



Canadian International School Abu Dhabi

Education and School Development Plan

2024-2027

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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 2024-27 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 26, 2024, 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 2024-2027 Education and School Development Plan on April 29, 2024.

A handwritten signature in black ink, appearing to read 'Deirdre Elder', is written over a large, faint watermark of the Canadian International School Abu Dhabi logo.

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. At capacity, with over 1040 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 complimented by an exterior kindergarten learning/play center.

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 2023-2024 school year saw the effective implementation of the new Alberta 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
- Grade 4 – 6 Science (pilot year)

Entering the 2024-2025 school year, staff will continue to embrace the new curriculum, resources and pedagogical shift necessary for the ongoing successful implementation of the new curriculum.

### INSPECTION UPDATE:



In March of 2024, CIS participated in a bi-annual inspection with ADEK. The inspection was a 5-day process involving a team of 5 inspectors who observed over 100 lessons, met with staff, students and parents in a very rigorous and detailed formal inspection around 5 performance standards:

- Students' Achievement
- Students' Personal and Social Development and their Innovation Skills
- Teaching and Assessment
- Curriculum
- The Protection, Care, Guidance, and Support of Students
- Leadership and Management

We are excited to share that the inspection resulted in CIS being upgraded to the highest standard of **OUTSTANDING!** We are the first Canadian curriculum school to reach this level, placing CIS in the top tier of private schools in Abu Dhabi.

We look forward to welcoming Alberta Education onsite for an inspection during the 2024-2025 school year.

## 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 2024-2027. 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 10 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 area of inference on multiple choice questions is an area of growth for students. The results of impending provincial achievement and Diploma testing in June of 2024 will serve as additional sources of analysis to support Outcome One.

#### Local Measures:

As per ADEK inspection 2024:

- Ensure students gain more confidence when speaking and during presentations and use of full range of expression
- Spelling in writing should maintain a higher level of spelling accuracy in the elementary levels
- Promote a greater integration between the English medium subjects and Arabic medium subjects to share best practices in teaching, learning, and assessments

### **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 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
- 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
- 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
- Guided group 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
- A formalized Arabic Literacy support team will be established with existing staff



#### **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 2024, ensure that DRA materials are complete and updated for sample groups
- May 2024, plan for a formal Arabic Literacy team
- June 2024, review literacy data and supports model and facilitate adjustments for the following year.
- August 2024, all KG to grade 6 staff will be in-serviced on RazKids and the implementation of Running Records to ensure consistency of assessment
- September 2024, KG2 to grade 12 teachers will administer school-based literacy baselines in reading and writing
- September 2024, Alberta Screening Tools will be administered to students in grade 1 to grade 3
- September 2024, mobilize targeted and specialized supports for students based on baseline reading assessments and Learning Centre data from June 2024
- October 2024, 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 2024, Alberta Student Learning Assessments (SLAs) will be administered to grade 3 (if available)
- November 2024, ABT will be administered to all Arabic students to determine a baseline with a follow up assessment in May to determine growth
- February 2025, the MAP may be administered to students targeted for supports by the Literacy Team, Learning Centre staff and/or English progress report data
- May 2025, 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 implementation and interpretation of standardized assessments and the corresponding data



### Outcome Two:

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

-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 10 will identify a year's growth in Mathematics and Science.

### 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, in Mathematics and scientific reasoning are areas of growth for students.

### Local Measures: As per ADEK inspection 2024:

- Further strengthen all students' mathematical reasoning skills so they can justify their answers
- Improve students' mental mathematical skills at the elementary level
- Additional challenge and support for gifted and talented students to make the progress they are capable of in Mathematics and in Science
- Ensure that students further develop their collaboration skills in the lower elementary phases especially in Mathematics and Science
- Improve skills in using technologies further to enhance their work in Mathematics and Science across all phases
- Appoint a qualified and experienced laboratory technician
- Further develop students procedural and laboratory skills in elementary so that students can independently conduct experiments and interpret and communicate the results
- Strengthen all students' abilities to summarize their experiment findings and communicate whether conclusions support the hypothesis they made

### 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
- Additional laboratory opportunities will be provided to elementary students to conduct their own experiments
- The Learning Centre will be used to support students in grade 7 – 12 who are below 50% in Mathematics and Science
- Teachers will provide opportunities for differentiated assignments and/or assessments to engage all learners
- Focus on scientific vocabulary at the elementary level
- 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 research will be offered to staff through CMASTE (Centre for Mathematics, Science and Technology Education), 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 10 will identify a year’s growth in Mathematics and Science.

