# Table of Contents

- **Introduction** .................................................................................................................. 2  
- **Accountability Statement** .............................................................................................. 3  
- **Foundation Statement** .................................................................................................... 4  
- **School Profile** ............................................................................................................... 6  
- **Summary of Accomplishments** ..................................................................................... 7  
- **Accountability Performance Summary** ........................................................................ 10  
- **Performance Outcomes Results and Highlights** ............................................................ 11  
- **Performance Outcomes Success 2019-20 and Planning for 2020-2023** ...................... 12  
  - **Student Growth and Achievement** ............................................................................. 12  
  - **Teaching and Leading** ................................................................................................. 15  
  - **Learning Supports** ..................................................................................................... 17  
  - **Governance** .............................................................................................................. 19  
  - **Local and Societal Context** ....................................................................................... 19  
- **Projected Student Enrolment by Grade** ....................................................................... 21  
- **Trends, Issues and Future Challenges** .......................................................................... 22  
- **Parent Involvement and Communication** .................................................................... 23
Combined Education Results Report 2019-20 and 3 Year Plan 2020-23

The Canadian International School Abu Dhabi is a vibrant community of learners from 82 different countries. We are proud to share our Annual Education Results Review (AERR) and our 3 Year Plan 2020-2023.

CIS has long been identified for its strong sense of community and parental support. Our goal in 2019 was to harness the support from all stakeholders to set CIS on a path for continuous improvement and instill in students a passion for lifelong learning. A school rich in academic history, our graduates over the past 5 years, have been accepted to 47 universities around the world.

Like most schools, the COVID-19 world-wide pandemic resulted in students and staff switching to a fulltime on-line model in March of 2020. Staff, students, and parents worked collaboratively to ensure that the health and wellbeing of students was addressed, as much as their academic needs.

Our school communities’ response to the pandemic and ensuing changes to the delivery model has built a high level of capacity and resiliency across our school community.

We are proud of CIS and in the spirit of transparency and assurance, and we share our success with the greater community through our AERR.
Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Education Plan for the three years commencing August 30, 2020 for Canadian International School Abu Dhabi, were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document to the best of its abilities, in order to develop the Education Plan, and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan for 2020 - 2023 on November 30, 2020.

On behalf of John Saliba and the Ownership Group
Deirdre Elder
Principal
Foundation Statements

Vision
CIS students embrace challenge, respect diversity and achieve personal and academic excellence.

Mission Statement
To provide a rich learning environment for students to develop the self-confidence necessary to achieve their potential, pursue excellence and contribute responsibly in the world of today and tomorrow.

School Values
We are a student-centered community of learners who:
- Believe that all children can learn and are entitled to a safe and caring learning environment
- Believe that students from many countries and cultures can work together to create a unique and caring learning community
- Believe in the importance of developing graduates who become contributing citizens of the world and have the abilities and attitudes to create a positive influence in any field they choose

Students at CIS are:

Challenged
Learning experiences that stretch the students’ capacities ultimately lead to personal and academic growth. Success is defined by having been challenged and, consequently, learning and growing from the experience.

Respected
As members of our global community, students bring diverse experiences to the classroom. To contribute their voices to the community of learners, students need to feel respected and to be respectful of others.

Encouraged
What students DO with knowledge is more important than simply comprehending it. Students need the support of parents, teachers, and colleagues to take the risk to develop knowledge beyond the recognition and comprehension stages. Being able to analyze and evaluate information leads students to creative and critical thinking.
Academic, Artistic, Athletic
Engaging students in all aspects of school life allows them to achieve their individual potential and to ignite learning across a variety of dimensions.

Thinkers
When students are encouraged to develop the skills and strategies needed to interpret, analyze, evaluate, infer, synthesize and explain information, they reach a level of metacognition that enables creative and critical thinking. Developing creative and critical thinkers today ensures that our next generation of leaders will have the cognitive skills to solve problems locally, regionally and globally.

Empowered
Developing a positive sense of SELF (Self-directed, Self-reliant, Self-confident, Self-motivated) in a child is a long and patient process that is very rewarding for parents, teachers and students alike. Independence comes in stages and emerges when children are continuously provided with and participate in positive learning experiences.

We CREATE an environment for student success!

CANADIAN INTERNATIONAL SCHOOL ABU DHABI
Learners Today, Leaders Tomorrow
School Profile

The Canadian International School Abu Dhabi (CIS) enjoys the benefits of a modern compound in Khalifa City, an Abu Dhabi neighborhood, which is approximately 30 km from downtown Abu Dhabi. With just over 900 students, from over 82 different countries, CIS is a diverse school community. CIS is an inclusive environment that works to support students to achieve their personal potential. The facilities feature a bright three-story main building with walls of windows allowing students to learn in the splendor of natural light. The main building consists of six wings: one for kindergarten, one for grades 1 and 2, one for grades 3 and 4, one for grades 5 and 6, one for grades 7 to 9 and another for grades 10 to 12. The building also holds two libraries, science labs, a computer lab, elementary art rooms, learning hubs, student services department, the school administration, and an inviting reception area. The Canadian International School Annex building houses a gymnasium, a 25-metre indoor pool, two music rooms (band and choral), a well-equipped art studio, drama room and a design lab (opened in 2019). The campus also includes a shaded (2019) grass soccer field, a central shaded (2018) grass courtyard, separate elementary school playgrounds, a cafeteria, and an indoor, air-conditioned kindergarten playground.

