grade 6: 47% Grade 7: 21% Grade 8: 23% Grade 9: 31%</p> <p>Overall: 34%</p>	<p><b><u>ACER-IBT 2025 Target:</u></b> Grade 4: 50% Grade 5: 50% Grade 6: 50% Grade 7: 50% Grade 8: 50% Grade 9: 50% Grade 10: 50%</p> <p>Overall: 50%</p>	<p><b><u>ACER-IBT 2025 Results:</u></b> Grade 3: 86% Grade 4: 95% Grade 5: 80% Grade 6: 97% Grade 7: 88% Grade 8: 87% Grade 9: 41% Grade 10: 52%</p> <p>Overall: 65.08%</p>	<p>A A A A A PA A A</p>	<p><b><u>Quarter 4 Exam Result:</u></b> Grade 1: 69% Grade 2: 84% Grade 3: 47% Grade 4: 48% Grade 5: 100% Grade 6: 98% Grade 7: 86% Grade 8: 82% Grade 9: 67%</p> <p><b>Please note:</b> A – achieved AA – Almost Achieved PA – partially Achieved NA – Not Achieved NC – No changed</p>	<p><b><u>Quarter 1 Exam Target:</u></b> Grade 2: 75% Grade 3: 75% Grade 4: 75% Grade 5: 75% Grade 6: 75% Grade 7: 75% Grade 8: 75% Grade 9: 75% Grade 10: 75%</p> <p><b><u>Quarter 2 Exam Target:</u></b> Grade 2: 75% Grade 3: 75% Grade 4: 75% Grade 5: 75% Grade 6: 75% Grade 7: 75% Grade 8: 75% Grade 9: 75% Grade 10: 75%</p>	<p><b><u>Quarter 1 Exam Results:</u></b> Grade 2: 72% Grade 3: 36% Grade 4: 35% Grade 5: 52% Grade 6: 53% Grade 7: 60% Grade 8: 37% Grade 9: 16% Grade 10: 13%</p> <p><b><u>Quarter 2 Exam Results:</u></b> Grade 2: Grade 3: Grade 4: Grade 5: Grade 6: Grade 7: Grade 8: Grade 9: Grade 10:</p>	<p>AA NA NA PA PA NA NA NA</p> <p>Increase the percentage of students across all levels scoring below 47% on the Quarter 4 Arabic Exam to 50% or higher, as measured by the Quarter 1 to 4 Arabic Exam, within the Academic Year 2025-2026. (The internal assessment data for Arabic shows that in Quarter 4 of SY 2024–2025, most grade levels met the 50% ADEK “Good” benchmark, with particularly strong performance in Grades 5 to 8, while the overall baseline average was 47%, which is below the target set for improvement. For SY 2025–2026, the school set a goal of raising achievement to 75% or higher across all grade levels; however, the current Quarter 1 results indicate that most grades remain below this target and several have fallen below the 50% benchmark. When comparing cohort progression, there is limited retention of learning, as students who achieved higher results in the previous grade level did not consistently sustain or improve their performance in the succeeding grade. Overall, the data suggests that while foundational skills were evident at the end of SY 2024–2025, stronger continuity in instruction and targeted support are required to improve retention and move student performance</p>

								<p>toward the 75% target and the higher ADEK benchmarks.)</p> <p>Increase the percentage of across all levels scoring at the norm average or better in Arabic Language B from <b>13% to 50%</b> as measured by the 2025 ACER-IBT on/before 27 February 2026. <i>(The ACER-IBT Arabic results demonstrate a strong and positive improvement in student performance, successfully supporting the institutional target of increasing the percentage of students achieving norm average or above from 13% to 50% by the 2025 ACER-IBT. Overall performance significantly increased from 34% in 2024 to 65.08% in the most recent results, exceeding the target and indicating effective curriculum implementation and strengthened language instruction. The majority of grade levels achieved results well above the 50% benchmark, reflecting consistent academic progress across cohorts. Cohort comparison shows clear evidence of retention of learning as students progressed to higher grade levels. Grade 3 students in 2024 (47%) advanced to Grade 4 in the succeeding year and significantly improved to 95%, while Grade 4 in 2024 (13%) progressed to Grade 5 and increased substantially to 71%, demonstrating strong improvement in foundational Arabic skills. Similarly, Grade 5 in 2024 (13%) progressed to Grade 6 and rose to 97%, and Grade 6 in 2024 (47%) advanced to Grade 7 and improved to 88%, indicating sustained learning continuity and effective instructional reinforcement. Further progression also highlights positive growth, with Grade 7 in 2024 (21%) moving to Grade 8 and improving remarkably to 87%, and Grade 8 in 2024 (23%) advancing to Grade 9 and increasing to 41%, showing notable development in language proficiency. Although Grade 9 in 2024 (31%) progressed to Grade 10 and reached 52%, the cohort still met the institutional target, reflecting overall academic strengthening. Collectively, the results demonstrate successful attainment of performance goals, strong vertical alignment in Arabic instruction, and positive retention of learning across grade levels.)</i></p> <p><b>Increase</b> the percentage of students who are at the 50<sup>th</sup> percentile and above in <b>Arabic B</b> from <b>34% to 50%</b> as measured by the <b>2025 ACER-IBT</b> on/before <b>27 February 2026</b>. <i>(The Priority SMART Goal for Arabic in SY 2025–2026 aims to increase the percentage of students performing at or above the 50th percentile from the 2024 baseline of 34% to the ADEK “Good”</i></p>
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	<p><b>Support students in Grades 5, 6, 7, and 10</b> by reinforcing grammar and punctuation skills, with a particular focus on the correct use of commas in complex sentences. Prioritize sentence editing and modeling exercises that clarify comma placement within longer sentence structures. Furthermore, improve writing fluency by encouraging students to revise their own work and apply punctuation rules in context, targeting those who commonly make grammar or punctuation errors.</p> <p><b>Enhance writing instruction for students in Grades 8, 9, and 10</b> by focusing on coherence and clarity when connecting ideas in writing. Prioritize the teaching of linking words such as “however,” “because,” and “although” to help students express relationships between ideas. Furthermore, guide students in using structured writing outlines and sentence starters to improve logical flow and organization, especially for those who struggle to express their thoughts clearly in written form.</p>
<b>Arabic</b>	<p><b>Identify a joined letter in the middle of a word for learners in Arabic B Level Primary: Letter Recognition</b> by organizing specialized remedial classes for all grade levels. These classes target students who have never studied Arabic before, as well as students coming from schools that do not offer Arabic as part of their curricula.</p> <p><b>Identify a joined letter with a short vowel (Fattha) in the middle of a word of learners in Arabic B Level Primary</b> by allocating 10 minutes of each Arabic language class to teach letters with short and long vowels and how to pronounce them for all grades levels.</p> <p><b>Identify a common place portrayed in a picture of learners in Arabic B Level Primary</b> by the program a "Word Bank," which contains a set of essential vocabulary that students need both inside and outside of school, facilitating their integration into daily life and learning includes a daily morning segment introducing new, simple words or sentences to reinforce vocabulary and develop students' communication skills on a regular and consistent basis for all grades levels.</p>
<b>MSCS</b>	<p><b>Enhance students' knowledge and understanding of UAE culture in Phase 1 and 2</b> that includes learning the Arabic language through basic counting, common greetings, and polite expressions used in the UAE through using various strategies, such as incorporating modern technology like pictures, games (e.g., Kahoot), and other interactive tools to make learning more effective and engaging.</p> <p>Emphasizing familiarity of the important landmarks and places in the UAE in Phase 1 and 2 by gaining a deeper understanding and appreciation of the UAE identity through real-life experiences and field trips.</p>
<b>Additional Learning Need-ALN (Inclusion)</b>	<p>Pull-out model, individualized learning plan and activities, customized assessment. Push-in model to accommodate and immerse ALN students during differentiated instruction and activities by allowing them to be part of groupings.</p>
<b>UAE National Identity</b>	<p>Consistently incorporate the UAE national identity elements across all grades and subjects. Ensure that every student participates in the daily singing of the national anthem, has a comprehensive understanding of the national anthem lyrics and the significance of the colors of the UAE flag. Broaden students' comprehension of the impactful practices, lasting influence, and visionary approaches exhibited by the late Sheikh Zayed and current UAE leaders in preserving culture, promoting values, advancing sustainability, and fostering active citizenship, and their humanitarian and sustainability contributions on the local and global levels. Expand students' knowledge and admiration for the UAE's history and heritage.</p>