Provincial Measures: CIS students will achieve the provincial average in Mathematics and Science 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 and Science.

### **Plan for Implementation:**

- June 2024, request to modify an existing classroom to a second science lab for additional student access
- August 2024, staff will receive in-house training on Mathletics and MathSeeds
- August 2024, hire a lab technician
- September 2024, grade 1-grade 3 teachers will administer Alberta based Screening Tools to determine a numeracy baseline for each student
- October 2024, baseline MAP Mathematics and Science assessments will be administered for students grade 3 to grade 10
- October 2024, Alberta Student Learning Assessments (SLAs) will be administered to grade 3 (if available)
- November 2024, mobilize targeted and specialized supports for students based on baseline Mathematics and Science assessments
- March 2024, 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 and Science 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
- Financial expenditure for a lab technician

#### **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, in a variety of subject areas.

##### Local Measures:

As per ADEK inspection 2024:

- Provide consistent opportunities in all subjects for students to assess their own learning and that of their peers and ensure students know their next steps in their learning
- Provide further training to teachers to improve the accuracy of internal assessments
- Improve the lesson monitoring processes, ensuring an increased focus on evaluating the impact of teaching on student progress during the observation
- Continue to strengthen the partnership with parents in the work to further build successful local partnerships in support of students
- Enhance opportunities for younger students to develop their independent learning and inquiry skills further



- Strengthen the modifications of the curriculum to consistently plan and provide activities to match the needs of higher-attaining students and gifted and talented students

#### Ongoing areas of focus:

- Ensure teachers consistently use the assessment information of both internal and external data to plan for effective differentiated learning opportunities
- 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
- Vertical “Book Looks” will be conducted at least twice in a term to ensure continuity across the grades
- 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 2024, expectations and samples to be shared with all staff regarding “Book Look” feedback

- August 2024, course/grade teams are to develop and submit a detailed and common assessment and year plan
- August 2024, PowerTeacher Grade Books will be set up consistently between common grade and course teachers
- September 2024, assessment plans will be reviewed by administration and feedback provided to Lead Teachers
- October 2024, PD session for staff on differentiation with a focus on more able and gifted and talented students
- November 2024, staff will engage in detailed analysis of results from MAP data
- January 2025, a second MAP administration will be carried out on students new to the school and those targeted for additional supports
- May 2025, staff will engage in detailed analysis of data from the second round of MAP testing
- June 2025, students will participate in standardized provincial assessments
- August 2025, 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
- All summative assessments are to be common for all courses
- PD sessions for staff to administer and interpret data from the MAP



#### **Outcome Four:**

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:**

### Ongoing focus:

- 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
- 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 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, differentiation, and visible learning
- 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 2024, School Performance, Literacy Specialists, Lead Teachers and the Gifted and Talented Coordinator will develop a PD plan to address supports teachers need with class implementation of Bloom’s taxonomy, higher order thinking skills, differentiation, and visible learning
- August 2024, 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 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 Five:**

Through enriched opportunities and supports, provided by teachers and Student Services, CIS students will gain greater access to opportunities for leadership both in school and in the community, with the goal to increase academics, social responsibility and a deeper understanding and appreciation of the UAE, in curricular, co-curricular, and extra-curricular activities (ECA’s).

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

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

#### **Data Analysis:**

##### Provincial Measures:

Student Learning Engagement, while still above the provincial average, is an area of ongoing growth for the school.



### Local Measures:

ADEK has mandated the use of the In-School Support Portal and is in the first year of mandatory National Identity Inspections.