Right from the embracing arch at the entrance of Canadian International School (CIS), students, parents, teachers and staff know that they are walking into a facility that has been purposely designed for a community of learners to meet the demands of our international world. The Alberta Program of Study provides the internationally renowned standards and curriculum framework to support Inquiry-Based Learning, a student-centered educational philosophy that has proven to increase students’ abilities to problem-solve. Math, English, Social Studies, Science, Information and Communication Technology, Fine Arts and a broad range of additional option classes fuse together, as they are explored in real life contexts that demand and allow for multiple intelligences to shine.
Summary of Accomplishments in 2019/2020

Student Growth and Achievement
- Students participated in the Science and Innovation Competition
- Students participated in F1 scaled car racing
- Students were introduced to Lego Kits in Design
- MakerSpace carts purchased for elementary classes
- Implemented an Art Infusion program to link Art outcomes across core subjects
- Provided membership and learning opportunities through the National Honour Society (NHS) and National Junior Honour Society (NJHS)
- Advanced Placement programming offered in Mathematics and Art
- Implemented a consistent baseline assessment in numeracy (Grades 2-6)
- Learning Strategies was added as a course option for students in need of additional support and guidance towards academic success

Teaching and Leading
- A Lead Teacher position for Design and Innovation was added to support K – 12
- Utilized the school website to better support access for e-learning materials
- Supported the implementation of Microsoft TEAMS as an e-learning platform for grades 7 – 12, which streamlined and enhanced our communication platform
- Teacher professional development on the creation of Individual Educational Plans (IEPs)
- Opened the new Design Lab for students
- All staff have access to online professional development through Optimus Education
- Staff book club, “How to Differentiate Instruction” by Carol Ann Tomlinson
- Explored Expo 2020 opportunities for student engagement and course alignment

Learning Supports
- iPads purchased for art classes
- Additional laptops purchased for senior high student use
- Implementation of online course selection for grades 7 – 12
- Gifted and talented program extended; coordinator nominated to oversee/liaise with SEN
- To better support in navigating time management, organization and post-secondary/career planning an Advisory block for all students, grade 7 – 12, was added to student schedules
- A Learning Centre was established to support students (Gr. 7 – 12) who have below grade (less than 50%) achievement in core classes
- Established staff members as E-Learning Coaches for students struggling with the demands of e-learning
- Device lending program initiated to support families in need with access to e-learning
Governance
- Established and streamlined a weekly process for communication with staff and students
- Utilized video announcements to students and parents
- Hired a fulltime OSH officer
- Completed a supervision audit to reduce risk for students in playgrounds and common spaces
- Staff recognition program developed
- Investigated an online application process
- Streamlined processes for bus registration
- Enhanced field trip application process in support of student trips
- Developed new website for release 2020-2021
- Tableau training for all administrators
- Increased parent communication through the use of Parent Alerts
- Teaching staff accommodation is singular and centralized in three sites
- Established process and protocols related to e-learning

Local and Societal Context
- Administrative team was selected by ADEK to serve on a variety of focus group panels related to a variety of topics and initiatives related to Student Growth and Achievement
- Streamlined uniform policy and process
- Band and choir performed at 10 community events (September – January)
- School trip to Borneo assisted in the development of environmental projects in Borneo and at the school

COVID-19
March 2019 saw the beginning of communication with our local authority Abu Dhabi Education and Knowledge (ADEK) about COVID-19. CIS was placed on fulltime e-learning at the beginning of April. To support students and staff, an e-learning guide were implemented, and professional development was provided to staff on maximizing student growth in an e-learning environment.

At the beginning of May, CIS was notified that a Distance Learning Evaluation would be carried out. The intent was to evaluate 13 parameters and to use the color coding of green, yellow, and red to determine the level of development that the school had reached.

Evaluators met with the administration, reviewed communication to all stakeholders, evaluated the infrastructure that was in place to support e-learning and visited online classroom sessions in grades K – 12. CIS is exceptionally proud of the feedback we received and the stellar outcome we received in all 13 areas (see the next page).
The school's distance learning profile is: Developed

The table below provides an overview of the status of development of each Theme. This is represented by three colours, green for Developed, amber for Partially Developed and red for Not Developed.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ distance learning and wellbeing</td>
<td>Teaching and monitoring students’ learning</td>
<td>Leading and managing students’ learning</td>
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<tr>
<td>Attendance and participation</td>
<td>Planning and delivery</td>
<td>Agility</td>
</tr>
<tr>
<td>Safeguarding</td>
<td>Sharing intended learning outcomes</td>
<td>Contingency</td>
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<tr>
<td>Learning opportunities</td>
<td>Distance learning provision</td>
<td>Communication and engagement</td>
</tr>
<tr>
<td>Equity of access</td>
<td>Monitoring and assessing learning</td>
<td>Resources management</td>
</tr>
<tr>
<td>Wellbeing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Positive features of the distance learning

1. The coordinated, comprehensive planning for and monitoring of distance learning to provide a positive experience for students, teachers and parents.
2. The range of online and offline activities planned by teachers to provide continuity and momentum in students’ learning.
3. The extensive resources and training provided to teachers and students.

