

The logo of the Canadian International School Abu Dhabi is a circular emblem. It features a red maple leaf in the center, with the letters 'CIS' overlaid on it. The words 'CANADIAN' and 'INTERNATIONAL SCHOOL' are written in a circular path around the leaf. The text 'ABU DHABI' is also visible at the bottom of the circle.

Canadian International School Abu Dhabi

Education and School Development Plan

2023-2026

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Preface

The Canadian International School Abu Dhabi is monitored and evaluated by three separate entities:

- Locally, Abu Dhabi Education and Knowledge (ADEK)
- Nationally, the Ministry of Education (MOE) within the United Arab Emirates
- Internationally Alberta Education (AB Ed)

While each level has slightly different expectations for reporting and evaluating the school, all three place the knowledge, care, and growth of our students as their priority. Alberta Education requires a three-year Education Plan to be submitted in May of every year and an annual Results Review in November. ADEK requires a School Development Plan to be submitted 30 days following a bi-annual inspection. Both plans are expected to be responsive to the needs of the school community and reviewed and monitored at least three times in the year by a committee of staff.

This document, the CIS Abu Dhabi Education and School Development Plan, is the blending of the expectations of our educational partners, ADEK, MOE, and AB Ed. It will be reviewed by a committee of administration, lead teachers, and staff members in November, February, May, and August of each school year.

Data provided from all provincial, national, and international sources will be aggregated to compare:

- Gender
- Country of origin
- Students on Individual Education Plans (IEPs)
- Students on Academic Support Plans (ASPs)
- Student Learning Profiles (SLPs)

Education and School Development Plan 2023-26 Introduction

The Canadian International School Abu Dhabi (CIS) is a vibrant community of learners from over 75 different countries.

CIS has long been identified for its strong sense of community and parental support. At CIS, all stakeholders work collaboratively to guide students on a path for continuous improvement and to instill in them a passion for lifelong learning. A school rich in academic history, over the past five years our graduates have been accepted to over 50 universities around the world.

This plan identifies four key areas for our school to continue to focus on in order to expand and affirm skills and strategies for the long-term benefits of our community:

- Literacy
- Numeracy
- Research skills and critical thinking
- Social-emotional supports

This Education and School Development Plan serves as the base for ongoing transparency, assurance, and celebration as a learning community.



Assurance Statement

The Annual Education and School Development Plan for the three years commencing August 28, 2023, for the Canadian International School Abu Dhabi, was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation and under the expectations of Abu Dhabi Education and Knowledge Policy 60. This plan was developed in the context of the Alberta government's business and fiscal plans and under ADEK expectations for ongoing school improvement. The Board has used data provided nationally, provincially, and internationally to develop the Education and School Development Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board reviewed and approved the 2023-2026 Education and School Development Plan on May 29, 2023.



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 to 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 working together fosters 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 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 risks 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-direction, Self-reliance, Self-confidence, Self-motivation, Self-advocacy) 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 C.R.E.A.T.E. an environment for student success!





School Profile

The Canadian International School Abu Dhabi (CIS) enjoys the benefits of a secure modern campus in Khalifa City, an Abu Dhabi neighborhood, approximately 30 km from downtown Abu Dhabi. With just over 1000 students from over 75 different countries, CIS is a diverse school community. CIS is an inclusive environment where we work 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, equipped science labs, a computer lab, elementary art room, 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. The campus also includes a shaded grass soccer field, a central shaded 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 an internationally renowned standards and curriculum framework to support Inquiry-Based Learning and 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. The Advanced Placement Program provides students with extended learning opportunities in a variety of subject areas including Biology, Chemistry, Mathematics, Microeconomics, French, History, and Art.

Education and School Development Plan

Additional Context:

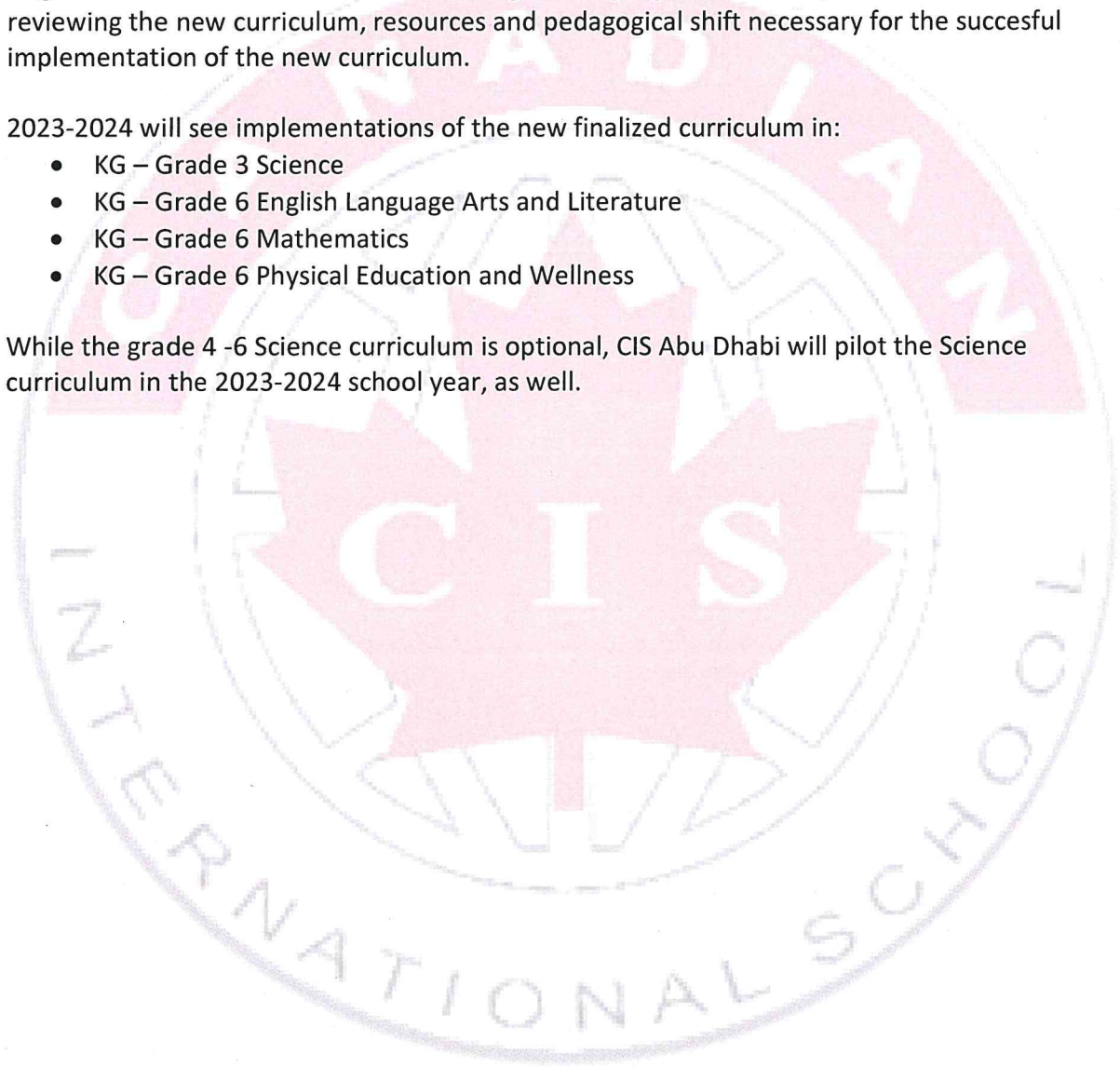
NEW ELEMENTARY ALBERTA CURRICULUM IMPLEMENTATION:

The 2022-2023 school year saw the effective implementation of new Alberta curriculum for KG to grade 3 in the areas of Mathematics, English Language Arts and Physical Education. Staff are reviewing the new curriculum, resources and pedagogical shift necessary for the successful implementation of the new curriculum.

2023-2024 will see implementations of the new finalized curriculum in:

- KG – Grade 3 Science
- KG – Grade 6 English Language Arts and Literature
- KG – Grade 6 Mathematics
- KG – Grade 6 Physical Education and Wellness

While the grade 4 -6 Science curriculum is optional, CIS Abu Dhabi will pilot the Science curriculum in the 2023-2024 school year, as well.



Outcome Alignment:

CIS Abu Dhabi is a proactive educational setting that uses data and stakeholder feedback to meet the high expectations of the local governing body, Abu Dhabi Education and Knowledge (ADEK), and Alberta Education (AB Ed.). This document is organic and will be reviewed and updated at regular intervals, four times in the school year to ensure that the emerging and relevant needs of students are targeted, supported, and evaluated in a timely fashion.

Below are the five domains outlined by Alberta Education (AB Ed) and the alignment with the performance standards set out by Abu Dhabi Education and Knowledge (ADEK). These domains and standards serve as the base of the strong work and growth at CIS Abu Dhabi.

Domain One: Student Growth and Achievement (AB Ed.)

Performance Standard 1: Student Achievement (ADEK)

Performance Standard 2: Student Personal Development and Innovation Skills

Domain Two: Teaching and Leading

Performance Standard 3: Teaching and Assessment

Performance Standard 6: Leadership and Management

Domain Three: Learning Supports

Performance Standard 2: Student Personal Development and Innovation Skills

Performance Standard 4: Curriculum

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

Domain Four: Governance

Performance Standard 6: Leadership and Management

Domain Five: Local and Societal Context

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

Below are the outcomes that CIS Abu Dhabi will be focused on from 2023-2026. As a data driven school, analysis and measures to determine success will include, but are not limited to, provincial assessments, international standardized assessments, school-based data, ADEK and AB ED inspection feedback.

Outcome One:

All students will demonstrate one year of instructional level growth in reading and writing.

-Alberta Education: Domains: 1, 3, and 5

-ADEK Performance Standards: 1, 2, 3, and 4

Data Analysis:

International Measures:

The Measure of Academic Progress (MAP) test, administered in October and in May, to students in grades 3 to 9 will identify a year's growth in reading and grammar.



