



Calgary Islamic School Omar Bin Al Khattab Campus

School Goals **Palliser Regional Schools** **2017-2018**

Accountability Pillar Overall Summary

3-Year Plan - May 2017

School: 1722 Calgary Islamic School, Omar Bin Al-Khattab Campus

Measure Category	Measure	Calgary Islamic School, Omar B			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	95.1	78.5	87.6	89.5	89.5	89.3	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	82.0	62.8	70.3	81.9	81.9	81.5	Very High	Improved	Excellent
	Education Quality	95.5	84.3	87.1	90.1	90.1	89.6	Very High	Improved Significantly	Excellent
	Drop Out Rate	0.0	*	n/a	3.0	3.2	3.3	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	84.3	85.5	80.8	73.4	73.6	73.2	High	Maintained	Good
	PAT: Excellence	20.8	20.9	16.1	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	96.9	68.7	86.5	82.7	82.6	81.9	Very High	Improved	Excellent

	Citizenship	91.2	74.7	83.5	83.7	83.9	83.6	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	85.4	73.8	85.4	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.4	63.6	78.3	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	*	*	81.8	15.2	92.1	18.4	87.8	22.4		
	Authority	91.9	27.4	93.5	28.7	92.2	36.0	92.2	34.8	90.0	30.5		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	School	n/a	n/a	*	*	75.8	9.1	84.2	18.4	77.6	12.2		
	Authority	85.1	24.4	86.6	23.4	83.8	26.9	82.9	25.4	79.5	19.8		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	n/a	n/a	*	*	63.6	12.1	84.2	15.8	79.6	18.4		
	Authority	86.7	38.4	85.6	33.8	87.1	38.6	86.6	38.3	84.1	38.5		

	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	n/a	n/a	*	*	75.8	12.1	81.6	23.7	83.7	30.6		
	Authority	82.6	34.9	82.8	25.6	78.7	33.4	78.0	34.7	80.1	31.7		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	School	n/a	n/a	*	*	100.0	9.1	*	*	100.0	40.0		
	Authority	81.3	15.7	87.9	22.7	81.9	17.6	88.0	25.2	88.1	21.5		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	85.0	15.0	80.8	0.0	62.1	10.3	64.3	19.0	79.2	12.5		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	School	n/a	n/a	*	*	72.7	9.1	*	*	100.0	20.0		
	Authority	70.1	17.2	78.4	25.5	71.5	22.0	78.7	23.2	80.1	28.0		

	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	85.0	10.0	82.1	21.4	56.7	20.0	63.5	19.2	77.8	33.3		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	School	n/a	n/a	*	*	90.9	9.1	*	*	100.0	10.0		
	Authority	71.1	14.0	82.8	26.9	81.0	27.3	83.0	26.3	85.8	28.4		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	95.5	31.8	90.9	18.2	65.6	31.3	62.2	13.3	85.0	25.0		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	School	n/a	n/a	*	*	63.6	9.1	*	*	80.0	10.0		
	Authority	82.2	30.4	79.0	29.1	73.6	28.6	75.4	23.8	73.5	21.8		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	100.0	33.3	79.2	8.3	64.3	32.1	57.1	16.7	84.2	26.3		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Calgary Islamic School, Omar B							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	49	87.8	36	87.0	49,572	82.5	46,989	82.5
	Standard of Excellence	High	Maintained	Good	49	22.4	36	16.8	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	49	77.6	36	80.0	49,507	69.4	46,906	73.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	49	12.2	36	13.8	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	49	79.6	36	73.9	49,501	76.9	46,914	76.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	49	18.4	36	14.0	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	49	83.7	36	78.7	49,485	72.9	46,903	70.5
	Standard of Excellence	Very High	Improved	Excellent	49	30.6	36	17.9	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	10	100.0	11	100.0	45,487	76.8	43,746	76.3

	Standard of Excellence	Very High	Improved	Excellent	10	40.0	11	9.1	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	10	100.0	11	72.7	45,020	67.2	43,295	66.7
	Standard of Excellence	High	Maintained	Good	10	20.0	11	9.1	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	10	100.0	11	90.9	45,445	74.0	43,808	73.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	10	10.0	11	9.1	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	10	80.0	11	63.6	45,484	67.0	43,722	65.1
	Standard of Excellence	Very Low	Maintained	Concern	10	10.0	11	9.1	45,484	20.2	43,722	19.2
Social Studies 9	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0

KAE	Standard											
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Goal 1