Areas for development

1. Ensure that all parents are aware of the impressive range of channels that they can use to communicate with the school.

At the time of writing (November 2020), COVID-19 is still affecting the teaching and learning environment at CIS. Local limitations on class size and grade levels permitted to return have resulted in CIS currently operating under a hybrid 2-1-2 model, with students divided into 3 tracks. Students in grade KG – 5 and 10-12 assigned to Track A attend school Sunday and Monday, Track B students attend Wednesday and Thursday. Tuesday is e-learning for all students. Track C students are full-time e-learners.

Students are required to wear masks (KG exempt), always maintain 1.5 m of social distancing, and are prohibited from participating in Physical Education. Staff are tested for COVID every 14 days. Students in grades 6 – 9 are scheduled to return to school in January.
# Accountability Performance Summary

**Accountability Pillar Overall Summary**

**3-Year Plan - May 2020**

**Authority:** 0238 Canadian International School L.L.C.

<table>
<thead>
<tr>
<th>Measure Category</th>
<th>Measure</th>
<th>Canadian International School</th>
<th>Alberta</th>
<th>Measure Evaluation</th>
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<tbody>
<tr>
<td>Safe and Caring</td>
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<td>95.1</td>
<td>95.9</td>
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<tr>
<td>Student Learning Opportunities</td>
<td>Program of Studies</td>
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<td>84.9</td>
<td>84.6</td>
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<td>Education Quality</td>
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<td>96.2</td>
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<td>Drop Out Rate</td>
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<td>na</td>
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<tr>
<td>High School Completion Rate (3 yr)</td>
<td>High School Completion Rate (3 yr)</td>
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<td>na</td>
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<td>Student Learning Achievement (Grades 9-12)</td>
<td>PAT: Accurate</td>
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<td></td>
<td>PAT: Efficiency</td>
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<tr>
<td></td>
<td>Diploma Acceptable</td>
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<td>91.9</td>
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<td>Diploma Externship</td>
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<tr>
<td></td>
<td>Diploma Exam Participation Rate (+ Exams)</td>
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<td>na</td>
<td>na</td>
</tr>
<tr>
<td></td>
<td>Parental Scholarship Eligibility Rate</td>
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<td>na</td>
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<tr>
<td></td>
<td>Transition Rate (3 yr)</td>
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<td>na</td>
<td>na</td>
</tr>
<tr>
<td></td>
<td>Work Preparation</td>
<td>88.8</td>
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<tr>
<td>Parental Involvement</td>
<td>Parental Involvement</td>
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<td>75.7</td>
<td>85.2</td>
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<td>Continuous Improvement</td>
<td>School Improvement</td>
<td>79.0</td>
<td>80.2</td>
<td>67.4</td>
</tr>
</tbody>
</table>

**Notes:**
1. Data values have been suppressed where the number of respondents/students is fewer than 8. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvements and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the SURVTHON/GTFFI/Filter Three Forms survey test.
4. Aggregate PAT results are based on a weighted average of assessment reporting in English, French, and Mathematics. The weightings are the number of students enrolled in each subject. Courses included: English Language Arts (Grades 9, 10, & 11), French (Grades 9, 10, & 11), Mathematics (Grades 9, 10, & 11).
5. Participation in Provincial Achievement Tests was required by the time of May in June 2016 and May in June 2018. Cautions should be taken when interpreting results over time for the province and these school authorities affected by these events.
6. Aggregate PAT results are based on a weighted average of assessment reporting in English, French, and Mathematics. The weightings are the number of students enrolled in each subject. Courses included: English Language Arts (Grades 9, 10, & 11), French (Grades 9, 10, & 11), Mathematics (Grades 9, 10, & 11).
7. Participation in Diploma Externship was replaced by the first of May to June 2018 and May to June 2019. Cautions should be taken when interpreting results over time for the province and these school authorities affected by these events.
8. 2015 results for the 3-year High School Completion and Diploma Externship Participation Rates have been adjusted to reflect the correction of the Grade 12 cohort.
9. Student achievement results are not calculated for schools that are using the Diploma Externship Grade 12 curriculum. Starting in 2011, an alternative methodology was applied to more accurately attribute results in schools that receive programming from more than one provider within a single year. Caution should be used when interpreting school and school authority results over time.