Provincial Measures:

A review of five years of grade 6, 9, and 12 provincial data from achievement tests and Diploma Exams indicates that the areas of inference and synthesis on multiple choice questions are an area of growth for students. The results of impending provincial achievement and Diploma testing in June of 2023 will serve as additional sources of analysis to support Outcome One.

Local Measures:

As per ADEK inspection 2022:

- Extend opportunities for students to improve their skills in extended and creative writing in both Arabic First Language and Arabic Second Language
- Extend opportunities for students to improve their reading skills in Arabic Second Language
- Extend opportunities for students to improve their speaking skills in the elementary phase in Arabic First Language, and across the phases in Arabic Second Language
- Improve students' reading skills in middle and high school by providing more opportunities for students to practice in real life contexts and on daily basis
- Enhance students' writing skills in all phases by undertaking writing tasks more frequently, and in a range of styles, so that each grade establishes a collection of good quality exemplars of writing in Arabic for non-native speakers
- Extend students' oral fluency across all phases by promoting the use of more complex sentences and enabling students to extend their range of vocabulary through more frequent engagement with Arabic in books, newspapers, journals and the broadcast media
- Ensure that lessons in the elementary phase provide sufficiently challenging opportunities for students to develop their extended writing skills across a range of genres
- Extend students' speaking skills by providing well planned group work activities that engage reluctant speakers in the middle and high phase
- Improve the quality and quantity of extended and creative writing for all students

- Enhance speaking and writing skills for elementary students by promoting play-based learning such as role-play and applying a range of writing skills to produce more complex sentences
- Allowing students more opportunities to promote their critical thinking and comprehension of texts, especially in the elementary and middle school

Strategies to Attain Outcome One will be integrated across all subjects, including those mandated in local curriculum by ADEK:

- Baseline assessments will be administered, and data used to identify students in need of supports and/or enrichment
- The MAP exam will be administered (twice a year, in October and May) to students grade 3 to 9 to determine reading and grammar instructional levels for each student
- Diagnostic Reading Assessments (DRAs) will be administered to a sample of students in grades 1 to 6 to triangulate data as we transition to MAP testing
- The Arabic Benchmark Test (ABT) will be administered in grade 5, 8 and 10 Arabic classes, twice a year to assess and target student skills in Arabic
- Progress report data will be reviewed three times a year to align literacy supports for students
- Edu-plan Reading Comprehension resources will be used to determine and support growth in comprehension levels for students in grade 7 to 12
- Membean, an on-line personalized vocabulary tool will be available to select students and on-demand to support vocabulary acquisition across grade levels
- Additional opportunities will be provided to extend students speaking and presentation skills through well planned group work, role play and debate
- Teachers' planning will allow for writing opportunities in a variety of genres, particularly focusing on extended writing, with an emphasis on writing for a purpose and writing for an audience
- Literacy specialists to monitor grade level planning and participate in assessment moderation
- Literacy specialists will work the librarian to ensure that levelled literacy books are available in the library and in classrooms to enrich the reading opportunities available to students
- Stream reading in KG to grade 3 will be used to support reading fluency and comprehension
- ELA lead teacher and literacy specialist will collate work samples from all grade groups to serve as exemplars for ongoing moderation, remediation and enrichment
- Teachers will provide opportunities for differentiated assignments and/or assessments to engage all learners
- Push-in and pull-out supports will be used for reading support in KG to grade 6
- EAL reading groups will be coordinated to support students
- Culturally sensitive and school approved text will be available for novel study and library time
- The Learning Centre will be used to support students in grade 7 to 12 who are below 50% in English Language Arts

- Differentiated online Arabic reading schemes will be used to support Arabic classes

Measures to Determine Success:

International Measures: ABT and MAP testing, scheduled annually, will show CIS students achieving at or above other international schools within the region in the areas of reading, writing and/or English Language Arts and/or Arabic.

Provincial Measures: CIS students will achieve the provincial average in English Language Arts on grade 3 SLAs, grade 6 and 9 PATs and grade 12 Diploma Exams.

Local Measures: ABT and MAP data will identify one year of growth for every student K- grade 12. 100% of CIS students will achieve 50% or higher as a final grade in English Language Arts and 65% or higher in Arabic.

Plan for Implementation:

- May 2023, ensure that DRA materials are complete and updated for sample groups
- June 2023, review literacy data and supports model and facilitate adjustments for the following year.
- August 2023, all KG to grade 6 staff will be in-serviced on RazKids and the implementation of Running Records to ensure consistency of assessment
- September 2023, KG2 to grade 12 teachers will administer school-based literacy baselines in reading and writing
- September 2023, Alberta Screening Tools will be administered to students in KG to grade 3
- September 2023, mobilize targeted and specialized supports for students based on baseline reading assessments and Learning Centre data from June 2023
- October 2023, baseline MAP reading assessments will be performed on students grade 3 to grade 9, with a follow up assessment in May to determine growth
- October 2023, Alberta Student Learning Assessments (SLAs) will be administered to grade 3
- November 2023, ABT will be administered to all Arabic students to determine a baseline with a follow up assessment in May to determine growth
- February 2024, the MAP may be administered to students targeted for supports by the Literacy Team or English progress report data
- May 2024, MAP and ABT to be administered to measure student growth

Additional Information and/or Considerations:

- Financial expenditures for MAP, ABT, Raz Kids and Membean to determine baseline levels support remediation and enrichment opportunities for students in reading and language conventions in both English and Arabic
- Time allocation for assessments and the impact on instructional time throughout the year
- PD for new staff regarding the interpretation of standardized assessment data

Outcome Two:

All students will demonstrate one year of instructional level growth in mathematics.