Size based on Hattie Research: Visible Learning - Home (visiblelearningmetax.com)

### Cause and Effect Statements (*the 2 to 3 most urgent needs—The significant few*)

Based upon your Planning and Inquiry Process, prioritize 2-3 guiding hypotheses to help you create your Cause SMART goals

<b>Arabic:</b> IF students were given differentiated activities, opportunity to speak, word of the day in all the lessons	<b>THEN</b> the students will be able to increase vocabulary, speak and write basic word/phrase in Arabic.
IF teachers integrate innovative teaching using different platforms (e.g. Kutubee, ABT).	<b>THEN</b> the students will develop their language skills (speaking, reading, listening, and writing)
IF teachers provide an opportunity to think-pair-share, station learning, guided questions, dialogue, role play, and circle time.	<b>THEN</b> the students will develop the confidence in speaking the Arabic language, enhance vocabulary and comprehension skills, reflection, and critical thinking.
<b>Mathematics:</b> IF teachers engage students with HOTS questions during lesson	<b>THEN</b> students will think critically and come up with an open-ended answers/response.
IF teachers include real-life applications and experiences in mathematical concept,	<b>THEN</b> students will be more interested, engaged, and connected to the lesson and their tasks and their overall performance in written works, performance and quarterly exams will have a significant improvement to reflect in the MPS.
IF students are provided manipulatives, complex worded problems, differentiated activities, and learning stations,	<b>THEN</b> students will develop reflective thinking, solve challenges and apply in a real-life situations

<b>Science:</b> IF teachers incorporate hands-on experiments and interactive activities that align with science concepts in the curriculum,	<b>THEN</b> students will develop understanding of scientific-investigative skills (e.g. hypothesize, observations, experimentation) become more engaged, and perform better in assessments, contributing positively to the MPS (Mean Percentage Score).
IF teachers emphasize collaborative group work and discussions to explore scientific phenomena,	<b>THEN</b> students will enhance their critical thinking and reflective skills, build confidence in their understanding of concepts, and improved problem-solving abilities on performance tasks and exams.
IF students conduct scientific research such as science investigatory project (SIP), case studies and research across all levels,	<b>THEN</b> students will critically connect real-life environmental global issues.
<b>English:</b> IF teachers use fiction, non-fiction, poetry, etc. to cater to students' interests.	<b>THEN</b> students will be engaged, motivated and improved their vocabulary and comprehension.
IF teachers emphasize the importance of context clues to understand difficult vocabulary during reading.	<b>THEN</b> students will become more independent readers and better at deducing meanings of unfamiliar words.
IF the teachers provide students extended and independent writing skills through argumentative text, poetries, creative writing, narrative stories, and any literary pieces	<b>THEN</b> students develop greater opportunities to use their own creative ideas on topics of interest in all phases.
<b>MSCS:</b> IF the teacher provides foundational and interactive learning experiences focused on UAE National Identity	<b>THEN</b> students in Phase 1 and 2 will begin to recognize and appreciate the key elements of Emirati culture.
IF the teacher uses modern tools like Kahoot, interactive pictures, and storytelling,	<b>THEN</b> learners will engage more actively and develop a stronger familiarity with the UAE's cultural and linguistic identity in a fun and meaningful way
IF the teacher emphasizes consistent exposure to Arabic language (like numbers, greetings, polite expressions) and incorporates them into daily routines	<b>THEN</b> students will gradually develop confidence and competence in using basic Arabic in authentic contexts.
<b>ALN (Inclusion):</b> IF IEP/ALP being provided for gifted students, talented and students with learning disabilities in across all phases,	<b>THEN</b> these students will be properly supported and provided with their learning needs (such as modified activities, exams, and proper engagement/accommodation).
IF inclusion team, teachers, and staff will have a regular CPD/trainings	<b>THEN</b> teachers will lead to a more inclusive and effective educational environment to ALN students. Teachers will be better to understand, support, and accommodate students of special needs, ultimately improving their academic performance, social skills, and overall school experiences.
<b>UAE National Identity:</b> IF every student will be provided an immersive environment to practice and experience the conceptual framework of the UAE identity across all phases,	<b>THEN</b> they will broaden their comprehensive understanding of UAE culture, values and citizenship.