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 50th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Very Low</th>
<th>Low</th>
<th>Intermediate</th>
<th>High</th>
<th>Very High</th>
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</thead>
<tbody>
<tr>
<td>Safe and Caring</td>
<td>0.00 - 27.62</td>
<td>73.62 - 81.05</td>
<td>92.05 - 94.60</td>
<td>74.63 - 85.44</td>
<td>81.59 - 100.00</td>
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<tr>
<td>Program of Studies</td>
<td>0.00 - 60.31</td>
<td>66.31 - 72.65</td>
<td>72.65 - 78.43</td>
<td>74.63 - 81.05</td>
<td>81.59 - 100.00</td>
</tr>
<tr>
<td>Education Quality</td>
<td>0.00 - 80.30</td>
<td>80.30 - 84.25</td>
<td>84.25 - 87.25</td>
<td>87.25 - 89.60</td>
<td>89.60 - 100.00</td>
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<tr>
<td>Drop Out Rate</td>
<td>100.00 - 9.40</td>
<td>9.40 - 6.90</td>
<td>6.90 - 4.27</td>
<td>4.27 - 2.79</td>
<td>2.79 - 0.00</td>
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<tr>
<td>High School Completion Rate (3 yr)</td>
<td>0.00 - 57.03</td>
<td>57.03 - 62.35</td>
<td>62.35 - 73.46</td>
<td>73.46 - 81.79</td>
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</tr>
<tr>
<td>PAT: Acceptable</td>
<td>0.00 - 86.07</td>
<td>86.07 - 90.19</td>
<td>90.19 - 94.60</td>
<td>94.60 - 98.44</td>
<td>98.44 - 100.00</td>
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<tr>
<td>Diploma: Acceptable</td>
<td>0.00 - 71.43</td>
<td>71.43 - 78.34</td>
<td>78.34 - 84.76</td>
<td>84.76 - 91.95</td>
<td>91.95 - 100.00</td>
</tr>
<tr>
<td>Diploma Exam Participation Rate (+ Exams)</td>
<td>0.00 - 31.10</td>
<td>31.10 - 44.11</td>
<td>44.11 - 55.76</td>
<td>55.76 - 68.95</td>
<td>68.95 - 84.04</td>
</tr>
<tr>
<td>Rutherford Scholarship Eligibility Rate</td>
<td>0.00 - 60.07</td>
<td>60.07 - 66.06</td>
<td>66.06 - 79.19</td>
<td>79.19 - 91.64</td>
<td>91.64 - 100.00</td>
</tr>
<tr>
<td>Transition Rate (6 yr)</td>
<td>0.00 - 31.80</td>
<td>31.80 - 46.94</td>
<td>46.94 - 56.15</td>
<td>56.15 - 66.34</td>
<td>66.34 - 100.00</td>
</tr>
<tr>
<td>Work Preparation</td>
<td>0.00 - 56.92</td>
<td>56.92 - 72.78</td>
<td>72.78 - 77.78</td>
<td>77.78 - 86.13</td>
<td>86.13 - 100.00</td>
</tr>
<tr>
<td>Citizenship</td>
<td>0.00 - 66.30</td>
<td>66.30 - 71.63</td>
<td>71.63 - 77.50</td>
<td>77.50 - 81.06</td>
<td>81.06 - 100.00</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>0.00 - 70.76</td>
<td>70.76 - 74.58</td>
<td>74.58 - 78.50</td>
<td>78.50 - 82.30</td>
<td>82.30 - 100.00</td>
</tr>
<tr>
<td>School Improvement</td>
<td>0.00 - 60.25</td>
<td>60.25 - 70.85</td>
<td>70.85 - 76.29</td>
<td>76.29 - 80.41</td>
<td>80.41 - 100.00</td>
</tr>
</tbody>
</table>
Performance Outcomes: 
Results and Highlights

We are exceptionally proud of the Accountability Pillar results for the 2019-2020 school year. The participation rates for the Pillar was higher for both our staff and our students, which adds additional validity to the results for the 2019-2020 school year.

Safe and Caring: CIS is noted throughout Abu Dhabi as an inclusive school with a true sense of family and community. 100% of grade 7 students and 97% of grade 10 students feel safe on the way to and from our school.

Student Learning Opportunities:
Students and staff have indicated a higher level of satisfaction with the variety of opportunities that they have to learn subjects such as: P.E., health, computers, second languages and music.

While Abu Dhabi is 11,282 km from Edmonton, the “Quality of Education” that students received is rated at a comparable level to the province of Alberta at 90%. Grade 10-12 students rated the quality of education they are receiving at 94%, a 12% increase from the previous year.

Student Learning Achievement: The cancellation of Diploma Exams and Provincial Achievement Tests, due to COVID 19, has resulted in the data reflected in the areas of Achievement being from the 2018-2019 provincial data. Through the 2019-2020 school year and moving forward CIS will continue to focus on student assessment that is varied, aligned with the program of studies and at a level of rigor to build ongoing academic success for each student. 100% of CIS grade 12 students graduated with a high school diploma and the ability to enter post-secondary programs around the world. Many graduates attend post-secondary in Canada, including the University of Alberta, University of British Columbia, University of Toronto, and Waterloo University, to name a few. Internationally our graduates have attended post-secondary in a variety of locations in Europe, the United States of America, Australia, and Asia.

Preparation for Lifelong Learning, the World of Work, and Citizenship: At CIS we leverage the variety of courses and material in the Alberta curriculum and work to instill a passion for lifelong learning in our students. We are proud to have exceeded the provincial average by 15% and are at the highest level we have been in 5 years.
Parental Involvement: As a school with a strong sense of community and a strong tradition of loyal families, our parents are key, active partners in the education at CIS. A 13% increase in parental involvement last year has allowed CIS to exceed the provincial average by almost 7%. Parent input is actively sought out and respected at CIS.