-Alberta Education Domains: 1, 3, and 5

-ADEK Performance Standards: 1, 2, 3, and 4

Data Analysis:

International Measures:

The Measure of Academic Progress (MAP) test, administered in October and in May, to students in grades 3 to 9 will identify a year's growth in mathematics.

Provincial Measures:

A review of five years of grade 6, 9, and 12 provincial data from achievement tests and diploma exams indicates that the areas of problem solving, with a focus on application, is an area of growth for students.



Local Measures: As per ADEK inspection 2022:

- Engage students in more activities about estimation, prediction, mental agility and the depth of mathematical thinking in the elementary phase
- Ensure that students in the middle phase extend their knowledge of probability and the properties of two- and three- dimensional shapes
- Improve problem-solving skills in the high phase by applying mathematics in real-life situations
- Ensuring that achievement is boosted through the provision of differentiated activities which are more consistently reflective of the assessment information which the school holds

Strategies to Attain Outcome Two:

- The MAP exam will be administered to grades 3 to 9 to determine mathematics instructional levels for each student
- Mathletics (grade 1 to 12) and MathSeeds (KG) will be used across KG to grade 12 to provide enrichment, remediation and course support
- Opportunities for math enrichment will be provided through University of Waterloo Math Contests and involvement in regional math competitions
- Teacher planning will allow for differentiated practical numeracy applications that involve real-life situations and focus on mental math skills
- Released items from international and provincial assessments will guide the structure of in-school assessments, with a focus on numerical response
- Math and Science teachers will collaborate on numeracy skills and applications across both curricula and opportunities for numeracy integration across other programs will be implemented e.g., map scales in Social Studies
- The effective and meaningful use of math manipulatives will provide students with “hands-on” opportunities to learn and apply mathematics

- The Learning Centre will be used to support students in grade 7 – 12 who are below 50% in Mathematics
- Teachers will provide opportunities for differentiated assignments and/or assessments to engage all learners
- The annual Science and Innovation Fair will support the critical thinking and problem-solving elements associated with mathematics and science
- PD opportunities and the latest mathematics research will be offered to staff through CMASTE (Centre for Mathematics, Science and Technology Education), NCTM (National Council of Teachers of Mathematics) and ERLC (Edmonton Regional Learning Consortium)

Measures to Determine Success:

International Measures: TIMMS participation of grade 4 and 8 students will see CIS students achieve the set targets that were submitted to ADEK.

The Measure of Academic Progress (MAP) test, administered in September and in May, to students in grades 3 to 9 will identify a year's growth in mathematics.

Provincial Measures: CIS students will achieve the provincial average in Mathematics on grade 3 SLAs, grade 6 and 9 PATs, and grade 12 Diploma exams.

Local Measures: 100% of CIS students will achieve 50% or higher as a final grade in Mathematics.

Plan for Implementation:

- August 2023, staff will receive in-house training on Mathletics and MathSeeds
- September 2023, KG-grade 3 teachers will administer Alberta based Screening Tools to determine a numeracy baseline for each student
- October 2023, baseline MAP numeracy assessments will be administered for students grade 3 to grade 9
- October 2023, Alberta Student Learning Assessments (SLAs) will be administered to grade 3
- November 2023, mobilize targeted and specialized supports for students based on baseline numeracy assessments
- March 2023, schoolwide Pi Day celebration to support numeracy
- School assessments will work to include mental math sections and include real-life mathematical applications wherever possible
- University of Waterloo Math Contests will be advertised to students in grade 7 to 12 for extension and enrichment
- Schoolwide mathematics data is to be reviewed by all Heads of School and Lead Teachers in August, November, February, April, and June

Additional Information and/or Considerations:

- Financial expenditure for Mathletics, MathSeeds and Math Contest registration to provide online enrichment, remediation, and course support in numeracy

Outcome Three:

CIS students will meet or exceed the provincial or international average on all standardized assessments with school awarded grades within an 8% to 10% range of all provincial and international assessments.

-Alberta Education Domains: 1, 2, 3, and 5

-ADEK Performance Standards: 1, 2, 3, 4, and 6

Data Analysis:Provincial Measures:

A review of 5 years of grade 12 provincial data from diploma exams indicates the need for closer alignment between the school awarded grade and the achievement on the diploma exam, especially in English Language Arts and the Sciences.

