



Calgary Islamic School Omar Bin Al Khattab Campus

School Goals

Palliser Regional Schools

2018-2019

Combined 2018 Accountability Pillar Overall Summary

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	90.5	95.1	88.2	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	74.2	82.0	73.8	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	89.6	95.5	89.9	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	*	0.0	0.0	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	85.1	84.3	82.0	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	24.6	20.8	17.7	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	71.8	96.9	88.5	82.4	82.7	82.4	Low	Declined	Issue
	Citizenship	85.7	91.2	84.4	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.5	85.4	85.3	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.9	91.4	80.5	80.3	81.4	80.7	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- 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).
- Participation in Provincial Achievement Tests was impacted 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 this event.
- 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.
- 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.
- Participation in Diploma Examinations was impacted 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 this event.
- 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.
- 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.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Calgary Islamic School, Omar B						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	45	95.6	40	87.2	51,540	83.5	48,248	82.7
	Standard of Excellence	Very High	Maintained	Excellent	45	24.4	40	18.7	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Very High	Improved	Excellent	45	88.9	40	79.2	51,486	72.9	48,172	71.6
	Standard of Excellence	High	Improved	Good	45	22.2	40	13.3	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very High	Improved Significantly	Excellent	45	93.3	40	75.8	51,517	78.8	48,180	77.1
	Standard of Excellence	High	Improved	Good	45	26.7	40	15.4	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	45	91.1	40	80.3	51,525	75.1	48,170	71.4
	Standard of Excellence	Very High	Improved	Excellent	45	33.3	40	22.1	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	High	Declined	Acceptable	17	88.2	11	100.0	46,822	76.1	44,296	76.5
	Standard of Excellence	Very High	Maintained	Excellent	17	29.4	11	24.5	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	17	35.3	11	86.4	46,603	59.2	43,851	66.8
	Standard of Excellence	Very Low	Declined	Concern	17	0.0	11	14.5	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9

	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Intermediate	Declined	Issue	17	64.7	11	95.5	46,810	75.7	44,341	74.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	17	11.8	11	9.5	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	High	Maintained	Good	17	76.5	11	71.8	46,840	66.7	44,267	65.6
	Standard of Excellence	Very High	Improved	Excellent	17	35.3	11	9.5	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Goal 1

Provincial Goal : Students, parents and school authorities are responsible for working together to create welcoming, caring, respectful and safe learning environment that respect diversity and nurture a sense of belonging and positive sense of self.		Jurisdictional Goal Our schools will be Safe and Caring
School Goal	Measures: including school developed measures	Strategies
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 ● 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.
	Building strong relationships with each other and in the greater community.	<u>WEP and Health Committee:</u> <ul style="list-style-type: none"> ● Collaborate with WEP to provide students and staff training and activities around bullying and mindfulness ● After school clubs for girls and boys focusing on relationship, identity and team work ● Mental Health Week ● Introducing programing on racism and leadership qualities ● Creating sports teams for the school ● Exploring funding opportunities to initiate and sustain sports initiatives in the school.
		<u>Islamic Identity:</u> <ul style="list-style-type: none"> ● Working with Education committee to establish Islamic mission, vision and goals for the school. <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’ ○ Ensuring students are able to read and apply the lessons of the Quran in their lives

		<ul style="list-style-type: none"> ○ Holding after school events with students to strengthen their Muslim and Canadian identity ● Tahfeeth Students giving Friday sermon ● In collaboration with School Council and education committee holding an information parents night with a prominent religious scholar ● Holding a school play through Trickster focusing on History of Muslims in Canada
		<p><u>Islamic Citizenship:</u></p> <ul style="list-style-type: none"> ● Ummah Day Celebration ● Quran Competition ● Connect with Alumni to build relations and increase pride and strengthen sense of belonging through girls and boys night ● Provide opportunities for students to be involved in various outreach and good will events. ● Leadership Conference ● In collaboration with school council holding men and women Iftar during Ramadan

Goal 2

Provincial Goal Employ literacy and numeracy to construct and communicate meaning		Jurisdictional Goal Literacy for all
School Goal	Measures: including school developed measures	Strategies
Cultivate critical thinkers through literacy	Procurement of library books	<u>Library:</u> <ul style="list-style-type: none"> ● Provide accessibility to the library after winter break and ensure organization for author of the month. ● 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.
	Fostering an enjoyable and visible reading experience for students	<u>Literacy Committee :</u> <ul style="list-style-type: none"> ● Literacy Day - celebrating books by reading them and dressing as favorite authors and characters and/or recreating a scene from their favorite story book. ● Story Writing Competition ● Sharing stories with seniors
	Literacy is a priority through data collection which will determine instruction time and pedagogy through Professional Development initiative.	<u>Literacy in the classroom:</u> <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 ● LLI being implemented at all grade levels to support at-risk students with support from administration ● 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.

		<p><u>Comprehension:</u></p> <ul style="list-style-type: none"> ● PD for teachers on Comprehension <ul style="list-style-type: none"> ○ Thinking beyond the text requires students to learn thinking and writing about connections to the big ideas and essential questions that we have. Providing them ample time to explore, debate, discuss topics, and important issues. ● Understanding of author's craft is important to properly facilitate the F and P assessment. This should be focused in the PD.
		<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 through School council and Islamic TV network.
		<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 and administration support ● LST support given to individual students with unique reading needs. ● LST providing instructional support to homeroom teacher with Education Assistant in supporting students.
Ensuring a quality learning environment through measures of accountability		<p><u>Assessment:</u></p> <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.
	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 ● Creating a working group in division one to work on mental math, differentiated math instruction and math centers from Kindergarten to grade 3 ● Introducing teachers to FNMI literature, speakers and activities to enhance their understanding. ● Staff PDP include one goal that is literacy focused.

Goal 3

Provincial Goal Be engaged thinkers and ethical citizens with an entrepreneurial spirit		Jurisdictional Goal Quality Education and Leadership
School Goal	Measures: including school developed measures	Strategies
Promote the Servant Leadership model through Islamic Character development	Morning assembly plan School council election format	<u>School Theme:</u> <ul style="list-style-type: none"> • 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.
	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 one nation as a character trait of servant leadership and a habit. • Term 3 projects integrate and reflect Islamic concept with FNMI and inviting Islamic and FNMI elders to speak to the students.
		<u>Leadership Opportunities:</u> <ul style="list-style-type: none"> • Students participate in Discover U. • Students participate in interfaith/intercultural dialogue • Students lead in school play focusing on History of Muslims in Islam • All school events are child led. • Students participate in volunteering initiatives and supporting the less privileged through volunteer service.
		<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"> ● Promoting and organizing volunteering initiatives and presence by parents through school council ● Holding the annual Food Drive for charitable organizations ● Holding the Orphan Drive
	<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 7 habits training for certified staff through Leader in Me Program. ● Orienting staff to the materials available under Leader in Me Program. ● Leader in Me programming training for all staff.