Provincial Goal (list the applicable provincial goal) remove 'list the applicable goal'		Jurisdictional Goal Our schools will be Safe and Caring	Principal Comments
School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked.
Fostering a caring environment through Islamic identity and citizenship		<u>Safety:</u> <ul style="list-style-type: none"> • Six fire drills and three lockdown drills in a school year. • Parents are reminded to drive safely in the Parking lot • Plan joint events with CPS/RCMP/Calgary Fire Department • Morning prayer to build community and caring for one another • Working with MCFC to ensure school premises is safe and secure. • Assembly reminders regarding safety • Include community involvement in school events such as Ummah Day, Quran Competition and Eid parties. • Conducting a parent information night for CIS and the Muslim Community on disciplining children - the Islamic way in partnership with WEP and Child Services - December 2017 	<ul style="list-style-type: none"> → Palliser Emergency drill report → Synervoice → 2 events in the year → Morning assembly outcome → Morning announcements → Fence around the parking lot → Accountability pillar results will be used to look at success of these strategies → Workshop outline and attendance

	Building strong relationships with each other and in the greater community.	<u>WEP and Health Committee:</u> <ul style="list-style-type: none"> ● Gender Education to allow students to build better understanding of themselves as adolescence. ● Collaborate with WEP to provide students and staff training and activities around Stop and Think ● After school sports for girls and boys ● School Wide Body Break initiative on PA ● Mental Health Week ● Conducting a parent information night for CIS parents and Muslim community on Children with Disabilities- the Islamic perspective in partnership with community programs and mosques - February 2018 	<ul style="list-style-type: none"> → WEP annual plan → Health Committee annual plan → Gender curriculum → Stop Think program outline → After school sports for students → Body Break announcement → Fundraisers → Health vending machine → Workshop outline and attendance
	Emphasis on positive discipline practices with teachers and parents Student Reminders	<u>School Discipline:</u> <ul style="list-style-type: none"> ● Workshops for staff to discuss and share positive discipline procedure that focus on building citizenship and character qualities. ● Implementation of a discipline policy that builds on empowering kind behaviors rather than punishing negative ones. ● Classroom monitoring student discipline behavior throughout the year. ● Implement stop and think in the classroom with support from WEP 	<ul style="list-style-type: none"> → PDF and case-studies → Grade student discipline monitoring sheet → An increase in positive recognition where students are implementing virtues and a decrease in issues reflected in the discipline monitoring sheet.
		<u>Islamic Identity:</u> <ul style="list-style-type: none"> ● Establishing an Islamic Integration committee that will examine: <ul style="list-style-type: none"> ○ What OBK student should look like as Islamic school student? Identifying outcome of a Muslim student?- Exploring the ‘why’ ○ Plan of action of integrating Islamic concepts in the program of studies. ○ Holding after school events with students to strengthen their Muslim and Canadian identity ● Tahfeeth Students giving Friday sermon 	<ul style="list-style-type: none"> → Establishment of Islamic committee → Characteristics of OBK students → Revised Islamic Studies curriculum → Unit plan to indicate Islamic integration
		<u>Islamic Citizenship:</u> <ul style="list-style-type: none"> ● Ummah Day Celebration ● Quran Competition 	<ul style="list-style-type: none"> → Ummah Day → Quran Competition

		<ul style="list-style-type: none"> • Connect with Alumni to build relations and increase pride and strengthen sense of belonging • Provide opportunities for students to be involved in various outreach and good will events. • Leadership Conference • Night at the Mussallah 	<ul style="list-style-type: none"> → Guests in Term Award events, morning assembly and Library time. → Outreach activity after school → Student receive volunteer hours which are recognized in the report cards.
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Goal 2

Provincial Goal Employ literacy and numeracy to construct and communicate meaning		Jurisdictional Goal Literacy for all	Principal Comments
School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked.
Cultivate critical thinkers through literacy	Procurement of library books	<u>Library:</u> <ul style="list-style-type: none"> • Increase provision and access to books in the library. • Organize books according to F&P levels. • Different genres and authors being introduced to students through storytelling. • Apply for Indigo Grant to improve classroom libraries. • Inviting grandparents and dads to read to the students. • Inviting authors and prominent leaders/ community members to read to students in English and Arabic. • Organizing Scholastic, Arabic and Islamic Book Fair. • Organize and run Arabic/Islamic literacy conference 	<ul style="list-style-type: none"> → Library books are purchased, coded and circulated. → Library books marked by F&P levels (Reading Level and Lexile Measure) → Indigo Grant application → 3 Book Talk events to be held during the school year. → Book Fairs to be organized → Arabic/Islamic literacy conference held → Measurable: increase in number of books signed out → Each class purchase books for their classroom library.