### As per ADEK inspection 2024:

- Provide opportunities for all students to develop their entrepreneurship skills
- Broaden student participation in a wider range of local environmental and sustainability activities across all phases
- Strengthen the supports for gifted and talented students in lessons and ensure that the Academic Support Plans (ASP's) are written for them and integrated into planned learning activities in lessons
- Align with all the expectations of ADEK's Inclusion Policy, including the use of the in-school services system
- Strengthen the curriculum further to fully support students' understanding and appreciation of the UAE's cultural identity across the curriculum in all phases
- Extend the career advice and guidance program into the Junior High phase of the school
- Develop further the roles of students as leaders across the school so that they can demonstrate impactful, proactive, and responsible leadership qualities
- Expand the range of choice available to students in the elementary phases, including extracurricular activities
- Widen the representation on the Governing Board including a student representative

### **Strategies to Attain Outcome:**

- 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
- Structured Student Services supports will work collaboratively with ADEK in-school supports provided through the ADEK portal
- Appropriate number support staff for Students of Determination, and access to targeted intervention support from KG-Grade 12
- Organized parent information sessions on student support at CIS, supporting student success and wellness strategies used at CIS that can be reinforced at home
- Professional development for staff on differentiation, with a focus on supporting more able and gifted students
- 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
- School Counsellors will look for opportunities to expand career planning into other phases through student workshops, class presentations, and/or through a train-the-trainer model involving classroom teachers
- Partner classes/grade levels for opportunities for in-school mentorship and leadership opportunities
- Review ECAs to ensure a variety of opportunities are available across the phases
- Integrate the history and culture of the UAE across subjects
- Augment the current UAE Social Studies (English) with content from the Arabic UAE Social Studies curriculum, with a focus on key teachings
- Expand and enrich partnerships to provide opportunities to students in the areas of entrepreneurship and local sustainable and environmental causes

#### **Measures to Determine Success:**

##### Provincial Measures:

The Assurance Survey will show an increase in the positive responses in the categories: Student Learning Engagement, Citizenship, and Access to Supports and Services.

##### Local Measures:

ADEK in-school staff will work collaboratively with CIS to support our Students of Determination (SoD).

CIS will continue to expand and grow within the National Identity Framework.

#### **Plan for Implementation:**

- May 2024, Student Services will begin using the ADEK In-School Support Portal
- May 2024, review planned ECAs for diversity and equity across all phases
- May 2024, provide and schedule ongoing career information presentations to students during “Lunch and Learn” sessions for all interested students
- August 2024, staff orientation and ongoing professional development sessions will include sessions on: Visible Learning, National Identity, Differentiation, Cross-grade Leadership Planning
- August 2024, Student Services presentation on available targeted and specialized support services
- September 2024, establish a new UAE National Identity Committee
- September 2024, schedule UAE Social Studies meetings to include both English and Arabic teachers
- Bi-weekly Student Services meetings to review student needs

- Weekly meetings between Head of Inclusion and respective school heads to review emerging Student Services concerns and to provide student and intervention updates
- March 2025, administer Assurance Survey to Students

## 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). Microsoft Forms will be used to engage stakeholders throughout the year and to contribute to local success measures.

# 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 2024), 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 2026, 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 2024 inspection results.

**Local Measures as per ADEK Inspection 2024:**

- Enhance students' accurate recitation of the Holy Qur'an with the application of Tajweed rules in Islamic Studies
- Expand students' knowledge, understanding and detailed awareness of the key aspects of the noble prophet's biography (PBUH) across all phases in Islamic Studies
- Strengthen students' ability to deduce the meanings of the prescribed surah and Hadeeth particularly at the secondary levels
- Provide additional challenge to high attaining and gifted students in Islamic Studies and UAE Social Studies
- Improve students' proficiency in producing extended pieces of writing in the upper elementary and the junior and senior phases in Arabic as a first language
- Enhance the students' analytical abilities in examining literary texts, focusing on analyzing the underlying structure of literary works to uncover deeper meanings in the senior high phase in Arabic as a first language