Continuous Improvement: Continuous improvement requires a school structured on proactive visioning, where all stakeholders are engaged and committed to the wellbeing and the academic advancement of all students. The expansion of our Student Services Department, the opening of a Learning Centre and the addition of e-learning coaches provided a high level of support to all students at CIS. Students and staff alike reported high increases in the ability to access academic and career counseling, support for students with special needs, support for career planning and increased access to reading and writing supports. Program access was 7% higher than the province with an increase of almost 15% to the highest level in 5 years. While School Improvement was in line with the province, our data shows a 10% increase over last year and the highest level we have had in 5 years.

We have heavily invested in supports for students and are confident that CIS is on track for continued student growth ably supported by a team of dedicated, experienced professionals, focused on continuous improvement.

Performance Outcome Successes from 2019-2020 and Planning for 2020-2023

Our previous 3 Year Plan (2019-22) outlined several strategies that we had intended to use during the 2019-2020 school year. Below is an overview of the strategies, our successes, and our plans for ongoing success 2020-2023.

Student Growth and Achievement: (outcomes below from 3 Year Plan 2019-2022)
- Utilize our school administration software (Power School) for more rigorous tracking of individual student progress. This to be facilitated by entering individual assessments in Power School and reporting on individual student attainment
- School administration and teachers will review and analyze Diploma exam results and develop improvement plans based on the Diploma exam results
• The school will purchase Diploma exam item analysis information for Diploma exam subject teachers
• The school will continue providing our students with school-wide student leadership programs (Bucket Fillers, National Honor Society, National Junior Honor Society, Student Leadership class, Peer Tutoring, Duke of Edinburgh Award, Student Council, Model United Nations, Green Team Initiative, etc.)
• The school will enhance the school awards programs to include recognition for citizenship
• The school will review and refine the school’s student behaviour expectations
• Consistent documentation and communication with parents addressing student behaviour infractions
• The school will revise and distribute CIS Parent/Student Handbook
• The school will expand our career counselling component to include grade 10 and 11 students in addition to the grade 12 students

Successes: Student Growth and Achievement

Clear communication and structure are key elements in supporting students in their growth and achievement. The Parent/Student Handbook was successfully revised with the input from all stakeholders. Keen to ensure continuity for our families, we had a group of teachers come in over the summer to revise, add and create a “COVID Parent/Student Handbook” which has successfully guided our school in the 2020-2021 school start-up.

The clear expectations and processes outlined in the Parent/Student handbook, related to Student Conduct, contributed to a decrease in the number of behaviour infractions throughout the year and a stronger sense of community at CIS.

Programs such and National Honor Society, National Junior Honor Society and Duke of Edinburgh all supported individual student growth, while at the same time challenging students to support the great community. The K-12 environment at CIS provides unique opportunities to have students of all grade levels participate in various forms of citizenship. Secondary students are frequently used to support elementary students with reading, class projects and events. Community celebrations such as National Day, Flag Day and International Day give a platform for the diverse skills of students of all ages to be featured and to develop their confidence, leadership and interpersonal skills.
Provincial assessments (Diploma and Provincial Achievement Tests) administered in 2018-2019 and January 2020 (Diploma only) were analyzed by administration. Lead Teachers and course teachers identified areas of strength, areas of growth and any trends. Teachers identified the need for strong alignment between school awarded grades and provincial assessment grades. The teachers reformatted assessment to align with provincial assessments and focused on additional writing opportunities for students in English Language Arts and Social Studies. There was marked improvement in the alignment of school awarded and diploma grades in Social Studies in the January Diploma, but the cancelation of the June Diploma Exams, due to COVID, prevented additional triangulation of the data in our other subject areas.

**Targets and Strategies 2020-2023: Student Growth and Achievement**

- Data from provincial and international assessments will be reviewed bi-annually and/or annually by staff. Achievement targets will be established by October of each year and reviewed quarterly to monitor progress.
- The alignment of school awarded grades to standardized assessments is critical for ongoing student success. Staff will analyze and use data, rigorous and varied assessments, and colleague moderated assessment to inform their practice and provide differentiated support to students.
- In February of each year, CIS will participate in the ACER International Schools Assessment (ISA). Data collected will be used to compare students internationally and to inform teacher practice.
- A position, Head of Student Performance Improvement, will be established to support the school in the development of processes, procedures and professional development targeted at increasing student achievement K – 12.
- Teachers will be trained on the use of PowerSchool analytics and will collaborate and compare with colleagues on a quarterly basis to ensure alignment and provide direction for student remediation and enrichment.
- All administration will receive training on Tableau, as a robust tool for data analysis. Administration will review and share Tableau data on a quarterly basis to monitor student achievement and academic growth.
- A process will be developed to track students over a longitudinal bases (monthly and annually). A targeted group of students will have samples of work reviewed and moderated for student achievement and growth.
- A formal Student Leadership Program will be developed and scheduled to build leadership capacity in students. The program will include processes and expectations for students to lead clubs at lunch and after school.
Teaching and Leading: (outcomes below from 3 Year Plan 2019-2022)