Local Measures:

As per ADEK inspection 2022:

- Ensure teachers consistently use the assessment information of both internal and external data to plan for effective differentiated learning opportunities
- Provide regular opportunities for students to be involved in assessing their own learning across all subjects
- Increase staff understanding of international examinations, such as MAP and TIMSS so that teachers prepare students more effectively to demonstrate the full extent of their skills and knowledge
- Ensure all teachers and staff are aware of the results of external benchmarking examinations in terms of what figures mean in relation to classroom practice

**Strategies to Attain Outcome Three:**

- Teachers and students will implement a formative assessment and feedback loop to increase student achievement
- Administration will participate in monthly "Book Look" review sessions and provide feedback to staff on their work

- Staff will ensure that the rigor of their assessments is in line with the expected standards of international and provincial assessments
- Teachers will engage in ongoing collaborative marking to ensure vertical and horizontal alignment and consistency in assessments
- Teachers will structure and format summative assessments to reflect those of standardized provincial and international assessments
- Teachers will review released items from standardized provincial and international assessments
- Review of MAP, TIMSS, PAT and Diploma data from previous administration dates will be reviewed and analyzed, with recommendations for classroom practice

Measures to Determine Success:

Provincial Measures: CIS students will achieve within 8-10% of their school awarded grades on all provincial assessments.

Plan for Implementation:

- August 2023, expectations to be shared with all staff regarding “Book Look” feedback
- August 2023, course/grade teams are to develop and submit a detailed and common assessment and year plan
- August 2023, PowerTeacher Grade Books will be set up consistently between common grade and course teachers
- September 2023, assessment plans will be reviewed by administration and feedback provided to Lead Teachers
- November 2023, staff will engage in detailed analysis of results from MAP data
- January 2024, a second MAP administration will be carried out on students new to the school and those targeted for additional supports
- May 2024, staff will engage in detailed analysis of data from the second round of MAP testing
- June 2024, students will participate in standardized provincial assessments
- August 2024, standardized provincial assessment data will be reviewed and teachers will adjust assessments to address any identified learning/instructional gaps
- Weekly department and grade level meetings for collaborative planning and moderated assessment
- Schoolwide achievement data is to be reviewed in August, November, February, April, and June

Additional Information and/or Considerations:

- All staff will require access to released copies/items from previous provincial and international assessments
- PD sessions for staff to administer and interpret data from the MAP

Outcome Four:

A distributive model will be used to build greater leadership capacity across the building. Success will be measured through inspection feedback and Assurance Survey data demonstrating over 80% satisfaction with opportunities provided to students and staff for leadership.

- Alberta Education Domains: 4 and 5
- ADEK Performance Standards: 5 and 6

Data Analysis:

Provincial Measures:

The Assurance Survey has shown growth in Continuous Improvement but is marginally below the provincial average.

Local Measures:

As per ADEK inspection 2022:

- Strengthening distributed leadership across the school, so that there is a greater level of shared ownership and accountability for students' achievement
- Enhance the role of subject leaders so that they have a greater overview of students' achievement in their subject across the school, supported by the time necessary to discharge their duties effectively
- Foster a culture where all teachers can extend their experience and improve their own practice through observing and evaluating others at work
- Monitor and ensure leaders continue to raise standards in subjects where attainment is not yet very good overall
- Ensure that the pace of improvement in key areas identified is sustained



Strategies to Attain Outcome:

- The development of a Lead Teacher Workflow will assist in standardizing and ongoing use and the development of the leadership capacity for this group of teachers.
- All teachers will be provided with opportunities to lead school-based events.
- Joint observations, including those with lead teachers, will follow selected criteria of the Irtiq'a Self-Evaluation Framework (SEF) and the Alberta Teaching Quality Standard (TQS)
- Student Council, National Honors Society, Duke of Edinburgh, a Student Ambassador Program (new), Model United Nations, and Student Initiated Clubs will provide opportunities for students to develop and demonstrate leadership
- Where possible, lead teachers will receive time within their daily schedule to respond to department needs and fulfill leadership roles in their department and across the school
- Lead teacher meetings will be restructured to engage more fully with school wide initiatives
- Lead teachers looking for additional mentorship will have the opportunity to meet regularly with the Head of School
- Head of Schools meeting minutes will be shared with all staff to increase staff understanding of leadership work and decision making

Measures to Determine Success:Provincial Measures:

CIS will exceed the provincial average on the Assurance Survey in Continuous Improvement.

Local Measures:

The results of an ADEK Inspection anticipated in 2024 will confirm strength across all areas of leadership in the building.

Successful submission and completion of the amalgamated Education and School Development Plan.