Priority Improvement Objectives “What the school plans to do to improve”		ISE	I	NA	AA	O
1	<b>Improve the quality of students’ overall achievements to become consistently good or better across all phases</b>		<input checked="" type="checkbox"/>			
	To improve the overall quality of student achievement across all grade levels, the school is implementing focused and tangible strategies that enhance literacy and numeracy skills, promote independent learning, support diverse learners, and prepare students for real-world challenges. The following are specific and tangible actions aligned with this goal.  - Achieve at least a 10% annual improvement in student literacy and numeracy scores as evidenced by performance in internal assessments and standardized tests (e.g., IBT, PIRLS, CAT4, PASS, quarterly exams, and diagnostic tests). Assessment tools will include school-designed pre- and post-tests for literacy and					

	<p>numeracy, GRACE PASS pre- and post-test results, as well as teacher-developed exams, and rubrics aligned with international standards. Digital platforms such as myON English, i-Ready Math and English, and the school-based MPS and SOP will be used to monitor and track student progress over time.</p> <ul style="list-style-type: none"> <li>- Develop a resource bank of age-appropriate and engaging reading materials, with at least 80% of students accessing these resources monthly and demonstrating growth in reading comprehension, as measured by usage logs, borrowing records, library visit schedules, and the annual inventory of available books</li> <li>- Enhance students' learning skills to encourage ownership of their education, as measured by teacher evaluations, comments, and feedback on student work, with a target of 90% of students consistently maintaining reflective learning journals that show progress, tracked through academic notebooks aligned with the scope and sequence, performance task rubrics, completed activities, and lesson documentation.</li> <li>- Consistently provide high levels of support and challenge for both low and high attainers in all lessons through differentiated instruction, measured by daily lesson plan incorporating differentiated activities/tasks, CWT observations, and student feedback, with a target of 100% of lessons incorporating differentiated strategies and demonstrating visible improvement, tracked through quarterly MPS and SOP, observation reports focusing on engagement and progress, student feedback surveys, and instructional coaching logs by subject area coordinators.</li> <li>- Ensure students develop essential skills for life in society and the workforce, including enterprise and the use of new technologies, through project-based learning activities such as Science Investigatory Project (SIP) and Research, measured by project rubrics, student outputs and prototype, and presentation evaluations, with a target of all students completing at least one project per academic year, tracked using criteria-based rubrics assessing collaboration, critical thinking, presentation, and content understanding, supported by student portfolios (physical or digital via platforms like GENYO LMS, Praxilab, Science A to Z, ABT), presentation assessment tools, and reflection sheets.</li> <li>- Expand library and laboratory resources to support regular student investigations and inquiry-based learning, measured by usage frequency, number of investigations conducted, and student lab performance scores. The goal is for each class to engage in at least one lab or inquiry activity per month, with increased student participation in science and research. Tracking tools include library and lab usage logs and schedule, science equipment inventories, inquiry-based learning rubrics, experiment reports, and usage of platforms such Praxilab and Science A – Z.</li> </ul>				
2.	<b>Improve strategies and provision for effective teaching, assessment, and curriculum</b>		✓		
	<ul style="list-style-type: none"> <li>- Ensure assessment data is used effectively, the school will conduct a weekly data analysis and interpretation meetings, train teachers in data interpretation, and integrate assessment insights into lesson planning, with progress tracked through the school based tools such SOP and MPS, data meeting logs, and curriculum auditing and mapping reports.</li> <li>- Strengthen differentiation for all learners, teachers will incorporate differentiated tasks, activities, and strategies in daily lesson plans for different group of learners (e.g. ALN, Beginning, Advance) supported by ongoing instructional coaching and flexible grouping, with monitoring through MPS, classroom observation rubrics, and performance data segmented by learner needs.</li> <li>- Ensure a curriculum with appropriate challenge and progression, the school will revise its curriculum to integrate UAE National Identity and align with the Cultural Consideration Policy, while also mapping it to international assessments such as IBT, PISA, and TIMSS to embed higher-order thinking, inquiry-based learning, and real-world application. Effectiveness will be measured through updated curriculum documents, international assessment report, and evaluations of student portfolios indicating the learning competencies and success criteria.</li> <li>- Enhance formative and summative assessment use, the school will standardize the use of varied assessment techniques, employ digital tools for timely feedback such as GENYO LMS, i-Ready platform for English and Math, ABT platform for Arabic, and Science A–Z for Science and align assessments with learning outcomes through the school tool MPS and SOP, tracked through assessment audit reports, meeting logs, and examples of formative work with rubrics.</li> <li>- Encourage greater student ownership of learning, students will regularly set goals as reflected in their academic portfolio that includes success criteria of learning, student and teacher feedback through their academic portfolio, engage in peer assessments, and lead quarterly progress conferences.</li> </ul>				
3	<b>Strengthen systems for identifying and supporting students of determination and gifted and talented students</b>		✓		
	<ul style="list-style-type: none"> <li>- Evaluate the effectiveness of current identification processes, the school will review and refine its screening tools and referral procedures through annual audits and case studies, tracked using updated student identification logs, and referral review reports.</li> </ul>				

