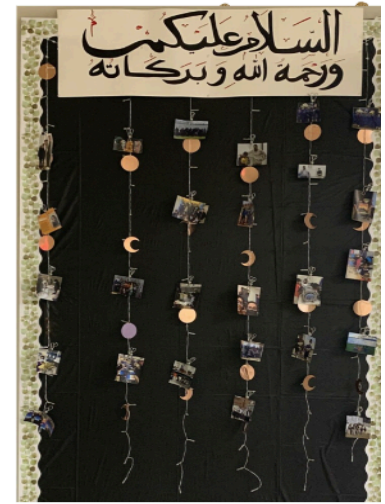
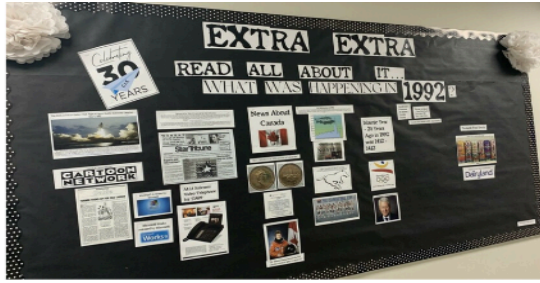




Annual Education Results Report (AERR) 2024-25

Calgary Islamic School, Omar Bin Al Khattab Campus



Mission: Calgary Islamic School strives to develop an enriched learning community that promotes academic achievement, leadership and Islamic values.

Vision: To create a caring environment that inspires knowledge, faith, and ingenuity

Core Values

- Cooperation
- Respect
- Honesty
- Compassion
- Responsibility
- Perseverance

Principal's Message

Calgary Islamic School - OBK Campus, entering its 13th year in operations, has come a long way! Its enrollment now exceeds 565 students (KG - Gr. 9) and its unique program, Quran memorization (Tahfeez) is attracting more than 175 students. In addition to Alberta Education programs of study, the school also offers Arabic language, Islamic studies, and the Holy Quran.

Our goals for the next four years are around the following themes: Character building, wellness, and enhancing literacy & numeracy skills.

- **Character Building:** Enable our kids to build strong Islamic characters that shall serve as moral campuses while acquiring the basic 21 century skills required for success in this life. The focus shall be on character education and how that impacts their day-to-day behaviour and interactions with others.
- **Wellness:** The focus shall be on making the school a welcoming environment that each child and staff member would look forward to being part of. Under our roof, every soul matters!
- **Literacy and Numeracy Skills:** As this helps our kids successfully handle all the prescribed programs of studies and eventually achieve their highest academically. Literacy and numeracy have always been the basic skills required for success in any walk of life.

In order for us to achieve our goals, we are committed to enhancing a supportive learning community devoted to sharpening its skills and enriching its professional growth. Besides, we shall continue building strong connections between all members of our school community: students, staff, and parents. Guided by our Islamic values, we keep nurturing a healthy environment in which every individual feels belonged and welcome.

It is a great honour being the CIS OBK's instructional leader!

Moussa Ouarou

Principal

The Education Plan of Calgary Islamic School Omar Bin Al Khattab(CIS OBK) Campus outlines our commitment to analyzing data from the Provincial Achievement Tests (PATs) results, Alberta Education Accountability and OurSchool surveys, numeracy and literacy Grs. 1-3 diagnostic tests along with other local measures administered by the school administration. Leveraging this data, CIS OBK is dedicated to continual improvement through informative data based strategies that promote success and wellbeing for every student.

Collaboration with all stakeholders—including parents, board members, school administration, teaching and support staff, and students—is a key component of our approach. Our Annual Education Results Report (AERR) reflects the strategies outlined in our Education Plan. The Education Plan and the Annual Results Report are essential components for us in demonstrating planning, monitoring results, assessing progress and adapting appropriate future plans all with the goal of providing assurances to the general public.

Below is a brief overview of our school goals.

Goal 1: Character Development

To nurture our students into ethical, knowledgeable, and skillful leaders who embody Islamic values in their actions and interactions and commit to serving their communities with integrity and compassion.

Desired State:

Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.

- Workshops and Seminars: Provide ongoing training for teachers on Islamic pedagogy and how to integrate Islamic values into their teaching.
- Mentorship Programs: Establish mentorship programs where experienced educators guide new teachers in implementing these values.

Strategies:

- Incorporate Islamic values & teaching across subjects to provide a holistic education that merges religious and academic growth.
- Include in-depth studies of the Qur'an and Hadith to instill Islamic values and principles.
- Teach students about ethical decision-making rooted in Islamic principles.
- Role Models: Highlight stories of historical and contemporary Muslim leaders who exemplify ethical leadership and service.
- Engage students in community service projects that allow them to practise compassion and integrity.
- Partner with local organizations for volunteer opportunities that reflect Islamic values of service and charity (*Sadaqah*).
- Provide ongoing training for teachers on Islamic pedagogy and how to integrate Islamic values into their teaching.
- Establish mentorship programs where experienced educators guide new teachers in implementing these values.

- Incorporate daily practices such as prayers (Salah), morning assemblies with Islamic reflections, and observance of Islamic holidays.
- Foster an environment of mutual respect and compassion among students and staff, reflecting the school's commitment to Islamic values.
- Enforce a code of conduct based on Islamic principles, ensuring that all students and staff understand and adhere to ethical standards.
- Implement conflict resolution strategies that are based on Islamic teachings of justice and reconciliation.