Plan for Implementation:

- 2023-2024 school year, Student Performance Improvement Coordinators will work collaboratively with teachers and Heads of School to identify additional leadership opportunities for students and staff, throughout the year
- 2023-2024 school year, each Lead Teacher will participate with one of the School Heads in a joint observation at least twice in the school year
- 2023-2024 school year, bi-weekly Lead Teacher meetings will occur
- 2023-2024 school year, Lead Teachers will review and discuss the Leadership Quality Standards (LQS) on an ongoing basis during bi-weekly meetings for personal growth and understanding
- 2023-2024 school year, develop the CIS Ambassadors program throughout the school year at events such as Parent Welcome
- October 2023, PD on data reports from the MAP and Grade 3 SLAs testing will empower teachers and school leaders to gain a deeper understanding of student assessment and the required response in teacher practice in the classroom



Outcome Five:

Using inquiry, lab, and project-based learning, students will have the opportunity to increase their skills in research, analysis, and higher order thinking.

-Alberta Education Domains: 1, 2, 3, and 5

-ADEK Performance Standards: 1, 2, 3, 4, and 5

Data Analysis:



Provincial Measures: A review of five years of grade 6, 9, and 12 provincial data from achievement tests and Diploma Exams indicates that the area of problem solving, with a focus on application, is an area of growth for students.

Local Measures:

As per ADEK inspection 2022:

- Improve research skills, from various sources, to enhance learning
- Engage in a wider range of debates on topical issues
- Allow students more opportunities to promote their critical thinking and comprehension of texts by allowing them to give their personal views and to discuss their responses with others
- Provide specific activities to strengthen students' critical thinking skills in linking their scientific learning to real-life contexts
- Improve student skills in hypothesizing, devising, carrying out and recording practical experimental scientific procedures
- Engage students in discussions about their learning and plan opportunities for students to ask more challenging questions
- Enable older students to engage in more innovative activities to extend their learning.
- Promote students' critical thinking skills more effectively through more intensive questioning and exploration of their beliefs and understandings
- Provide more opportunities for students to develop their research skills in lessons by integrating technology more consistently into the learning process across the curriculum
- Ensure questioning promotes thought and dialogue and engages students in meaningful discussions and reflection in Arabic second language
- Provide regular opportunities for students to be involved in assessing their own learning across all subjects
- Ensure that achievement is boosted through the provision of differentiated activities which are more consistently reflective of the assessment information which the school holds

Strategies to Attain Outcome:

- School librarians will provide classroom sessions on research skills to students
- Makerspace cart will be utilized in grades 4 to 6 to support inquiry, cross curricular projects, design, and higher order thinking
- Teachers will collaborate in the development of cross-curricular projects to promote inquiry-based learning
- Science and Innovation Fair will provide students with the opportunity to showcase their research and critical thinking skills
- Bloom's Taxonomy will be integrated in teacher lesson plans as a basis for questioning techniques that promote higher order thinking skills
- Student Performance Leads will provide PD opportunities for staff on higher order thinking, project-based learning, and cross-curricular projects
- Science teachers will increase the number of virtual and hands-on lab-based activities across grades 7 to 12
- Data from MAP, TIMSS and Alberta provincial testing will be analyzed by grade and subject teams to determine student success with higher order thinking questions
- MAP, TIMSS, and provincial testing released questions will be shared with staff for integration into student reviews and assessments

Measures to Determine Success:International Measures:

MAP and TIMSS testing will identify higher order thinking and analysis will show growth or strength for the students who participate in the writing of these assessments.

Provincial Measures:

PAT and Diploma data will show an increase in student success with standard of excellence and questions identified as higher order thinking.

The Assurance Survey will show an increase in student response to being challenged in their work and enjoying school.

Local Measures:

The Science and Innovation Fair will have a high number of student participants and there will be an increase in student membership in a variety extra-curricular clubs that focus on research, analysis, and higher order thinking ex. Model United Nations, Duke of Edinburgh, etc.

Plan for Implementation:

- June 2023, School Performance and the Literacy and Numeracy leads will develop a PD plan to address supports teachers need with class implementation of Bloom's taxonomy, higher order thinking skills, project-based learning and cross-curricular projects
- August 2023, a staff committee will be created to coordinate a Science and Innovation Fair
- Teachers will be guided to use Bloom's Taxonomy in their questioning in class

- Lead Teachers will regularly review the Education and School Development Plan to ensure that the areas of analysis and the measures of success are being implemented in classroom spaces on an ongoing basis
- Extra-curricular activities (ECAs) promoting critical and higher order thinking will be available to all students in grades 7 to 12, e.g., Model United Nations, Tournament of the Minds
- Local and international opportunities in contests, internships, and ECAs will be featured in student classes and parent communications with student results celebrated in communications, assemblies and social media

Outcome Six:

The social, emotional, and physical health and wellbeing of students and staff will be supported through targeted school policy and tiered support services.

-Alberta Education Domains: 1, 2, 3 and 5

-ADEK Performance Standards: 1, 2, 3, and 5

Data Analysis:

Provincial Measures:

As per Alberta Education, “The vision of wellness education in Alberta is for students to be educated, informed and contributing members of society and to develop the knowledge, skills and attitudes needed to be well in every sense of the word — emotionally, intellectually, physically, socially.”