- It is an expectation that teachers at common grade levels develop lesson plans and student assessment tools collaboratively. This will ensure instruction and assessment is consistent in our classrooms.
- The school will continue to secure and retain qualified teachers for all subject areas.
- Teachers at all grade levels will be required to utilize questions in a format similar to the ones used in Provincial Achievement Tests (PATs) as part of their student assessment practice.
- School administration and teachers will review and analyze PAT results and develop improvement plans based on the PAT results.
- Teachers will provide students with practice examination sessions for all Diploma exam subject areas.
- Teachers will offer Diploma exam preparation sessions outside of school hours.
- The school will provide all teachers throughout the school with a minimum of 3 hours of professional development regarding data analysis and using data to create action plans for improving teaching and learning.
- The school will provide all teachers throughout the school with a minimum of 3 hours of professional development regarding diverse assessment practices, focusing on quality and consistency.

Successes: Teaching and Leading
During the 2019-2020 school year, the teachers at CIS engaged in a book study using the Carol Ann Tomlinson book “How to Differen}
experienced Alberta based Diploma Prep Instructor to provide weekend tutorials to students prior to the diploma exam in Biology.

Securing and retaining qualified teachers can be a challenge in an international setting. CIS is proud to report that all Alberta curriculum is taught by Alberta certificated teachers. We are fortunate to have a higher staff rate of retention than other schools. Moving forward attracting staff experienced with online assessments in secondary mathematics and sciences will be an area of focus for Human Resources.

Lead Teachers at CIS are to be commended for the work they have done in their department and grade groups. With their leadership, collaboration on curricular outcomes and assessments has increased. With additional mentorship and professional development opportunities, lead teachers will be better able to assist in building capacity across the school.

**Targets and Strategies 2020-2023: Teaching and Leading**

Effective teaching and leading is grounded in several key documents provided by Alberta Education. The Teaching Quality Standard (TQS), Leadership Quality Standard (LQS) and the K – 12 Programs of Study will form the basis of our work at CIS.

- The “C’s” to Success: Clarity, Collaboration, Communication, Calibration and Consistency will be shared and developed with staff through the 2020 school year and serve as a guide for teaching and leading at CIS
- Teachers will focus on Literacy skills across all subject areas. Teachers will provide students with opportunities for extended writing pieces across a variety of writing genres
- Teachers will focus on Numeracy skills across all subject areas. Teachers will provide students with opportunities for practice with mental math skills and the connection of these skills to real life applications
- Staff will review formative and summative assessment practices and ensure that data is triangulated prior to progress reporting
- Written feedback for academic growth will be provided to all students K – 12 monthly in every subject
- School administrators will observe classes weekly, with targeted feedback for growth provided to teachers on an ongoing basis
- Professional development in e-learning platforms, live streaming, assessment and differentiation will be provided to all staff
- Teachers in all departments will engage in colleague moderated assessment practices to ensure consistency between class teachers
• Teachers will collaborate in the development of assessments that reflect the challenges of e-learning
• The school calendar, timetable and daily schedule will be reviewed to investigate options to address learning gaps and challenges associated with e-learning and local COVID restrictions.

**Learning Supports:** (outcomes below from 3 Year Plan 2019-2022)

• By October 2019, the school will develop a new Special Education Needs (SEN) Operational Model with particular focus on the identification and service of students who are more and less able. The model will be implemented to improve the support for students with special educational needs.
• The school will hire a School Psychologist.
• The school will provide all teachers throughout the school with a minimum of 3 hours of professional development regarding planning differentiated lesson activities to meet the needs and learning styles of all students.
• The school will provide all teachers with 3 hours of professional development focusing on the development, monitoring and implementation of a student’s individualized plan.
• The school will review the current student options that are offered and revise to include high interest student options. We are exploring options for utilizing a distance education model to deliver more courses, particularly in the CTS strands.

• The school will increase extra-curricular, co-curricular, and athletic opportunities for students (student clubs, athletic teams, athletic inter-school league competitions, field trips).
• The school will increase secondary school events and celebrations (awards nights, student social activities, student assemblies, etc.).
• The school will provide students with additional student challenge opportunities (Model United Nations, National Honors Society, National Junior Honor Society, Duke of Edinburgh, F1 In Schools, Tournament of the Minds, Science and Innovation Fairs, etc.).

**Successes: Learning Supports**

At CIS, we recognise the profound value that opportunities for student enrichment have on the growth, maturity, leadership, extension and responsibility of our student population and, as such, have continued with our commitment to tournaments and programs such as the Duke of Edinburgh Award and Junior Honours Society. Unfortunately, current COVID restrictions have limit our extensive extracurricular programs. We are particularly disappointed in the limitations currently placed on what was a very successful and widely accessed athletics and fine arts program.
Professional development for staff occurred, enabling the creation of robust and targeted individual support plans for students with specific diagnoses. CIS has a very positive reputation in the region as a highly inclusive school. This reputation is built on the foundations of a dedicated multidisciplinary approach to student supports. During the current COVID epidemic, these supports have also extended to addressing the social and emotional needs of students, staff and families as stress, isolation and e-learning fatigue have become challenging realities for all.