Goal 2: Supporting Mental Health and Wellness

Make the school a welcoming environment that each child and staff member feels part of and essential.

Palliser Goal:

Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.

Desired State:

- Students will have social-emotional learning skills to react appropriately, advocate for themselves, and make good decisions.
- Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced, and every student is welcomed, cared for, respected and safe.
- Learning environments collaborate with community and agency partners to develop both programming and physical infrastructure to support and enhance student learning.

Strategies:

- Organize monthly Spirit Days focused on celebrating self-identity as Muslims and Canadians. Encourage students and staff to wear themed attire or participate in activities that reflect their cultural and religious heritage.
- Introduce frequent challenges through the school's newsletter, Guardian News, encouraging students and staff to participate in activities that promote wellness, such as acts of kindness, fitness challenges, or creative projects.
- Invest in expanding and improving the playground to provide more opportunities for active play, socialization, and outdoor learning.
- Organize class-based iftar gatherings during Ramadan, allowing students and staff to break their fast together, fostering a sense of community and shared cultural experience.
- Celebrate Heritage and World Hijab Days by educating students and staff about the significance of the hijab and promoting understanding and respect for diverse cultural practices.
- Continue to implement Breakfast Club program to ensure that all students have access to a

healthy breakfast, supporting their physical and cognitive development.

- Community Building: Create a Color House system where students and staff are divided into houses, fostering teamwork, friendly competition, and school spirit through various activities and events.
- Utilize the school newsletter, Guardian News, to highlight student achievements, upcoming events, and leadership opportunities, keeping the community informed and engaged.
- Develop projects that celebrate Islamic heritage, allowing students to explore and present their cultural history and contributions to society.
- Organize events to celebrate students who have made significant achievements in Quranic studies, promoting religious scholarship and dedication.
- Encourage classes to present topics during morning assemblies, helping students develop confidence and communication skills.
- Cultural and Environmental Awareness: Teach students about their connection to the land, including indigenous perspectives and environmental stewardship.
- Participate in events and activities that raise awareness about Islamophobia and promote actions to combat discrimination and promote inclusivity.
- Incorporate leadership courses that include First Nations, Métis, and Inuit (FNMI) perspectives, teaching students about diverse leadership styles and cultural heritage.

Goal 3: Literacy and Numeracy

Implement consistent literacy and numeracy practices across all grades.

Palliser Goal:

All Palliser students will engage in intentional and meaningful literacy and numeracy learning across all aspects of daily living

Desired State:

- Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice

Strategies:

Literacy Strategies

- Ongoing diagnostic assessments: Fountas & Pinnell (F & P), Highest Level of Achievement Tests (HLATs), CC3, and ESL Benchmarks to inform and support language learning.
- Enrich school central and classroom libraries with age and reading appropriate titles.

- Provide parents with resources to access reading materials at home, including library information, RAZ Kid books, and classroom book sign-outs.
- Introduce teachers to professional development on First Nations, Métis, and Inuit (FNMI) and diversity topics, integrating these themes to enhance literacy instruction.
- KG to 4 Implementation: Implement the Writing Pathways program for Kindergarten to Grade 4 with professional development support.
- Adopt Lucy Calkins' Writer's Workshop to foster a love for writing, offering students choice in their writing topics and teaching the writing process in a structured manner.
- Encourage a love for reading and writing through fun activities, library initiatives, and school competitions.
- Provide targeted support for students performing below grade level in literacy through one-on-one assistance funded by learning loss grants.

English Language Learner (ELL) Strategies

- Use ongoing assessment data from Fountas & Pinnell to guide and support ELL and at-risk students.
- ESL Benchmarks: Complete digital submissions of ELL Benchmarks twice a year and conduct annual school-wide assessments at the beginning of the year to establish achievement benchmarks.
- Deliver guided reading and small group instruction led by certified teachers with expertise in literacy.
- Within their cohorts, homeroom teachers will model and coach at-risk readers using leveled readers for guided reading.
- Regular Sessions: Implement regular LLI sessions for beginning and struggling readers to provide targeted support and improve literacy skills.

Numeracy Strategies

- Utilize ongoing assessment data, such as the Math Intervention/Programming Instrument (MIPI)/ EICS, to identify, align, and support students struggling in math.
- Differentiate instruction and additional support tailored to students with high math needs to ensure they receive the help they need to succeed.
- Foster a love for math through a variety of fun and engaging school-wide initiatives and activities that make learning math enjoyable.
- Teach numeracy with a focus on real-life applications and comprehension strategies to help students understand and solve math problems effectively.
- Utilize math centers, mental math exercises, and math facts practice to enhance interactive and hands-on learning experiences.
- Establish a working group for Division One (Kindergarten to Grade 3) to develop and implement strategies for mental math, differentiated instruction, and effective use of math centres.