		<ul style="list-style-type: none"> ● Through School Improvement Plan increase classroom library books. 	
	<p>Fostering an enjoyable and visible reading experience for students</p>	<p><u>Literacy Committee :</u></p> <ul style="list-style-type: none"> ● Most read class of the school competition ● Literacy Day - celebrating books by reading them and dressing as favorite authors and characters and/or recreating a scene from their favorite story book. ● Cross- Grade Reading buddies ● KG and Grade 1 Reading Night ● Reading, Tea and Biscuits with Grandparent ● Look at what we have created- reading cafe for Parents ● Story Writing Competition ● Sharing stories with seniors ● Creating a reading nook in the space 	<ul style="list-style-type: none"> → Reading competition → Literacy Day held at the school → Reading Buddy → Reading nights held at the school → Students recognized for best stories → Field trips around reading → Reading place in the space

	<p>Literacy is a priority through data collection which will determine instruction time and pedagogy through Professional Development initiative.</p>	<p><u>Literacy in the classroom:</u></p> <ul style="list-style-type: none"> ● Identifying trends, areas of strength and growth from PATs, ESL benchmarks F&P and student writing. ● Teacher’s weekly schedule equitably distribute reading/writing and wordworks ● Word work activities in the classroom ● Interactive word walls in the classroom ● Daily centers established through data from F&P and grade assessments ● PLC on Literacy across grade and division ● PLC on scope and sequence in assessment and literacy ● LLI being implemented at all grade levels to support at-risk students ● Grade Team meeting to discuss check-in data. ● Instructional supervision to identify best practices to be shared with staff and to address areas for improvement. ● Inform parents through PAT meetings regarding strategies that will be used at home and at school to improve PAT results. ● With support from Central Office, Literacy Coach to provide direct classroom support. 	<ul style="list-style-type: none"> → Instructional supervision by Principal and VP → Grade team meeting with literacy focus → Word work student sheets → Word wall being used in the classrooms → Centers based on data from literacy assessments → PD Monday provide time for literacy PLC → Check-in, running records collected to monitor growth → Data from circle charts used during PLC to evaluate growth.
		<p><u>Comprehension:</u></p> <ul style="list-style-type: none"> ● Through teachers, students are taught comprehension strategies to enhance reading comprehension. <ul style="list-style-type: none"> ○ Robert Fowler - think aloud, think along and think alone is implemented in classrooms ○ “I wonder...I think” Questions to clarify concept ○ Opportunity for dialogue ○ Asking and responding to questions ● PD for teachers on Comprehension <ul style="list-style-type: none"> ○ Thinking beyond the text requires students to learn thinking and writing 	<ul style="list-style-type: none"> → Lesson plans to reflect comprehension techniques are weaved into the teaching/learning process → Staff feedback on what is working and not working → Student performance on reading comprehension-F&P → PDF session to focus on comprehension techniques in the classroom

		<p>about connections to the big ideas and essential questions that we have. Providing them ample time to explore, debate, discuss topics, and important issues.</p> <ul style="list-style-type: none"> ● Understanding of author's craft is important to properly facilitate the F and P assessment. This should be focused in the PD. ● With support from Central Office, the Literacy Coach will provide direct classroom support. 	
		<p><u>Writing:</u></p> <ul style="list-style-type: none"> ● Inculcating the love for writing in our students ● Introducing better writing strategies through Writing Pathways for all grades. ● Instructional supervision to identify best practices and sharing them with staff. ● Celebrating exemplary writing with the school community. ● With support from Central Office, the Literacy Coach will provide direct classroom support. 	<ul style="list-style-type: none"> → Students writing shared with parents and on website → Unit plans adhering to writing goals → Student writing samples before and after Writing pathways units were used. → Allocate time where best practices in writing to be shared. → PAT results
		<p><u>ESL:</u></p> <ul style="list-style-type: none"> ● Teachers will collaborate to develop benchmarks for each grade. ● Teachers will collaborate in assessing student work using benchmarks twice this year. ● Accommodation and modifications are made for classroom support. ● LLI to be used as ELL support ● LST support given to individual students with unique reading needs. ● LST providing instructional support to homeroom teacher with Education Assistant in supporting students. 	<ul style="list-style-type: none"> → ESL benchmarks completed for all students → ESL benchmark training for new teachers → Lesson plans to indicate differentiation and modification. → Check-in, running records collected to monitor growth → LST and EA work schedule and anecdotal notes.