(<https://education.alberta.ca/wellness-education/wellness-education/>)



As an internationally recognized approach, also utilized in Alberta Education, the application of a Comprehensive School Health (CSH) framework further supports “student learning while addressing school health in a planned, integrated and holistic manner”

(<https://education.alberta.ca/wellness-education/wellness-education/>)

Local Measures:

As per ADEK, “schools are recommended to develop or provide age - and context - appropriate resources and references to support the whole school community in coping with mental health issues” (<https://www.adek.gov.ae/en/Education-System/Parent-Resource-Hub/Private-School-Reopening-Policies-and-Guidelines/Wellbeing-and-the-Community>)

As per ADEK, schools shall respect existing teacher workloads and professional development requirements. (<https://www.adek.gov.ae/en/Education-System/Parent-Resource-Hub/Private-School-Reopening-Policies-and-Guidelines/Wellbeing-and-the-Community>)

As per ADEK inspection 2022:

- Improve student attendance by implementing specific intervention strategies for those students whose attendance causes concern.
- Ensure that arrangements for the drop off and collection of students by car before and after school are safe by exploring alternative approaches to drop off and pick up procedures.

Strategies to Attain Outcome:

- Structured Student Services supports staffed with professionals qualified in providing specialized supports
- Appropriate number support staff for Students of Determination, and access to targeted intervention support from KG-Grade 12
- Access to targeted academic support in the secondary years to be supported through the Learning Center, as scheduled and monitored by the Learning Center Coordinator
- Implementation of Zones of Regulation across KG-Grade 6 and school counsellor collaboration with teachers to support mental health and wellness content delivered in the Alberta Health curriculum
- Organized parent information sessions on student support at CIS, supporting student success and wellness strategies used at CIS that can be reinforced at home
- Provision of student information sessions on health and wellbeing
- Ongoing Thoughtful Tuesday presentations (KG to grade 3), with school counsellor collaboration
- Student Services staff, including counsellors, will have appropriate knowledge of how to communicate with all students, including Students of Determination, and demonstrate understanding of the unique circumstances of all students in an international context
- Balanced teacher workloads and opportunities for mentorship from Lead Teachers and Administration will be available
- Staff presentation on wellness strategies from School Counsellor and Support Services Manager
- Continuation of buddy system between returning and incoming teachers to assist in the process of relocation and local resources
- Social committee to establish regular events throughout the school year for staff and families
- Ongoing access to Wellness Wednesday treats for staff.
- Regular intervals of recognition gestures for staff from administration and ownership group throughout the school year.
- Increase communication with parents regarding absences and lates according to clear protocols and record keeping
- Changes to the pick-up and drop-off times for students at various grade levels to assist with parking lot challenges

Measures to Determine Success:

Provincial Measures:

CIS will address the four distinct but related and developed components of comprehensive school health through:

- Promoting a safe and caring social and physical environment
- Teaching and Learning
- Relevant and up-to-date policy
- Partnerships and opportunities with community services

(<https://education.alberta.ca/comprehensive-school-health/what-is-comprehensive-school-health/>)

The Assurances Survey will exceed the provincial average in the category of Safe and Caring School.

Local Measures:

Student attendance will be 95% or higher.

Plan for Implementation:

- August 2023, staff orientation will include sessions on Zones of Regulation (KG-Grade 8) and information on school counsellor collaboration opportunities for core lessons on mental health and wellness in Health classes for Grade 7 to 12
- August 2023, Student Services presentation on available targeted and specialized support services
- Staff presentations on wellness strategies from School Counsellor and Support Services Manager will be scheduled throughout the year at full staff and/or divisional meetings
- Bi-weekly Student Services meetings to review student needs
- Weekly review of student attendance and communication home with attendance triggers of below 95%, 90% and 85% of unexcused absences
- Weekly meetings between Support Services Manager and respective school heads to review emerging Student Services concerns and to provide student and intervention updates
- June 2024, end of year staff survey to assess and plan for ongoing wellness improvements

Stakeholder Engagement:

Stakeholders: parents, staff, local agencies, government bodies and the broader local community are all partners in educating our children. The outcomes contained within this Educational Plan will be shared and made available on an ongoing basis to all stakeholders.

CIS reports on student progress three times in the year, but parents are encouraged to review PowerSchool on an ongoing basis and to reach out to classroom teachers with any questions or concerns that you may have. Information on Alberta curriculum can be located online at: <https://www.learnalberta.ca/content/mychildslearning/>



Information on all standardized international and provincial assessment can be found here:

- ABT: [ABT Assessments \(abt-assessments.com\)](http://abt-assessments.com)
- TIMSS: <https://timssandpirls.bc.edu/timss-landing.html>
- MAP: <https://www.nwea.org/>
- SLA: <https://public.education.alberta.ca/assessment/>
- PAT: <https://www.alberta.ca/provincial-achievement-tests.aspx>
- Diploma: <https://www.alberta.ca/diploma-exams.aspx>

Members of the Parent Council were included during the development phase and have been given the opportunity for input into this Three-Year Education and School Development Plan. The administration will meet monthly with the Parent Council and provide updates on the Educational Plan three times in the school year (September January and April). The use of Microsoft Forms will be utilized to engage stakeholders throughout the year and to contribute to local measures of success.