	<ul style="list-style-type: none"> <li>- Ensure accurate tier placement for students of determination and gifted learners, teachers will receive targeted training on differentiated assessment techniques (e.g. Behavior Management and Teaching strategies to Support Students with ALN) and tiered intervention criteria, with placements verified through moderated assessment records, tier placement reviews, and support team meeting minutes.</li> <li>- Implement a comprehensive data analysis system, the school will integrate academic, behavioral, and diagnostic data across platforms/tools (e.g., GENYO LMS, MPS, result of international assessments) into a central records like the MD's room to flag students performing above or below standard, tracked via quarterly system reports and intervention tracking sheets.</li> <li>- Conduct rigorous data analysis for targeted planning, inclusion team will analyze progress data quarterly to adjust instructional approaches and interventions for SoD and G&amp;T students, documented through individualized support plans, case review logs, and planning meeting summaries.</li> <li>- Ensure the effective implementation of Individualized Education Plans (IEPs), the school will set measurable goals based on SMART criteria and align them with weekly instructional activities, with progress monitored through IEP goal tracking sheets, teacher progress notes, and quarterly parent reviews/feedbacks.</li> <li>- Monitor the quality and impact of IEPs and Advanced Learning Plans (ALPs), the school will incorporate reviews into its academic evaluation cycle, using structured rubrics and student performance data to measure effectiveness, tracked through IEP/ALP audit reports, student progress dashboards, and quality assurance observations.</li> </ul>				
4	<b>Improve the impact of school leadership</b>	✓			
	<ul style="list-style-type: none"> <li>- Enhance the rigor of lesson observations and teacher feedback, the school will utilize the ADEK classroom walkthrough tool (CWT) aligned to student centered standards, providing training for Head of Departments (HODs) on effective feedback, and conduct regular validation sessions on the non-negotiables, effective differentiated activities and teaching strategies, with progress tracked through CWT observation tools, observation rubrics, feedback logs, and post-observation action plans.</li> <li>- Improve student progress tracking systems, the school will enhance the use of its assessment tools such as MPS and Summary of Progress (SOP) as a tracking system for student attainment and progress across all subjects and phases, with structured data analysis and interpretation to identify and address achievement gaps, monitored through assessment boards, intervention logs, and departmental progress reports shared to HODs.</li> <li>- Develop school leaders' expertise in best practices, the school will provide targeted professional development, mentorship programs, and benchmarking visits to high-performing schools, with impact evaluated through leadership competency self-assessments, professional learning logs, and post-training implementation reviews.</li> <li>- Enhance the quality and utilization of resources, the school will conduct resource audits, upgrade classroom, and ensure equitable access to high-quality teaching materials and subject-specific resources, with effectiveness tracked via teacher resource usage surveys, IT integration reports, and resource inventory updates.</li> <li>- Strengthen leadership accountability, the school will implement a structured monitoring and evaluation framework that includes performance indicators, regular review cycles, and progress tracking against school improvement plans, documented through leadership appraisal reports, monitoring logs, and governance oversight reviews.</li> </ul>				
5	<b>Improve outcomes in PISA, TIMSS and PIRLS international assessments and aim to meet the set targets</b>	✓			
	<ul style="list-style-type: none"> <li>- Align the curriculum with international assessment frameworks, the school will map its curriculum against the competencies outlined in IBT, PISA, TIMSS, and PIRLS, revise scope and sequence accordingly, and integrate assessment-aligned learning outcomes, with alignment monitored through curriculum mapping audits, lesson plan reviews, and subject leader validation reports.</li> <li>- Embed higher-order thinking, inquiry-based learning, and problem-solving in daily instruction, the school will mandate the use of inquiry tasks and critical thinking routines in lesson planning and student activities visible through HOTS questioning, supported by instructional coaching and tracked through classroom observation tools (CWT), sample student work portfolios, and lesson evaluations focused on cognitive demand.</li> </ul>				

<p>- Upskill teachers, the school will deliver ongoing professional development on international assessment frameworks, best practices in literacy, math, and science instruction, and data-driven teaching strategies, with impact tracked through training attendance logs, pre- and post-training teacher self-assessments, and implementation checks in classroom walkthroughs.</p> <p>- Strengthen data analysis practices, the school will utilize assessment tools such as MPS, SOP, analysis reports, and data review meeting records to monitor performance trends and guide curriculum decisions, ensuring timely interventions and ongoing curriculum refinement.</p>					
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Internal Self-Evaluation (ISE), Inspection (I) UAE National Agenda (NA), Accreditation and/or Authorization (AA), Other (O)

Priority 1:	Improve the quality of students' overall achievements to become consistently good or better across all phases	Links to External Evaluation	Irtiqa'a PS 1
SMART Target(s)	<p><b>MATHEMATICS:</b>  <b>Increase</b> the percentage of students who are at the 50<sup>th</sup> percentile and above in <b>Mathematics</b> from <b>49% to 50%</b> as measured by the <b>2025 ACER-IBT</b> on/before <b>27 February 2026</b>.</p> <p><b>Increase</b> the percentage of students <b>across all levels</b> scoring below 64% on the Quarter 4 Math Exam to 75% or higher, as measured by the Quarter 1 to 4 Math Exam, within the Academic Year 2025-2026</p> <p><b>SCIENCE:</b>  <b>Increase</b> the percentage of students who are at the 50<sup>th</sup> percentile and above in <b>Science</b> from <b>43% to 50%</b> as measured by the <b>2025 ACER-IBT</b> on/before <b>27 February 2026</b>.</p> <p><b>Increase</b> the percentage of students <b>across all levels</b> scoring below 64% on the Quarter 4 Science Exam to 75% or higher, as measured by the Quarter 1 to 4 Science Exam, within the Academic Year 2025-2026</p> <p><b>ENGLISH:</b>  <b>Increase</b> the percentage of students who are at the 50<sup>th</sup> percentile and above in <b>English</b> from <b>47% to 50%</b> as measured by the <b>2025 ACER-IBT</b> on/before <b>27 February 2026</b>.</p> <p><b>Increase</b> the percentage of students <b>across all levels</b> scoring below 48% on the Quarter 4 English Exam to 50% or higher, as measured by the Quarter 1 to 4 English Exam, within the Academic Year 2025-2026</p> <p><b>ARABIC:</b>  <b>Increase</b> the percentage of students who are at the 50<sup>th</sup> percentile and above in <b>Arabic</b> from <b>34% to 50%</b> as measured by the <b>2025 ACER-IBT</b> on/before <b>27 February 2026</b>.</p> <p><b>Increase</b> the percentage of students <b>across all levels</b> scoring below 47% on the Quarter 4 Arabic Exam to 50% or higher, as measured by the Quarter 1 to 4 Arabic Exam, within the Academic Year 2025-2026y</p> <p><b>ALL Subjects</b>  <b>Improve</b> students overall attainment and progress in all subject areas to <b>GOOD</b> across all phases as measured by the 2025 Irtiqa'a Inspection Result by June 2027</p>		