Alberta Education Assurance Measures Survey- Fall 2024 Overall Summary

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	87.0	88.3	87.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.7	85.5	82.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	79.4	69.4	69.4	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	22.1	19.4	19.4	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	100.0	91.7	91.7	62.5	62.6	62.6	Very High	Improved	Excellent
	PAT9: Excellence	60.0	29.8	29.8	15.4	15.5	15.5	Very High	Improved Significantly	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	89.8	91.3	90.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	90.0	86.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.8	86.4	83.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.6	88.2	83.5	79.5	79.1	78.9	Very High	Maintained	Excellent

ANALYSIS OF MOST RECENT RESULTS: Fall 2024

Areas of Success:

DOMAIN	DATA	
STUDENT GROWTH AND	Student Learning Engagement	87.0 % (previous three-year Average) to 87.0% (Maintained)
	Citizenship	82.1 % (previous three-year Average) to 83.7.% (1.6 % ^)
	PAT 6: Acceptable	69.4 % (previous three-year Average) to 79.4.% (10 % ^)
	PAT 6: Excellence	19.4 % (previous three-year Average) to 22.1.% (2.7 % ^)
	PAT 9: Acceptable	91.7 % (previous three-year Average) to 100.0.% (8.3 % ^)
	PAT 9: Excellence	29.8 % (previous three-year Average) to 60.0 % (30.2 % ^)
Teaching and Leading	Education Quality	90.6.% (last three-year Average) to 89.8. % (0.8 % v) Decline

LEARNING SUPPORT	Welcoming, caring, Respectful & Safe Learning Environment	86.7% (previous three-year Average) to 88.4% (1.7 % [^])
	Access to Support and Services	83.0% (previous three-year Average) to 83.8% (0.8 % [^])
Governance	Parental Involvement	83.5% (previous three-year Average) to 84.6 % (1.1% [^])

Comment on Results:

According to the overall summary of the Alberta Education Assurance Measures Survey (AEAMS), Calgary Islamic School, OBK Campus has either maintained (students' learning engagement) or improved in all Assurance categories except Education quality, which is only 0.8% less than the previous three years' average.

We established our goals, outcomes, and planning through parent-teacher interviews, school-wide surveys, school council meetings, conversations, and regular stakeholder communication regarding strategic planning. With an emphasis on incorporating more of the most recent research-based methods, we chose to adhere to the instructional approaches used the year before.

PAT 6 and 9: Acceptable/Excellence

PAT 6- Acceptable: 69.4 % (previous three-year Average) to 79.4.% (10 % [^])

PAT 6- Excellence: 19.4 % (previous three-year Average) to 22.1.% (2.7 % [^])

PAT 9- Acceptable: 91.7 % (previous three-year Average) to 100.0.% (8.3 % [^])

PAT 9- Excellence: 29.8 % (previous three-year Average) to 60.0 % (30.2 % [^])

The academic environment at CIS OBK strongly emphasizes quality teaching. We take pride in this aspect, which is reflected in our improved PAT results, which highlighted the dedication of the staff and the effectiveness of the educational programs. This commitment to academic excellence fosters a supportive and enriching learning atmosphere for all students.

1. ASSURANCE DOMAIN: STUDENTS' GROWTH AND ACHIEVEMENT

Students Learning Engagement

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	99	83.4	181	85.6	149	88.3	126	87.0	n/a	Maintained	n/a	n/a	n/a	3,453	85.5	3,238	86.3	3,614	85.3	3,413	84.8	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	5	*	22	86.4	17	98.0	9	92.6	n/a	Maintained	n/a	n/a	n/a	561	91.2	545	91.5	580	90.3	566	90.1	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	77	72.9	133	71.7	109	67.0	95	68.4	n/a	Maintained	n/a	n/a	n/a	2,498	68.8	2,288	69.2	2,568	68.0	2,448	66.1	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	22	93.8	26	98.7	23	100.0	22	100.0	n/a	Maintained	n/a	n/a	n/a	394	96.5	405	98.1	466	97.6	399	98.1	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Comments on Results:

Overall, 87.0 % of stakeholders' satisfaction with student learning engagement is 3.3 % more than the provincial average (83.7%).

The key insight from the Analysis of the Most Recent Results:

CIS OBK's stakeholders demonstrated their trust and satisfaction with all our attempts to have fun-filled, hands-on learning in the classrooms. Integrating relevant real-life experiences and catering to the specific needs of students' instruction and learning keeps them involved in their daily work at school. OBK has improved by 1.4 % in students' satisfaction in this category from the previous year, 2023; the increased rate indicates that our plan to incorporate Universal Designs of Learning (UDLs) and a continuum of support in our teaching routines is working. We will continue implementing these techniques to ensure all learners can access and participate in meaningful, challenging learning opportunities.

Citizenship:

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	126	84.4	99	83.6	181	78.8	149	85.5	126	83.7	Very High	Maintained	Excellent	4,022	85.0	3,453	85.8	3,239	84.5	3,611	83.7	3,415	84.0	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	17	92.9	5	*	22	78.0	17	88.1	9	86.7	Very High	Maintained	Excellent	745	87.5	561	87.2	546	86.3	580	85.5	567	86.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	90	68.7	77	71.8	133	68.7	109	77.2	95	71.8	High	Maintained	Good	2,826	74.5	2,498	75.3	2,288	74.5	2,565	73.4	2,449	70.6	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	19	91.6	22	95.5	26	89.6	23	91.2	22	92.7	High	Maintained	Good	451	93.1	394	94.8	405	92.6	466	92.2	399	94.4	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Comments on Results:

Overall 83.7 % of stakeholders agreed that CIS OBK campus students model active citizenship. This percentage is above the provincial average (79.4%).

The key insight from the Analysis of the Most Recent Results

83.7 % of stakeholders reported that the CIS OBK fosters the characteristics of active citizenship.