Ensuring a quality learning environment through measures of accountability		Assessment: <ul style="list-style-type: none"> ● Having teachers read data from assessment to improve their teaching/learning practice ● Aligning Assessment techniques and processes across the grade and division. 	<ul style="list-style-type: none"> → Staff Meeting agenda → PDF on aligning assessment process within grade and division → Assessment plan from each grade and division.
	Professional Development	<ul style="list-style-type: none"> ● Access CRC, central office and school staff expertise to support PD session on: <ul style="list-style-type: none"> ○ Comprehension ○ Word works ○ Unit of Study ● Staff engages in introducing Writing Pathways to students and receive support from central office and through PLC. ● Staff PDGP include one goal that is literacy focused. 	<ul style="list-style-type: none"> → Teachers will share best practices and student writing work at staff meetings. → workshop feedback → ESL benchmark completed → Assessment plan completed → Scope and Sequence evident within grade and across division → Book studies completed - one on reading and one on writing summary

Goal 3

Provincial Goal Be engaged thinkers and ethical citizens with an entrepreneurial spirit		Jurisdictional Goal Quality Education and Leadership	Principal Comments
School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked.
		School Theme:	

Promote the Servant Leadership model through Islamic Character development	Morning assembly plan School council election format	<ul style="list-style-type: none"> ● Introduce the lives of the four Prophets - Ibrahim, Moses, Jesus and Mohammed (PBUT). ● Study how these Prophets practiced servant leadership and ● through the events in their lives, how they incorporated the seven habits. ● School Council elections are held within faith practice of the virtues. ● Celebrating self identity with other faiths and First Nation, Metis and inuit. 	<ul style="list-style-type: none"> → Morning Assemblies schedule highlight stories from the Prophets. → Students are informed of the servant leadership model and the Islamic code of conduct for the elections and delivery of school council. → Celebrating Me
	Unit and lessons plans Morning assembly plan Ummah day planning	<u>Islamic Integration:</u> <ul style="list-style-type: none"> ● Introduce staff to the updated Islamic Outcomes during Faith Formation Days. ● Organizing PLC for staff to work together planning integration of Islamic outcomes with Program of Studies. ● Celebrating Muslim Ummah day focusing on volunteering as a character trait of servant leadership and a habit. ● Term 3 projects integrate and reflect Islamic concept with program of Studies. 	<ul style="list-style-type: none"> → Class planning reflecting merging Islamic values in the program of studies in literacy → Umma Day plan <ul style="list-style-type: none"> ◆ There is unity in community. → Term 3 projects incorporate Islamic concepts.
		<u>Leadership Opportunities:</u> <ul style="list-style-type: none"> ● Students participate in Discover U and Elementary Leadership conference ● New Tahfeeth Students participate in Toastmasters program ● School launches Muslim in Me for all students - teaching 7 Habits to students in light of Islam. 	<ul style="list-style-type: none"> → Discover you and Elementary leadership plan → Muslim in Me planning. → Students complete toastmaster training and use strategies in Friday sermon and assemblies.
		<u>Volunteering:</u> <ul style="list-style-type: none"> ● As core principle of servant leadership, students will plan one field trip in the year dedicated to volunteering for local organization. 	<ul style="list-style-type: none"> → One field trip that is volunteering focused → Student sign up for snow angel or other volunteer programs → Volunteers sign-in sheet

		<ul style="list-style-type: none"> ● Promoting and organizing volunteering initiatives and presence by parents through school council ● Holding the annual Food Drive for charitable organizations ● Holding the Orphan Drive 	<ul style="list-style-type: none"> → Food drive initiative photos and event → Orphan Drive class competition
	<p>PDF plan for the term Leader in me curriculum</p>	<p><u>PD in Leadership:</u></p> <ul style="list-style-type: none"> ● All staff are orientated to the Muslim in Me and the lives of the four Prophets (PBUT). ● 7 habits training for certified staff through leaders in me Program. ● Orienting staff to the materials available under Leader in Me program. ● PLC to strategize of implementing Muslim in Me in classrooms. ● Faith Formation Days 	<ul style="list-style-type: none"> → PDF including time for orientation to the companions. → PD plan for Arabic/Islamic staff → PD on Islamic leadership and followings → Leader in Me curriculum