Addendum

Ministry of Education

Specific Outcome and Strategies

The Ministry of Education (MoE) within the United Arab Emirates requires all schools to teach: Arabic, Islamic, UAE Social Studies and Moral Education. Arabic, Islamic and UAE Social Studies are streamed, separating Muslim students from non-Muslim and native Arabic speakers from non-native speakers.

Based on the recent ADEK Irtiqa'a Inspection (March 2022), MoE subjects received specific feedback for growth and improvement with student progress and attainment. We have embedded many of the suggested strategies in the outcomes listed above but wish to honor their importance by specifically outlining them below.

MoE Outcome: By 2024, student progress and attainment in Arabic, Islamic, UAE Social Studies and Moral Education will increase by one level from the current results achieved in the March 2022 inspection results.

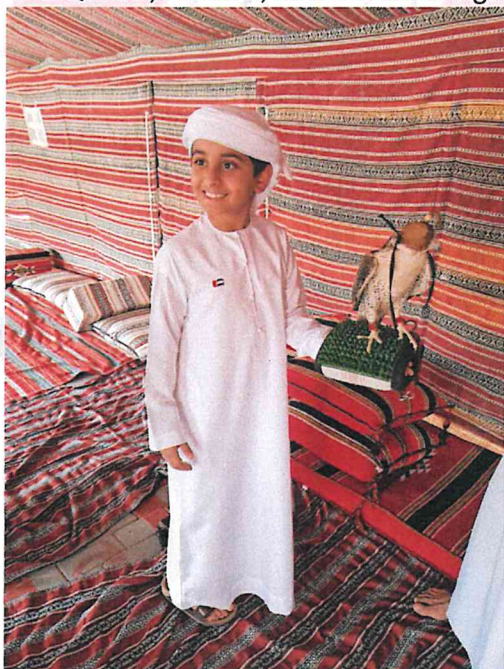
Local Measures as per ADEK Inspection 2022:

- Examine and discuss, on a regular basis, the meaning, values and beliefs from several Hadiths, and the purpose behind them
- Draw upon evidence from the Qur'an and the Hadiths to support the learning, when discussing their worship practice
- Establish a stronger link between the life of prophet Muhammad and all students' own moral behaviour and daily practice, by closely examining the biography of the Messenger, PBUH, and then applying his most important teachings
- Improve all students' handwriting and spelling skills through daily practice of Arabic handwriting styles, such as Naskh and Raq'ah
- Extend opportunities for students to improve their skills in extended and creative writing in both Arabic First Language and Arabic Second Language
- Extend opportunities for students to improve their reading skills in Arabic Second Language
- Extend opportunities for students to improve their speaking skills in the elementary phase in Arabic First Language, and across the phases in Arabic Second Language
- Improve students' reading skills in middle and high school by providing more opportunities for students to practice in real life contexts and daily
- Enhance students' writing skills in all phases by undertaking writing tasks more frequently, and in a range of styles, so that each grade establishes a collection of good quality exemplars of writing in Arabic for non-native speakers

- Extend students' oral fluency across all phases by promoting the use of more complex sentences and enabling students to extend their range of vocabulary through more frequent engagement with Arabic in books, newspapers, journals and the broadcast media
- Ensure that teachers, particularly in the Arabic subjects, consistently use the assessment information of both internal and external data to plan for effective differentiated learning opportunities
- Improve research skills, from various sources, to enhance learning in social studies, in the elementary and middle phases
- Ensure that Arabic medium subject teachers consistently use effective differentiated strategies that provide appropriate levels of challenge and support by ensuring that activities are consistently levelled in lessons
- Use graphs and other visual sources more effectively in the elementary phase to facilitate the comparison of physical and economic features of the UAE to other countries across the world

Strategies to Attain the Outcome:

- The Qur'an, Hadiths, and the teachings of the prophet will serve as the center of learning within Islamic class discussions and applications to real-life applications in daily life
 - Literacy specialist will support Arabic teachers with genre writing activities
 - Differentiated reading schemes will be reviewed by teachers to be used in classes
 - Work with librarians to expand the catalogue of Arabic books, journals, magazines, and newspapers
 - Collaborative planning among staff teaching the same program is an expectation to ensure consistency and high standards across all MoE subjects
 - A lead teacher to support the monitoring of Moral Education across all grades
 - Review the possibility of the addition or the designation of an Islamic lead teacher



Measures to Determine Success:

Local:

ABT exams will be administered in November and May to show student growth in Arabic.

Qur'an reading at assemblies and school celebrations will be of a higher standard.

Student achievement on Ministry exams will increase by 2 – 5% annually.

Plan for Implementation:

- September 2023 an Arabic Handwriting club will be established at lunch and after school for various grade levels to further support the work done in classrooms
- September 2022, Arabic classes will allocate one block per week as a creative writing opportunity for students
- September 2022, Arabic teachers will allocate class time to utilize the Arabic reading scheme and include real life context
- September 2022, Course assessments will include presentation opportunities to students to increase speaking skills
- September 2022, UAE Social Studies will include a research project in yearly assessments