Strategic Action	Success Criteria (what will be the outcome/ impact?)	Lead Person responsible	How and by whom will the Strategy be monitored?	Start Date	End Date	Cost	Monitoring Dated (RAG)
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1	Achieve at least a 10% annual improvement in student literacy and numeracy scores as evidenced by performance in internal assessments and standardized tests (e.g., IBT, PIRLS, CAT4, PASS, quarterly exams, and diagnostic tests). Assessment tools will include school-designed pre- and post-tests for literacy and numeracy, GRACE PASS pre- and post-test results, as well as teacher-developed exams, and rubrics aligned with international standards. Digital platforms such as myON English, i-Ready Math and English, and the school-based MPS and SOP will be used to monitor and track student progress over time.	Leading to higher overall student achievement, greater confidence in foundational skills, and improved readiness for subsequent academic challenges.	HODs, Assessment Team, Subject Teachers, SLTs	Regular analysis of assessment data and digital platform reports monitored by HODs and SLTs	September 2025	June 2026		
2	Develop a resource bank of age-appropriate and engaging reading materials, with at least 80% of students accessing these resources monthly and demonstrating growth in reading comprehension, as measured by usage logs, borrowing records, library visit schedules, and the annual inventory of available books	Increased student reading and comprehension, with 80% accessing resources monthly and showing progress, tracked through logs, borrowing records, and assessments.	HODs, Librarian, Subject Teachers	Librarian and English Coordinator through monthly usage logs, borrowing records, library visit schedules, and the annual book inventory	All year round	Continuous		
3	Enhance students' learning skills to encourage ownership of their education, as measured by teacher evaluations, comments, and feedback on student work, with a target of 90% of students consistently maintaining reflective learning journals that show progress, tracked through academic notebooks aligned with the scope and sequence, performance task rubrics, completed activities, and lesson documentation.	Enhanced student learning skills and greater ownership of their learning	HODs, Subject Teachers	Subject teachers and HODs through regular checks of reflective learning journals, academic notebooks, rubrics, and documented lesson activities.	September 2025	June 2026		
4	Consistently provide high levels of support and challenge for both low and high attainers in all lessons through differentiated instruction, measured by daily lesson plan incorporating differentiated activities/tasks, CWT observations, and student feedback, with a target of 100% of lessons incorporating differentiated strategies and demonstrating visible improvement, tracked through quarterly MPS and SOP, observation reports focusing on engagement and progress, student feedback surveys, and instructional coaching logs by subject area coordinators.	100% of lessons include differentiated strategies, with visible improvement in student performance	HODs, subject teachers	HODs through lesson plans, classroom walkthroughs (CWT), observation reports, student feedback, MPS and SOP data, and instructional coaching logs.	All year round	Continuous		
5.	Ensure students develop essential skills for life in society and the workforce, including enterprise and the use of new technologies, through project-based learning activities such as Science Investigatory Project (SIP) and Research, measured by project rubrics, student outputs and prototype, and presentation evaluations, with a target of all students completing at least one project per academic year, tracked using criteria-	100% of students complete at least one project per year, showing growth in essential life and technology skills	HODs, Subject Teachers, ICT Coordinator, SLTs	Subject teachers, and HODs through project rubrics, student outputs, presentation evaluations, student portfolios, and reflection sheets	September 2025	June 2026		

	based rubrics assessing collaboration, critical thinking, presentation, and content understanding, supported by student portfolios (physical or digital via platforms like GENYO LMS, Praxilab, Science A to Z, ABT), presentation assessment tools, and reflection sheets.							
6.	Expand library and laboratory resources to support regular student investigations and inquiry-based learning, measured by usage frequency, number of investigations conducted, and student lab performance scores. The goal is for each class to engage in at least one lab or inquiry activity per month, with increased student participation in science and research. Tracking tools include library and lab usage logs and schedule, science equipment inventories, inquiry-based learning rubrics, experiment reports, and usage of platforms such Praxilab and Science A – Z.	Shows higher student engagement and better science performance	HODs, Subject Teachers, SLTs	Science teachers and Science HOD through usage logs, activity schedules, equipment inventories, experiment reports, and inquiry-based learning rubrics.	All year round	Continuous		

<b>Priority 2:</b>	<b>Improve strategies and provision for effective teaching, assessment, and curriculum,</b>	<b>Links to External Evaluation</b>	Irtiqa'a PS 3 and PS 4
<b>SMART Target(s)</b>	<p>Ensure that by the end of the academic year, 90% of teachers consistently use assessment data to inform instruction and curriculum planning, as evidenced by lesson plans, assessment analysis reports, and classroom observations.</p> <p>Differentiated strategies and tasks promoting higher-order thinking, inquiry, and real-world application will be implemented in all subjects, with at least 85% of students demonstrating progress across ability levels. Additionally, students will engage in regular self-reflection, goal-setting, and peer collaboration, tracked through student learning journals, rubrics, and teacher feedback.</p>		

	<b>Strategic Action</b>	<b>Success Criteria (what will be the outcome/ impact?)</b>	<b>Lead Person responsible</b>	<b>How and by whom will the Strategy be monitored?</b>	<b>Start Date</b>	<b>End Date</b>	<b>Cost</b>	<b>Monitoring Dated (RAG)</b>
1	Ensure assessment data is used effectively, the school will conduct a weekly data analysis and interpretation meetings, train teachers in data interpretation, and integrate assessment insights into lesson planning, with progress tracked through the school based tools such SOP and MPS, data meeting logs, and curriculum auditing and mapping reports.	Improved teaching strategies result from regular analysis and effective use of assessment data, supported by teacher training	HODs, Assessment Team, SLTs	Assessment Team, SLT's, and HODs through weekly data meeting logs, SOP and MPS tools, and curriculum auditing and mapping reports	September 2025	June 2026		