- In lower elementary reading and writing skills need to be developed further in Arabic as a first language
- Enhance students' writing skills in all phases so they can consistently structure sentences accurately and correctly in Arabic as a second language
- Descriptive writing in the junior and senior phases requires more development in Arabic as a second language
- Oral expression using a more extensive range of vocabulary is needed in both elementary phases in Arabic as a second language
- Improve reading fluency in the junior high phase for Arabic as a second language
- Ensure the attainment in all MoE subjects is accurately aligned with student knowledge and skills in daily lessons
- Improved map reading skills in elementary is needed in UAE Social Studies
- Student skills to conduct research to inform their presentations and debates and their ability to link their knowledge to the UAE's historical background and its role globally needs further development in the junior high phase of UAE Social Studies
- Further develop all student's knowledge of the UAE history and heritage
- Improve skills in using technologies further to enhance student work in Arabic first and second language programs across all phases

#### **Strategies to Attain the Outcome:**

- Source external examinations for Arabic as a second language and for UAE Social Studies
- 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



across various methods.

- Collaborative planning among staff teaching the same program is an expectation to ensure consistency and high standards across all MoE subjects
- Continue to sequence lessons logically to build upon prior Tajweed knowledge, gradually increasing complexity.
- Incorporate interactive recitation circles for students to practice and receive feedback.
- Provide personalized feedback and facilitate peer learning for improved Tajweed proficiency.
- Continue to assess students' progress in through regular evaluations, such as oral assessments and written exams
- Arabic and Islamic Studies teachers collaborate on lesson planning to enhance students' understanding of Quran, Surah, and Hadith.
- Promote critical thinking through evaluation of interpretations, practical application, and assessment

- To further enhance the integration of Bloom's Taxonomy in lesson planning to effectively address the needs of gifted and high-achieving students in Islamic Studies and UAE Social Studies.
- Assign complex and open-ended tasks that require high-level critical thinking, analysis, and problem-solving skills.
- Continue to Introduce different genres of writing commonly used in Arabic literature, such as descriptive essays, narratives, persuasive essays, and research papers.
- Further enhance the utilization of digital tools and resources for supporting writing instruction
- Focus on differentiated writing tasks to accommodate diverse learning styles, interests, and abilities, allowing students to choose topics and formats that align with their strengths.
- Continue to Introduce students to various literary elements and devices commonly found in Arabic literature.
- Teachers Guide students in interpreting the text through different critical lenses.
- Continue to assess students' analytical abilities through a variety of assessment methods, including written essays, oral presentations, group discussions, and critical reflections.
- Link writing tasks to students' real-life experiences
- Strengthen collaboration with the Student Services Department by continuing to develop strategies, such as Talk for Writing, to enrich writing skills in the early primary phase
- Introduce students to a broader array of internal and external competitions.
- Develop teaching bodies opportunities so teachers can share guided group reading and centers strategies.
- Organize reading activities tailored to students' proficiency levels, including shared reading experiences, guided reading groups, and the use of leveled readers and digital texts.
- Teachers break down complex grammar concepts, encourage sentence combining, and provide constructive feedback to refine students' writing abilities.
- Teachers integrate debates into their lesson plans to improve students' oral skills and abilities.
- Teachers continue monitoring students' attainment and progress over time and celebrate improvements.
- Continue to use data to evaluate the effectiveness of instructional practices, identify areas for improvement, and make data-informed decisions to enhance student learning outcomes.
- Continue to foster collaboration among students by assigning group research projects where they work together to investigate complex topics or issues
- Connect research topics to real-world issues and events, highlighting the relevance of students' findings to contemporary societal challenges or global affairs.
- Organize more field trips to local museums, historical sites, cultural centers, and heritage villages where students can explore UAE history firsthand.
- Continue ongoing professional development opportunities for teachers to enhance their proficiency in using educational technologies effectively in Arabic language instruction.

### **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.

Further enhance the quality of teachers' feedback by developing joint book looks, with teachers evaluating themselves and colleagues

**Plan for Implementation:**

- August 2024, Tajweed and Hadith Competitions Implementation
- Sept. 2024, Students services monthly meetings
- November 2024, ABT for UAE Social Studies
- Schoolwide MOE subjects' data is to be reviewed by Head of department and Lead Teachers in August, November, February, April, and June
- February 2025, schoolwide Reading week celebration to support reading in Arabic
- Weekly department meetings
- Extra-curricular activities (ECAs) promoting higher Speaking and writing skills will be available to all students in grades 7 to 12, e.g., Creative, Descriptive writing