86.7% of parents demonstrated satisfaction with our attempts to encourage students at school to do their best. They agreed that students follow school rules and help and respect each other. In addition, The parents were satisfied with their children's encouragement from school to be involved in community service, respect each other, and try their best.

CIS OBK's strategies, such as incorporating Islamic values and ethical decision-making based on Islamic principles, Community Service Projects, and Volunteer Programs, effectively nurture students into ethical, knowledgeable, and skilled leaders. These leaders embody Islamic values and are dedicated to serving their communities with integrity and compassion.

2. ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality:

Comments on Results:

Overall, 89.8 % of stakeholders' satisfaction with the overall quality of basic education and it is 2.2 % more than the provincial average (83.7%).

The key insight from the Analysis of the Most Recent Results:

The management of the CIS OBK campus commends its team leaders, educators and support staff for their hard work and consistent efforts to improve the quality of education. The enhanced rates in PAT 6 and 9 results testify to their dedication, passion, and commitment to providing the best learning experience for their students.

Parents have recognized these efforts, leading to an increased satisfaction rate: 89% of parents reported being satisfied with the overall quality of primary education. They appreciated the instruction and teaching their children received at CIS OBK (p. 66). Additionally, 100% of parents expressed satisfaction with the question, " Does your child clearly understand what they are expected to learn at school? "

3. ASSURANCE DOMAIN: LEARNING SUPPORT

Welcoming, caring, respectful, and safe learning environment

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	99	87.3	181	83.5	149	90.0	126	88.4	n/a	Maintained	n/a	n/a	n/a	3,453	89.5	3,241	88.0	3,612	87.6	3,418	88.1	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	5	*	22	77.2	17	91.9	9	90.1	n/a	Maintained	n/a	n/a	n/a	561	92.1	546	89.7	580	89.8	567	91.4	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	77	78.6	133	77.7	109	86.9	95	77.6	n/a	Maintained	n/a	n/a	n/a	2,498	80.5	2,290	80.0	2,566	78.9	2,452	76.8	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	22	96.1	26	95.5	23	91.1	22	97.4	n/a	Maintained	n/a	n/a	n/a	394	96.0	405	94.2	466	94.0	399	96.1	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Comments on Results:

90.1% of parents showed their satisfaction with the CIS OBK’s plan for their kids to feel welcomed, cared for, respected, and safe in school.

Overall 88.4 % of stakeholders agreed that CIS OBK is providing its students with a welcoming, caring, respectful, and safe learning environment. This percentage is above the provincial average (84.%).

The key insight from the Analysis of the Most Recent Results

90.1% of parents showed their satisfaction with the CIS OBK’s plan for their kids to feel welcomed, cared for, respected, and safe in school. Questions in this category relate to respect, support from caring peers and adults, and the overall safety within the school environment, including transportation to and from school. Students have expressed feelings of safety and belonging as part of the school community.

Students in OBK have access to a healthy breakfast, supporting their physical and cognitive development. This positive atmosphere also includes approachable management and staff, attention to students' social and emotional needs through the school counsellor, interdisciplinary team, and safety through a security guard and teachers supervising recesses, entry and dismissal times. School administration welcomes students at the entrance daily and looks after the dismissal with teachers and a security guard.

Access to supports and Services

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	99	77.9	180	79.6	149	86.4	126	83.8	n/a	Maintained	n/a	n/a	n/a	3,450	84.2	3,236	84.4	3,607	83.6	3,411	83.3	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	5	*	22	69.9	17	86.3	9	82.2	n/a	Maintained	n/a	n/a	n/a	560	83.6	546	84.1	579	82.8	567	82.2	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	77	78.9	132	84.3	109	87.0	95	83.3	n/a	Maintained	n/a	n/a	n/a	2,497	79.7	2,285	80.5	2,562	79.4	2,446	77.7	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	22	76.9	26	84.7	23	85.8	22	85.8	n/a	Maintained	n/a	n/a	n/a	393	89.5	405	88.4	466	88.7	398	90.0	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Comments on Results:

Overall 83.8 % of stakeholders agreed that CIS OBK’s students have access to the support and services required to enhance their holistic development. This satisfaction rate is maintained but still above the provincial average (79.9 %).

The key insight from the Analysis of the Most Recent Results

A significant increase in the satisfaction rate in this domain is an acknowledgment of all our efforts to address our students' specific needs.

Access to a Continuum of Supports and Services

Studies have shown a significant impact of mental health in the school setting around academic success, safety, school culture, and community involvement. Research has emphasized that youth between 6 and 17 should engage in at least 1 hour of moderate-to-vigorous Physical Activity (PA) each day to promote multiple health benefits, such as healthy weight, improved cardiovascular health, and improved cognitive and behavioural health (Greenspan et al. 2022). Our students have an average of 20 mins. of PA daily in the school's gym and 40 mins outside in the playground. Our School counsellor offers one-to-one, and small groups social and emotional counselling sessions in addition to workshops for teachers to enhance their capacity to assist their students’ mental health and social / emotional growth. Teachers use [Dr. Bruce Perry's 3Rs](#) strategy to regulate students when they do not behave as expected. We will continue incorporating similar research-informed strategies to promote our students' social and emotional well-being in our school.