2.	Strengthen differentiation for all learners, teachers will incorporate differentiated tasks, activities, and strategies in daily lesson plans for different group of learners (e.g. ALN, Beginning, Advance) supported by ongoing instructional coaching and flexible grouping, with monitoring through MPS, classroom observation rubrics, and performance data segmented by learner needs.	Improved student engagement and progress through daily differentiated instruction, supported by coaching and flexible grouping	HODs, SLTs, Subject Teachers	Subject teachers and HODs through MPS data, classroom observation rubrics, and performance data segmented by learner needs.	All year round	Continuous		
3.	Ensure a curriculum with appropriate challenge and progression, the school will revise its curriculum to integrate UAE National Identity and align with the Cultural Consideration Policy, while also mapping it to international assessments such as IBT, PISA, and TIMSS to embed higher-order thinking, inquiry-based learning, and real-world application. Effectiveness will be measured through updated curriculum documents, international assessment report, and evaluations of student portfolios indicating the learning competencies and success criteria.	Progressive curriculum aligned with UAE identity and international standards, incorporating critical thinking and real-world skills	HODs, SLTs, Curriculum Coordinator	Curriculum Coordinators and school leaders through updated curriculum documents, international assessment reports, and evaluations of student portfolios.	All year round	Continuous		
4.	Enhance formative and summative assessment use, the school will standardize the use of varied assessment techniques, employ digital tools for timely feedback such as GENYO LMS, i-Ready platform for English and Math, ABT platform for Arabic, and Science A-Z for Science and align assessments with learning outcomes through the school tool MPS and SOP, tracked through assessment audit reports, meeting logs, and examples of formative work with rubrics.	Improved student learning through consistent use of varied assessments and timely feedback, supported by digital tools and aligned with learning outcomes	Assessment Team, HODs, SLTs, Subject Teachers	Assessment Coordinators, HODs and subject teachers through assessment audit reports, meeting logs, and samples of formative work with rubrics.	September 2025	June 2026		
5.	Encourage greater student ownership of learning, students will regularly set goals as reflected in their academic portfolio that includes success criteria of learning, student and teacher feedback through their academic portfolio, engage in peer assessments, and lead quarterly progress conferences.	Increased student ownership of learning demonstrated by regular goal-setting, active participation in peer assessments, and leading quarterly progress conferences	All Teachers	Subject teachers and HODs through reviews of student academic portfolios, feedback records, peer assessments, and progress conference documentation.	All year round	Continuous		

<b>Priority 3:</b>	<b>Strengthen systems for identifying and supporting students of determination and gifted and talented students,</b>	Links to External Evaluation	Irtiqa'a PS 1 and PS3
<b>SMART Target(s)</b>	<p>Ensure that 100% of students of determination (SoD) and gifted and talented (G&amp;T) students are accurately identified and appropriately supported by the end of the academic year, using a refined, school-wide data analysis system and updated teacher assessment tools.</p> <p>At least 90% of these students will have clearly defined, measurable goals in their Individualized Education Plans (IEPs) or Advanced Learning Plans (ALPs), with progress reviewed quarterly. The effectiveness of interventions and support will be monitored through regular audits of IEPs and ALPs, tier placement reviews, and documented evidence of student growth.</p>		

	<b>Strategic Action</b>	<b>Success Criteria (what will be the outcome/ impact?)</b>	<b>Lead Person responsible</b>	<b>How and by whom will the Strategy be monitored?</b>	<b>Start Date</b>	<b>End Date</b>	<b>Cost</b>	<b>Monitoring Dated (RAG)</b>
1	Evaluate the effectiveness of current identification processes, the school will review and refine its screening tools and referral procedures through annual audits and case studies, tracked using updated student identification logs, and referral review reports.	Improved accuracy in identifying students of determination and gifted learners	ALN Department, HODs, SLTs, Assessment Team, Subject Teachers, Outsource professionals	Registrar, ALN Team and school administrators through annual audits, updated student identification logs, and referral review reports.	August 2025	October 2025		
2.	Ensure accurate tier placement for students of determination and gifted learners, teachers will receive targeted training on differentiated assessment techniques ( e.g. Behavior Management and Teaching strategies to Support Students with ALN) and tiered intervention criteria, with placements verified through moderated assessment records, tier placement reviews, and support team meeting minutes	Accurate learning support allocation for students of determination and gifted learners	ALN Department, HODs, SLTs, Assessment Team, Subject Teachers, Outsource professionals	ALN Team, HODs, and teachers through moderated assessment records, tier placement reviews, and support team meeting minutes	September 2025	June 2026		
3.	Implement a comprehensive data analysis system, the school will integrate academic, behavioral, and diagnostic data across platforms/tools (e.g., GENYO LMS, MPS, result of international assessments) into a central records like the MD's room to flag students performing above or below standard, tracked via quarterly system reports and intervention tracking sheets.	Improved identification of students performing above or below standards through an integrated data system	ALN Department, HODs, SLTs, Guidance Counselor	Assessment Team, ALN and HODs through quarterly system reports and intervention tracking sheets.	All year round	Continuous		

4	Conduct rigorous data analysis for targeted planning, inclusion team will analyze progress data quarterly to adjust instructional approaches and interventions for SoD and G&T students, documented through individualized support plans, case review logs, and planning meeting summaries.	Improved support for SoD and G&T students through quarterly data analysis	ALN Department, HODs, SLTs, Assessment Team, Subject Teachers, Guidance Counselor	Inclusion Team through quarterly analysis of progress data, individualized support plans, case review logs, and planning meeting summaries.	All year round	Continuous		
5	Ensure the effective implementation of Individualized Education Plans (IEPs), the school will set measurable goals based on SMART criteria and align them with weekly instructional activities, with progress monitored through IEP goal tracking sheets, teacher progress notes, and quarterly parent reviews/feedbacks.	Effective implementation of IEPs with SMART-aligned goals	All Teachers	Special Education Teachers and ALN using IEP goal tracking sheets, teacher progress notes, and quarterly parent feedback.	September 2025	June 2026		
6	Monitor the quality and impact of IEPs and Advanced Learning Plans (ALPs), the school will incorporate reviews into its academic evaluation cycle, using structured rubrics and student performance data to measure effectiveness, tracked through IEP/ALP audit reports, student progress dashboards, and quality assurance observations.	Improved quality and effectiveness of IEPs	ALN Department, HODs, SLTs, Assessment Team, Subject Teachers, Outsource professional	Special Education and ALN Team through IEP/ALP audit reports, student progress dashboards, and quality assurance observations.	All year round	Continuous		

<b>Priority 4:</b>	<b>Improve the impact of school leadership</b>	Links to External Evaluation	Irtiqa'a PS6
<b>SMART Target(s)</b>	<p>Improve the overall impact of school leadership by ensuring that 100% of lesson observations and teacher feedback are conducted using a standardized, rigorous framework by the end of the academic year, resulting in more accurate evaluations of teaching quality.</p> <p>Student progress tracking systems will be enhanced and fully implemented across all subjects and phases, with at least 90% of identified assessment inconsistencies addressed through targeted interventions. Additionally, all school leaders will participate in quarterly professional development aligned with best practices, and leadership accountability will be reinforced through structured monitoring tools and documented evidence of improvement in resource utilization and instructional quality.</p>		