A highly collaborative and multidisciplinary team is vital if special education needs are to be met effectively. SEN specialists, social workers, administrators, teachers, teaching assistants, counsellors and literacy specialists must work together to ensure successful outcomes for students with special needs and students who require additional levels of challenge. Our new Student Services Department is a multi-disciplinary team incorporating all the above, with the added inclusion of an Arabic language specialist to support our struggling Arabic speakers.

**Targets and Strategies 2020-2023: Learning Supports**

- Planning documents will be reviewed and monitored by senior leaders, and a standardized approach taken to the layout of planning documents, to ensure provision has been made for the extension of more able students.
- Further funding will be made available to ensure additional PD provision for Lead Teachers, as well as those with differentiation as a Professional Growth Plan goal, in embedding differentiation strategies.
- School wide Teaching and Learning Policy will be crafted and shared with all staff.
- School wide focus on student-to-student engagement and opportunities for student voice, enabling a range of approaches for students to show what they know and to deepen their understanding of curricular topics.
- Extension of curricular options will continue to be a goal and will be a prime focus during the next round of staff recruitment.
- Monthly whole-school tracking of all students through PowerSchool and Tableau will occur to ensure students are achieving to their full potential.
- Tracking of specific students will also take place to ensure the needs of struggling students are being met.
- The work of our Learning Support Centre and e-learning coaches will be extended to support students more fully when they are unable to be on-site.
- Targeted literacy supports for students reading below grade level will be provided based on baseline and ongoing assessments.
- Leadership opportunities will be provided to specific staff members to research and devise fresh options for extracurricular activities that can occur safely in the current COVID environment, and to look forward to when we are able to return to typical school functioning.
- Advanced Placement (AP) programming will be expanded to support students seeking additional challenge.
• The hiring of a Speech Language Pathologist will be investigated as an additional support to students

Governance: (outcomes below from 3 Year Plan 2019-2022)
As a small private district, all stakeholders work collaboratively in support of students. Ownership, school staff and parents are all members of an active board that guide growth and change at CIS.

• The school will celebrate our successes more in staff meetings, emails and other forms of interactions with the staff.
• The school will continue the development of school-wide committees for the purpose of enhancing student learning and achievement.
• The school will streamline operations via the application of online processes in areas such as student enrolment applications, bus registrations and parent alerts.

Successes: Governance
Being a stand-alone school located in a region far from ‘home’, we pride ourselves on our warm and welcoming spirit towards our students, but also towards our staff. We become a family away from home and place high value on the relationships, supports, guidance and care we show for each other.

The ownership group have made a strong financial commitment to the ongoing improvement, enhancement and maintenance of the school facilities.

Targets and Strategies 2020-2023: Governance
• To increase assurances to the community, ZOOM meetings with the board and senior administration will occur on a monthly basis
• Senior administration will meet as a large group on a weekly basis
• Individual meetings with the Principal and members of the senior administration will occur on a weekly basis

Local and Societal Context:
COVID has had a profound impact on teaching and learning world-wide. Moving forward the local educational authority has informed schools that maintaining an e-learning platform will be mandatory. Irtiqaa school inspections will be carried out on a bi-annual basis and Distance Learning inspections expected on an annual basis.
CIS has earned a stellar reputation in the Abu Dhabi region as an inclusive and supportive community with strong academic programming for all students. An expansion of the Canadian International School would be welcomed in Abu Dhabi.

**Successes: Local and Societal Context**
In the region, CIS students have been leaders within the community at a variety of events. Students enrolled in choir and band were invited to perform in a wide range of local and cultural events throughout Abu Dhabi.

Many CIS students volunteer within the community, and the international trip to Borneo last year ignited a core group of students to embrace environmental causes both locally and internationally. CIS Duke of Edinburgh participants successfully completed two adventurous desert journeys in challenging local terrain.

Senior leadership were invited to participate in a wide range of “invitation only” focus groups with other top schools in the region. CIS leadership provided key guidance in the development of processes and best practices related to educational services during the COVID pandemic.

Key events such as National Day and International Day celebrations enabled CIS to feature the gifts and talents of our highly diverse school population, while at the same time inviting the greater community into our building to share and celebrate with us.

**Targets and Strategies 2020-2023: Local and Societal Context**
- With a focus on environmental stewardship, CIS will offer a “Real World Option” to students in grade 7, 8 and 9
- Senior leadership will continue to network with the local educational authority to provide feedback and input into local policies and processes
- Re-envision National Day, International Day and other school events to reflect COVID restrictions.
Projected Student Enrolment by Grade:

COVID-19 has had a profound impact in the U.A. E. As a country with numerous foreign workers based in the fields of oil, airlines, education and tourism, many families were forced to leave the country when job losses resulted from a country-wide shut down in March 2019. Like all schools in the region, CIS has experienced a drop in enrollment for the 2020-2021 school year, but not to the level experienced by other schools in the region.

To increase enrolment, we will be launching a new On-Line Registration process beginning December 2020. This will allow quicker response to parents and assist in securing new students for the following school year. Due to capacity limits in classrooms for the 2019-2020 school year there were families left on the wait list. We will be prioritizing these families for the 2020-2021 school year.

Our goal is to achieve a minimum of a 10% increase in student enrolment for the 2021-2022 school year. This target will be affected by local challenges including, but not limited to: employment rates in Abu Dhabi, COVID restrictions, optimal classroom size to staffing costs and grade distribution of family applicants.

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Trends, Issues and Future Challenges:

With current local restrictions in place, CIS is currently operating on a 2-1-2 hybrid model of instruction. A maximum of 15 students per class required students to be placed on 3 different tracks:

- Track A – students attend school on Sunday and Monday
- Track B – students attend school on Wednesday and Thursday
- Track C – students on full-time e-learning

Our local jurisdiction (ADEK) has indicated that we will continue to have to maintain an e-learning platform for any families who request it. To provide access to 5 days of learning, lessons for students enrolled in grades 4 to 12 are being livestreamed. Students in KG to grade 3 have access to pre-recorded lessons for the days that they are at home.

Despite our best efforts to provide programming and support, families are often challenged to manage the demands of several children on e-learning. We are anticipating learning and social-emotional deficits in younger children who have had limited contact for learning through play and the social interaction with peers. For older students, the necessity to become strong independent learners is not something that comes naturally to all students. Ongoing support in the areas of time management and organizational skills will be provided by our staff and the implementation of a core support block in the timetable will help to provide time for this work.

Our Student Services department are providing e-learning coaches where we can, and counsellors are supporting students with emotional challenges associated with a variety of mental health issues related to months of isolation and too much screen time.

Teachers of all levels will be identifying Essential Learning Outcomes (ELOs) and will work to provide meaningful differentiation to support students in reaching their potential. The challenge of student engagement in an e-learning environment is one that staff are navigating daily. Managing students both face-to-face and virtually is very challenging for staff. We have provided a very strong infrastructure, e-learning platform and in-house professional development on strategies for e-learning, but access to high quality relevant professional development can be challenging in the region. The validity of online assessments has been and continues to be a challenge for students and staff alike. We are working collaboratively with
other international schools and others in Alberta to provide mentorship and professional development to selected staff.

Parental Involvement and Communication Plan:

As critical stakeholders, parents are partners in educating their child(ren). Members of the Parent Council and parents within the greater school community have been informed and advised during the development and have been given the opportunity for input into this Three-Year Education Plan and Annual Education Results Report. A ZOOM meeting opportunity will be provided to parents on the final report and it will be posted on our school website.
Teaching and Leading at CIS

All teachers at CIS are Alberta certified, many have Masters degrees.

CIS teachers engage in research based professional development on a weekly basis, to support growth in the Teaching Quality Standard Competencies.

A recent ADEK Distance Learning Inspection rated CIS as excelling in all 13 parameters measured.

Staff connect with other international schools and post-secondaries.

CIS is using a strong social media presence to enhance our communication with all stakeholder.

Follow us!
Instagram: @cis_abu_dhabi and @cisgrizzlies
Twitter: @CISAbuDhabi
Website: https://cisabudhabi.com

Canadian International School Abu Dhabi

Providing students in KG to Grade 12 with quality instruction of the Alberta curriculum.
Athletics, Arts and Alternative Programming

At CIS we believe strongly in providing diverse opportunities for students to reach their potential.

Over 50 teams and extracurricular opportunities for students to enjoy!

With teams starting as young as under 9 years and going through to under 18, athletes have the opportunity to be coached by qualified volunteers who are knowledgeable and passionate about sport. With facilities that include an onsite 25m pool, shaded soccer pitch and full gymnasium, there is a sport for everyone.

"CIS is like one big family, where you learn something new every day."
— CIS graduate 2020

Opportunities such as Outdoor Education, Duke of Edinburgh and the school base "Real-World" Option allow students to experience and learn about the environment, locally, nationally and internationally.

CIS Celebrates

CIS is a vibrant community, celebrating over 80 different nationalities! Events such as National Day and International Day bring our community closer together as we share our many gifts and talents.

2020 Formula Ethara National Champions!

A comprehensive recognition program allows us to celebrate all aspects of our school community: academics, citizenship and leadership.

A variety of school and local events such as, Science Fair, Innovation Fair and F1 serve as opportunities for CIS to showcase their skills.

Contact Us

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reception@cisabudhabi.com

Visit us on the Web: cisabudhabi.com

Academics

CIS provides instruction in the Alberta curriculum, Advanced Placement (AP) and local ministry curriculum. CIS graduates are well prepared for the rigor of post-secondary and are welcomed at top universities around the world!

January 2020 – CIS students exceeded the Provincial Diploma Average in 5 of 7 exams, by as much as 11%!

The AP Program, introduced in 2019, currently has more than 30% of students in grade 10 – 12 enrolled.

May 2020 Accountability Pillar Survey— CIS students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime at a level 15% higher than the Provincial of Alberta!

CIS provides the atmosphere, expectations and support for every student to achieve their personal best.

Learners Today, Leaders Tomorrow!