The Palliser’s multidisciplinary team, including Psychologists, Occupational Therapist, and Speech-Language Pathologist, helps teachers plan individualized instructional strategies for their students with learning disabilities and behavioural challenges.

First Nations, Métis, and Inuit Students' Success

Calgary Islamic School OBK campus has no self-identified students who belong to the indigenous community. However, considering the TQS" Applying the Foundational Knowledge about First Nations, Metis, and Inuit," we emphasize that it is essential that our non-indigenous students learn about this great community's sacrifices, history, cultures, and pedagogical methods. Therefore, students are taught about First Nations, Metis, and Inuit people's history, language, games, culture, festivals, residential schools, and pedagogical methods in their daily learning.

4. ASSURANCE DOMAIN: GOVERNANCE

Parental involvement

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	33	77.7	22	86.9	48	78.9	39	88.2	31	84.6	Very High	Maintained	Excellent	1,181	85.5	949	82.6	945	81.7	1,044	83.2	964	86.2	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	14	59.7	5	*	22	73.8	16	86.8	9	80.0	Very High	Maintained	Excellent	730	79.4	558	74.4	542	74.4	578	76.9	565	80.7	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	19	95.7	22	86.9	26	84.0	23	89.5	22	89.2	Intermediate	Maintained	Acceptable	451	91.5	391	90.8	403	89.1	466	89.6	399	91.7	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Comments on Results:

Overall 84.6 % of stakeholders agreed that CIS OBK’s parents are involved in decisions about their child’s education. This satisfaction rate is 5.1 % more than the provincial average (79.5 %).

The key insight from the Analysis of the Most Recent Results

80% of parents reported their satisfaction with their involvement in school activities and planning. We encourage parental involvement in education through the School Council. To enhance engagement, we conduct school-wide surveys and hold regular School Council meetings, inviting suggestions to improve students' academic, social, and emotional development. Teachers create educational and social plans based on genuine reflections and feedback from parents, which are collected through platforms like Edsby, meetings, surveys, phone calls, Parent-Teacher interviews and meetings

At CIS OBK, we value the feedback we receive from parents. This input helps us identify areas for improvement and shape our educational plans. We will continue collaborating with our stakeholders in decision-making processes that impact students' education and ensure that their voices are heard.

Program of Studies: At Risk Students

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	126	83.8	99	81.6	180	79.4	149	89.0	126	84.7	Intermediate	Maintained	Acceptable	4,020	86.3	3,449	84.3	3,236	85.0	3,606	83.9	3,410	83.8	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	17	81.6	5	*	22	68.9	17	89.1	9	81.5	High	Maintained	Good	745	84.2	559	81.4	546	83.2	578	80.6	566	81.1	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	90	76.8	77	78.9	132	84.3	109	87.0	95	83.3	Intermediate	Maintained	Acceptable	2,825	80.7	2,497	79.7	2,285	80.5	2,562	79.4	2,448	77.7	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	19	93.0	22	84.4	26	85.1	23	91.0	22	89.2	Very Low	Maintained	Concern	450	93.9	393	91.7	405	91.3	466	91.6	398	92.6	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

Comments on Results:

Overall 84.7 % of stakeholders agreed that programs for children at risk are easy to access and timely. This satisfaction rate is 4.1 % more than the provincial average (80.6 %).

The key insight from the Analysis of the Most Recent Results

The satisfaction rates among parents and students in this category are 81.5% and 83.3%, respectively, both of which exceed the provincial averages of 73.5% and 78.7%. Furthermore, 89.2% of teachers agree that support for at-risk students is provided in a timely manner, 1.8% less than the previous year.

Early Years Literacy and Numeracy Assessments

A list of the Alberta Education-approved screening assessments used at each grade level (1-3)

Numeracy: Alberta Education Numeracy Screening Assessment

<https://www.alberta.ca/early-years-assessments>

Literacy: LeNS, F & P Assessment, ESL benchmarks, Test of Work Reading Efficiency (TOWRE), Test of Silent Reading Efficiency and Comprehension (TOSREC).

Below an analysis of our results

No.	Grades	No. of students Assessed	At risk at the start of the school year Numeracy	At risk at the start of the school year Literacy	Number of month below in literacy
1	Grade 1	65	6	19	Below grade level (10 month)
2	Grade 2	63	15	22	Below grade level (10 month)
3	Grade 3	67	9	11	Below grade level (10 month)

Comment on results:

Gr. 2 results are the lowest due to high teachers’ turn-over last year. Gr. 1 literacy is a natural reflection of what would be the situation coming from a half day kindergarten program.

A summary of support strategies for students identified as being at risk at each grade level.

Numerous research-informed methodologies are employed to enhance the numeracy and literacy competencies of at-risk students. The following are some of our adapted interventional strategies:

- One-on-one / small groups to one support through Education Assistants
- Guided reading and small group instruction led by certified teachers with expertise in literacy.
- Peer mentoring (Grs. 8/9 peering with Grs. 1/2 kids).
- Online platforms: Raz Kids, Mathletics, Solaro digital apps. Subscriptions.
- Reading Buddies
- Differentiated teaching instructions and tasks
- Implement the Writing Pathways program for Kindergarten to Grade 4 with professional development support.
- Use Lucy Calkins' Writer's Workshop to foster a love for writing. Offer students choices in their writing topics and teach the writing process in a structured manner.

- Implement regular Leveled Literacy Intervention(LLI) sessions for beginning and struggling readers to provide targeted support and improve literacy skills.
- Allocate resources to bring in expert consultants or specialists in literacy and numeracy education to provide tailored guidance and support to teachers.

Social / Emotional (OurSchool Surveys)

OURSCHOOL Student Survey

Elementary School Results: [Elementary Survey](#)

Secondary (JH) School Results: [Secondary \(JH\) Results](#)

Result Analysis:

Elementary School Survey, November 28, 2024

CIS OBK version of the OurSCHOOL student survey measures 13 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 173 students in our school that participated in the survey on November 28, 2024. The number of students by grade level is:

grade 4: 65

grade 5: 53

grade 6: 55

These results are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey, please check www.thelearningbar.com.

The key insight from the Analysis of the Most Recent Results

Elementary School:

Domain	Canadian norms to OBK ratio
Social Emotional Outcomes	
<p>Sense of Belonging Students who feel accepted and valued by their peers and by others at their school.</p>	<p>72 % (Canadian Norms) to OBK 75% - 3 % increase</p> <p>Girls: 70% to 76 %- 6 % increase</p> <p>Boys: 75 % to 76% - 1% increase</p>
<p>Students with positive relationships Students who have friends at school they can trust and who encourage them to make positive</p>	<p>80% (Canadian Norms) to OBK 77% - 3 % decline</p>

<p>choices.</p>	<p>Girls: 83 % to 80 %- 3 % decrease</p> <p>Boys: 78 % to 74 % - 4 % decrease</p>
<p>Anxiety: Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.</p>	<p>29 % (Canadian Norms) to OBK 26 % - 3 % decrease</p> <p>Girls: 36 % to 34 %- 2 % decrease</p> <p>Boys: 21 % to 15 % - 6 % decrease</p>
<p>Drivers of Student Outcomes- Data</p>	
<p>Effective learning time Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.</p>	<p>7.8 /10 (Canadian Norms) to OBK 7.4 /10 - 0.4 decrease</p> <p>Girls: 7.8/10 to 7.6 /10 - 0.2 decrease</p> <p>Boys: 7.8/10 to 7.2/10 - 0.6 decrease</p>
<p>Relevance Students who find classroom instruction relevant to their everyday lives.</p>	<p>7.8/10 (Canadian Norms) to OBK 6.8 /10 - 0.5 decrease</p> <p>Girls: 7.5/10 to 7 /10 - 0.5 decrease</p> <p>Boys: 7.2/10 to 6.6 /10 - 0.6 decrease</p>
<p>Rigor Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.</p>	<p>7.9/10 (Canadian Norms) to OBK 7.2 /10 - 0.7 decrease</p> <p>Girls: 7.9/10 to 7.5 /10 - 0.4 decrease</p> <p>Boys: 7.8 /10 to 6.9 /10 - 0.9 decrease</p>
<p>Advocacy at school Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.</p>	<p>6.3/10 (Canadian Norms) to OBK 6/10 - 0.3 decrease</p> <p>Girls: 6.3/10 to 6.2/10- 0.1 decrease</p> <p>Boys: 6.2/10 to 5.7/10 - 0.5 decrease</p>
<p>Positive teacher- student relation Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.</p>	<p>8.1/10 (Canadian Norms) to OBK 7.4/10 - 0.7 decrease</p> <p>Girls: 8.2/10 to 7.8 /10- 0.4 decrease</p> <p>Boys: 8/10 to 7/10 - 1.0 decrease</p>

<p>Positive learning climate There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.</p>	<p>6.6/10 (Canadian Norms) to OBK 5.9/10 - 0.7 decrease</p> <p>Girls: 6.5/10 to 6.2/10- 0.3 decrease</p> <p>Boys: 6.6/10 to 5.6/10 - 1 decrease</p>
<p>Expectations for success The school staff emphasizes academic skills and hold high expectations for all students to succeed.</p>	<p>8.2/10 (Canadian Norms) to OBK 8.2/10 - Maintained</p> <p>Girls: 8.2/10 to 8.3/10 - 0.1 Increase</p> <p>Boys: 8.2/10 to 8.1/10 - 0.1 decrease</p>

Overall Observation:

Primary surveys showed a decrease in almost all categories, as opposed to secondary surveys, although closer to Canadian standards. One of the interpretations would be that kids were a bit extreme in their responses or could not understand the questions well. For example, we do not have any Indigenous students in school. However, students’ responses showed a different number. Nevertheless, the results of the surveys have been taken seriously and measures will be taken to improve.

Demographic Factor Drill- Downs- Data

- **Language spoken at home** Students are asked to indicate the language they speak most often at home.

- 20% of students in this school speak English at home.
- - % of students in this school speak French at home.
- 9% of students in this school speak other languages at home.
- 0% of students in this school speak English and French at home.
- 70% of students in this school speak English and another languages at home.
- 1% of students in this school speak French and another languages at home.

- **Time student has lived in Canada**

Students who were born in Canada.

- 80% of students in this school were born in Canada.
- 85% of the girls and 74% of the boys in this school were born in Canada.

- **Indigenous Status**

Students who identified as Indigenous, that is, First Nations, Métis, or Inuk.

- 1% of students in this school identified as Indigenous.
- - % of the girls and 2% of the boys in this school identified as Indigenous.

Very obvious inaccuracy.

- **Multiple choice question:**

- 1. Students were asked: "When you need help, what is the MOST useful to you?"**

The response rate follows:

- Teacher help at recess or lunch time : 16%
- Help with homework after school: 28%
- Peer tutoring from another student: 18 %
- Extra work I can do at home: 38 %

- 2. Students were asked: "Do you enjoy and like the Breakfast provided to you in school?"**

- Yes: 39 %
- No: 3 %
- Sometimes: 58 %

Strategies for Enhancing Growth Areas:

CIS OBK has achieved fairly well in all domains. It went down less than 1% to the Canadian norms except the indicators "students with positive relationships with each other and with their teachers. Our main focus will be to work on promoting the positive relationships between students and teachers based on harmony, and respect.

Social Emotional Learning: Teachers will enhance their efficacy in the following competencies of SEL. They will cater to their students' social and emotional needs besides their academic requirements through professional development in Social emotional learning(SEL). SEL promotes activities that develop children's

- ability to recognize and manage emotions
- build relationships
- Solve interpersonal problems
- make effective and ethical decisions (Payton et al., 2000).

Self Management:

Teachers will have tools to guide students develop self management as it will help students to

- Overcome obstacles and create strategies for more long-term goals
- Monitor progress toward personal and academic short- and long-term goals
- Regulate emotions such as impulses, aggression, and unacceptable behavior

- Manage personal and interpersonal stress
- Attention control (maintain optimal work performance)
- Use feedback constructively
- Exhibit positive motivation.

Social Awareness:

This competency of SEL will improve students capacity to

- Identify social cues (verbal, physical) to determine how others feel
- Predict others’ feelings and reactions
- Evaluate others’ emotional reactions
- Respect others (e.g., listen carefully and accurately)
- Understand other points of view and perspectives
- Appreciate diversity (recognize individual and group similarities and differences)

Relationship Management:

- Demonstrate capacity to make friends
- Exhibit cooperative learning and working toward group goals
- Manage and express emotions in relationships, respecting diverse viewpoints
- Cultivate relationships with those who can be resources when help is needed
- Provide help to those who need it.

Secondary School- OurSchool Survey

The CIS OBK version of the OurSCHOOL student survey measures 24 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 73 students in this school that participated in the survey on November 27, 2024. 2024. The number of students by grade level is:

grade 7: 36
grade 8: 21
grade 9: 16

The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com

Domain	Canadian norms to OBK ratio
Social Emotional Outcomes	
<p>Sense of Belonging Students who feel accepted and valued by their peers and by others at their school.</p>	<p>62% (Canadian Norms) to OBK 71% - 9 % Increase</p> <p>Girls: 56% to 66%- 10 % Increase</p> <p>Boys: 68 % to 76% -</p>
<p>Students with positive relationships Students who have friends at school they can trust and who encourage them to make positive choices.</p>	<p>76% (Canadian Norms) to OBK 71% - 5 % Decrease</p> <p>Girls: 78 % to 73 %- 5 % Decrease</p> <p>Boys: 74 % to 68 % - 6 % Decrease</p>
<p>Anxiety: Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.</p>	<p>33 % (Canadian Norms) to OBK 18 % - 15 % Decrease</p> <p>Girls: 47 % to 24 %- 5 % Decrease</p> <p>Boys: 19 % to 11 % - 6 % Decrease</p>
<p>Value schooling outcomes Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.</p>	<p>70 % (Canadian Norms) to OBK 64 % - 6 % Decrease</p> <p>Girls: 74 % to 68 %- 6 % Decrease</p> <p>Boys: 66 % to 60 % - 6 % Decrease</p>
<p>Positive behaviour at school Students that do not get in trouble at school for disruptive or inappropriate behaviour.</p>	<p>93 % (Canadian Norms) to OBK 89 % - 4 % Decrease</p> <p>Girls: 47 % to 24 %- 23 % Decrease</p> <p>Boys: 19 % to 11 % - 8 % Decrease</p>
<p>Interest and motivation Students who are interested and motivated in their learning.</p>	<p>33 % (Canadian Norms) to OBK 36 % - 4 % less</p> <p>Girls: 33 % to 34 %- 2 % Increase</p> <p>Boys: 33 % to 36 % - 3 % Increase</p>
<p>Effort Students who try hard to succeed in their learning.</p>	<p>66 % (Canadian Norms) to OBK 74 % - 8 % Increase</p> <p>Girls: 66 % to 77 % less- 10 % Increase</p> <p>Boys: 66 % to 69 %- 3 % Increase</p>
<p>Students with moderate or high levels of depression Students who have prolonged periods when they feel sad,</p>	<p>29 % (Canadian Norms) to OBK 18 % - 11 % Increase</p> <p>Girls: 40 % to 20 %- 20 % Increase</p>

discouraged, and inadequate.	Boys: 18 % to 16 %- 2 % Increase
Students with positive self-esteem Students who like and accept themselves, and are proud of their accomplishments.	58 % (Canadian Norms) to OBK 58 % - Maintained Girls: 66 % to 24 %- 42 % Decrease Boys: 66 % to 69 %- 3 % Increase
Students with positive self-regulation Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.	66 % (Canadian Norms) to OBK 74 % - 8 % Increase Girls: 54 % to 41 %- 13 % Decrease Boys: 62 % to 76 %- 14 % Increase
Students with positive general health Students who consider their own general health to be good to excellent.	77 % (Canadian Norms) to OBK 83 % - 6 % Increase Girls: 74 % to 76 %- 2 % Increase Boys: 80 % to 91 %- 11 % Increase
Students with positive life satisfaction Students who are satisfied with the overall quality of their lives.	71 % (Canadian Norms) to OBK 82 % - 11 % Increase Girls: 65 % to 83 %- 18 % Increase Boys: 77 % to 82 %- 5 % Increase
Drivers of Student Outcomes- Data	
Bullying and Exclusion Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.	24 % (Canadian Norms) to OBK 29 % - 5 % Decrease Girls: 25 % to 37 %- 16 % Decrease Boys: 23 % to 21 %- 2 % Increase
Advocacy at school Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.	3.2/10- (Canadian Norms) to OBK 2.7/10 - 0.5 Decrease Girls: 3.1 /10 to 2.3/10 - 0.8 Decrease Boys: 3.3/10 to 3.1/10- 0.2 Decrease
Positive teacher-student relations Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.	6.5/10 (Canadian Norms) to OBK 6.5/10 - Maintained Girls: 3.1/10 to 2.3/10- 0.8 Decrease Boys: 3.3/10 to 3.1/10- 0.2 Decrease

<p>Positive learning climate There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.</p>	<p>6.2/10 (Canadian Norms) to OBK 6.2/10 - Maintained Girls: 6.2/10 to 5.7/10 - 0.5 Decrease Boys: 6.3/10 to 6.6/10 - 0.3 Increase</p>
<p>Expectations for success The school staff emphasizes academic skills and hold high expectations for all students to succeed.</p>	<p>7.4/10 (Canadian Norms) to OBK 7.4/10 - Maintained Girls: 7.4/10 to 6.9/10- 0.5 Decrease Boys: 7.3/10 to 7.9/10- 0.6 Increase</p>
<p>Students planning to finish high school Students who plan to finish high school.</p>	<p>67 % (Canadian Norms) to OBK 59 % - 8 % Decrease Girls: 72 % to 72 %- Maintained Boys: 63 % to 44 %- 19 % Decrease</p>
<p>Aspirations - pursue a trade Students who plan to finish high school, and afterwards pursue a trade or apprenticeship program.</p>	<p>19 % (Canadian Norms) to OBK 19 % - Maintained Girls: 17 % to 23 %- 6 % Increase Boys: 20 % to 15 %- 5 % Decrease</p>
<p>Aspirations - college or university Students who plan to pursue a post-secondary education.</p>	<p>51 % (Canadian Norms) to OBK 58 % - 7% Increase Girls: 58 % to 70 %- 12 % Increase Boys: 44 % to 44 %- Maintained</p>

Demographic Factor Drill-Downs

Language spoken at home

Students are asked to indicate the language they speak most often at home.

- 11% of students in this school speak English at home.
- 1% of students in this school speak French at home.
- 9% of students in this school speak other languages at home.
- 0% of students in this school speak English and French at home.
- 78% of students in this school speak English and other languages at home.
- 1% of students in this school speak French and other languages at home.

Indigenous Status

Although CIS OBK campus has no indigenous students:

- 1% of students in this school identified as Indigenous.
- 3% of the girls and - % of the boys in this school identified as Indigenous.

This is an obvious inaccuracy.

Strategies for Enhancing Growth Areas:

School admin. & staff adopt the strategies below outlined in this document:

Relationships Matter: How relational-based supports can make a positive difference in Alberta schools(2021) by Alberta Education

<https://open.alberta.ca/dataset/974c36d2-1bef-4b95-8188-7a307d7c27d3/resource/aebf3beb-12b6-49b6-8677-821666bc65ec/download/edc-relationships-matter-how-relational-based-supports-schools-2021.pdf>

1. Incorporate the “Walk and Talk,” strategy in their daily classroom routines, engage students in non-school related conversations prior to any curricular activities.
2. Greet students as they enter or exit the school building and the classrooms.
3. Listen attentively to students formally (counselling sessions) or informally (usual daily interactions).
4. Use the relationship mapping strategy to identify students with positive or negative connections.
5. Utilize an Equity Audit and Reflection technique, asking specific questions that allow them to reflect on whether they use culturally responsive teaching in their classroom to ensure equity.
6. Incorporate Behavior Specific Praise (BSP). BSP is a quick reinforcement strategy that builds trust and positive relationships in the classroom.
7. Set high expectations for students. Teachers consistently Communicate learning intentions and success criteria with the whole class.
8. Manage behaviour positively, make more positive statements and create a positive classroom climate
9. Take a facilitative role and support students to make choices about their learning and will encourage them to work with a variety of peers for positive peer modelling.
10. Base learning opportunities around students’ interests for motivation.
11. Work with at-risk kids in one-to-one or small groups to one setting.
12. Engage in active learning strategies with students as partners through voice and choice, effective feedback, peer assessment, goal-setting, cooperative learning, and fostering critical thinking.
13. Assign group work to students after a careful planning and facilitation.

Calgary Islamic School, OBK Campus, is committed to gathering information from different sources other than the above surveys, as its ultimate goal is creating a welcoming environment conducive to high level of wellbeing and academic success.

For more information regarding the content of this document, please do not hesitate to contact the school administration. We appreciate the elaboration and constructive feedback of all stakeholders.

CIS-OBK School Administration.