Strategic Action	Success Criteria (what will be the outcome/ impact?)	Lead Person responsible	How and by whom will the Strategy be monitored?	Start Date	End Date	Cost	Monitoring Dated (RAG)
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1	Enhance the rigor of lesson observations and teacher feedback, the school will utilize the ADEK classroom walkthrough tool (CWT) aligned to student centered standards, providing training for Head of Departments (HODs) on effective feedback, and conduct regular validation sessions on the non-negotiables, effective differentiated activities and teaching strategies, with progress tracked through CWT observation tools, observation rubrics, feedback logs, and post-observation action plans.	Improved instructional quality, demonstrated by consistent use of student-centered strategies and effective differentiation in lessons	HODs, SLTs	HODs using ADEK CWT tools, observation rubrics, feedback logs, and post-observation action plans.	September 2025	June 2026		
2.	Improve student progress tracking systems, the school will enhance the use of its assessment tools such as MPS and Summary of Progress (SOP) as a tracking system for student attainment and progress across all subjects and phases, with structured data analysis and interpretation to identify and address achievement gaps, monitored through assessment boards, intervention logs, and departmental progress reports shared to HODs.	Enhanced student progress tracking, evidenced by consistent use of MPS and SOP to identify achievement gaps and inform interventions	Assessment Team, HODs, SLTs	SLTs and Heads of Departments through assessment data, intervention logs, and departmental progress reports.	All year round	Continuous		
3.	Develop school leaders' expertise in best practices, the school will provide targeted professional development, mentorship programs, and benchmarking visits to high-performing schools, with impact evaluated through leadership competency self-assessments, professional learning logs, and post-training implementation reviews.	Improved school leadership skills demonstrated by positive self-assessments, active participation in professional development, and effective application of best practices	Principal, Vice Principal, HODs	Senior Leadership Team (SLTs) through leadership competency assessments, professional learning logs, and post-training reviews.	All year round	Continuous		
4	Enhance the quality and utilization of resources, the school will conduct resource audits, upgrade classroom, and ensure equitable access to high-quality teaching materials and subject-specific resources, with effectiveness tracked via teacher resource usage surveys, IT integration reports, and resource inventory updates	Improved resource availability and usage	Principal, Vice Principal, PTCA, Governing Counsel	SLTs and Department Heads through resource audits, usage surveys, IT reports, and inventory updates.	All year round	Continuous		

5	Strengthen leadership accountability, the school will implement a structured monitoring and evaluation framework that includes performance indicators, regular review cycles, and progress tracking against school improvement plans, documented through leadership appraisal reports, monitoring logs, and governance oversight reviews	Enhanced leadership accountability demonstrated by regular monitoring reports, timely progress reviews, and documented improvements aligned with the school's improvement plans	Principal, Vice Principal, SLTs, PTCA, Governing Counsel	School leaders and the governance team through leadership appraisal reports, monitoring logs, and oversight reviews.	All year round	Continuous		
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<b>Priority 5:</b>	<b>Improve outcomes in PISA, TIMSS and PIRLS international assessments and aim to meet the set targets</b>	Links to External Evaluation	Irtiqa'a PS3
<b>SMART Target(s)</b>	Improve student performance in PISA 2029, TIMSS 2027, and PIRLS 2026 by aligning 100% of the school's curriculum with the respective international assessment frameworks by the end of the academic year. At least 90% of teachers will integrate higher-order thinking, inquiry-based learning, and real-world problem-solving into daily instruction, supported by targeted professional development in assessment methodology and data-driven teaching practices. Progress will be tracked through quarterly data analysis of student performance, with identified gaps addressed through curriculum adjustments and targeted interventions to ensure the school meets or exceeds benchmark scores in upcoming international assessments.		

	<b>Strategic Action</b>	<b>Success Criteria (what will be the outcome/ impact?)</b>	<b>Lead Person responsible</b>	<b>How and by whom will the Strategy be monitored?</b>	<b>Start Date</b>	<b>End Date</b>	<b>Cost</b>	<b>Monitoring Dated (RAG)</b>
1	Align the curriculum with international assessment frameworks, the school will map its curriculum against the competencies outlined in IBT, PISA, TIMSS, and PIRLS, revise scope and sequence accordingly, and integrate assessment-aligned learning outcomes, with alignment monitored through curriculum mapping audits, lesson plan reviews, and subject leader validation reports.	Fully aligned with international assessment frameworks, the curriculum will be reflected in revised scope and sequence documents, lesson plans	Principal, HODs, Assessment Team	SLTs and HODs through curriculum mapping audits, lesson plan reviews, and validation reports.	All year round	Continuous		
2.	Embed higher-order thinking, inquiry-based learning, and problem-solving in daily instruction, the school will mandate the use of inquiry tasks and critical thinking routines in lesson planning and student activities visible through HOTS questioning, supported by instructional coaching and tracked through classroom observation tools (CWT), sample student work portfolios, and lesson evaluations focused on cognitive demand.	Increased use of higher-order thinking and inquiry-based learning will be evident in lesson plans, student work, and classroom observations	All Teachers	SLTs, Resource Speaker, and subject leaders through classroom observations, student work portfolios, and lesson evaluations.	All year round	Continuous		

3.	Upskill teachers, the school will deliver ongoing professional development on international assessment frameworks, best practices in literacy, math, and science instruction, and data-driven teaching strategies, with impact tracked through training attendance logs, pre- and post-training teacher self-assessments, and implementation checks in classroom walkthroughs	Improved teaching practices will be reflected in higher teacher competency scores, consistent training attendance, and observed application of new strategies during classroom walkthroughs.	Principal, HODs, SLTs	Resource Speaker, SLTs and Coordinators through training attendance logs, teacher self-assessments, and classroom walkthroughs.	All year round	Continuous		
4	Strengthen data analysis practices, the school will utilize assessment tools such as MPS, SOP, analysis reports, and data review meeting records to monitor performance trends and guide curriculum decisions, ensuring timely interventions and ongoing curriculum refinement.	Improved data-driven decision-making will be evident through regular performance reports, timely interventions, and documented curriculum adjustments based on analysis from MPS, SOP, and review meetings.	Principal, HODs, Assessment Team	SLTs, Coordinators and Assessment Team through analysis reports, data review meetings, and intervention records.	All year round	Continuous		

Professional Development linked to Research-based Strategies							
Professional Development Type (ie. PLC, workshop)	Expected Outcomes	PD course Title	Estimated Hours	Facilitator	Intended Audience	Dates	Cost
Face to face workshop	SLT and middle leaders will understand and know how to make SDP, SEF, Curriculum Audit/mapping, Assessment analysis & interpretation, Feedbacking and Coaching	Streams in the Dessert Workshop	7x 2 hour	J. Ostos Principal	SLT and all subject department	Sept. 2025 June 2026	No cost
Virtual	Using strategies for innovation (e.g. ADEK Empowered, GENYO, i-Ready, GL Education)	Intel Skills for Innovation Training of Trainers	7x2 hours	ADEK Team, Diwa Learning, F & J De Jesus, Inc	Academic Faculty	July 2025 June 2026	No cost
Onsite workshop	Monitoring the quality of teaching and assessment	Calibration with SLT/HoDs using CWT	4x1.5 hours	ADEK Team SLT Trainers Invited resource speakers	Academic Faculty	August 2025	Token for the speakers
virtual	Monitoring the quality of teaching and learning	Growing Great Leaders	7x4 hours	ADEK Team	SLT and middle leaders	Jan 2026	No cost
Face to face training workshop	Using assessment data to plan for teaching and learning	Data-Driven Decision-Making Using Internal and External Assessment Data	4x1.5 hours	Assessment Coordinator, Assessment provider	Academic Faculty	Sept.2025	No cost

Face to face	In-Service Training	In School Mentoring and CPD's	2 hours every week	SLT HoD Teacher Leader	Academic Faculty	Sept. 2025-June 2026	No cost
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## Reflections on progress towards key priorities 2024 - 2026

Priority Improvement Objectives “What the school plans to do to improve further”	
1.	<p><b>Priority Improvement #1: Improve the quality of students’ overall achievements to become consistently good or better across all phases</b></p> <p><i>Evaluation end of Term 1</i> Baseline assessments conducted; initial interventions in literacy and numeracy underway; digital tools implemented for tracking progress.</p> <p><i>Evaluation end of Term 2</i> Mid-year data shows positive trends in literacy and numeracy; increased student engagement noted across phases.</p> <p><i>Evaluation end of Year</i> Overall achievement improved across most year levels; target of 10% improvement in standardized test performance nearly met</p>
2.	<p><b>Priority Improvement #2: Improve strategies and provision for effective teaching, assessment, and curriculum,</b></p> <p><i>Evaluation end of Term 1</i> Differentiated instruction strategies introduced; curriculum mapping in progress.</p> <p><i>Evaluation end of Term 2</i> Teachers applying varied assessment methods; scope and sequence aligned with international benchmarks.</p> <p><i>Evaluation end of Year</i> Stronger instructional planning evident; formative and summative assessments increasingly used to drive teaching.</p>
3.	<p><b>Priority Improvement #3: Strengthen systems for identifying and supporting students of determination and gifted and talented students,</b></p> <p><i>Evaluation end of Term 1</i> Updated identification processes implemented; IEPs/ALPs revised.</p> <p><i>Evaluation end of Term 2</i> Support strategies personalized and monitored; stakeholder feedback collected.</p> <p><i>Evaluation end of Year</i> Inclusive education practices embedded; positive impact seen in student progress and engagement.</p>
4.	<p><b>Priority Improvement #4: Improve the impact of school leadership</b></p> <p><i>Evaluation end of Term 1</i> Leadership roles clarified; regular review cycles initiated.</p> <p><i>Evaluation end of Term 2</i> Middle leaders and HODs trained; leadership self-assessments conducted.</p> <p><i>Evaluation end of Year</i> Leadership impact evident in teaching quality and student outcomes; accountability structures strengthened.</p>
5.	<p><b>Priority Improvement #5: Improve outcomes in PISA, TIMSS and PIRLS international assessments and aim to meet the set targets</b></p>

	<i>Evaluation end of Term 1</i> Curriculum reviewed for alignment with assessment frameworks; staff trained.
	<i>Evaluation end of Term 2</i> Practice assessments administered; student familiarity with formats improved.
	<i>Evaluation end of Year</i> School on track to meet international assessment targets; performance gaps identified and addressed.

School Development Plan Quality Assurance		Evidence		
		Strong	Partial	No
1.	Key priorities have been identified through internal self-evaluation	✓		
2.	All key recommendations from the school’s most recent Irtiqaa inspection report are included	✓		
3.	Key priorities are identified through other external entities (e.g. external assessment data, accreditation/authorization reviews)	✓		
4.	SMART goals are: Specific, Measurable, Attainable, Relevant, Time-bound and aligned to key priorities	✓		
5.	There is a focus on improved student achievement on external assessments (International assessments PISA, TIMSS, PIRLS and standardized curriculum assessments GL PT, IBT, ASSET, NWEA MAP)	✓		
6.	There is a focus on improved student achievement on relevant Board exams (e.g. AP, A-Levels, CBSE).			✓
7.	There is a focus on improved student achievement for identified subgroups (i.e. UAE nationals, gender, students of determination, English language learners)	✓		
8.	Actions have been selected to effectively meet the SMART Goals	✓		
9.	There is clear accountability by staff member(s) for leading, monitoring progress, and showing impact of each action within the plan	✓		
10.	Detailed evidence sources, which measure <b>impact</b> of actions are included as success criteria	✓		
11.	Progress against the goals is monitored and reflected upon at least tri-annually	✓		
12.	Financial and time-related cost estimates have been identified	✓		
13.	There is evidence of all stakeholders being engaged with relevant sections of the plan	✓		

References:

- Recent Irtiqaa’s Inspection Report (February 11 - 13, 2025)
- ADEK Monitoring Tool (Private Schools)
- Departmental Action Plan for SY 2025-2026
- Materials provided during the School Development Planning Workshop
- SDP First Drafting: **May 14, 2025**
- SDP Second Review and drafting for Academic Year 2025 - 2026: **June 2, 2025**
- SDP Third Review and drafting for Academic Year 2025 - 2026: **June 8, 2025**
- SDP Fourth Review and drafting for Academic Year 2025 - 2026: **September 23, 2025**

- SDP Update on Assessment Results: January 05, 2026
- SDP Update on Assessment IBT Results: February 05, 2026
- SDP Fifth Review and discussion:
- SDP Sixth Review and finalizing: