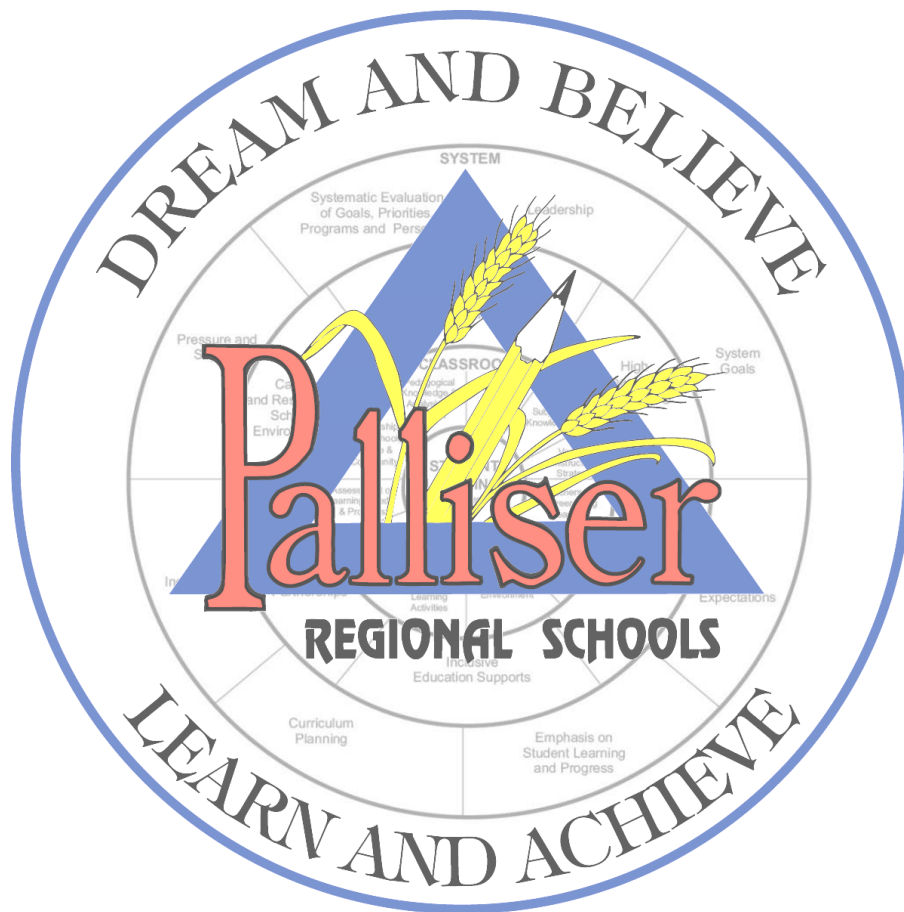


**Calgary Islamic School  
Omar Bin Al-Khattab Campus  
A School Effectiveness Review**

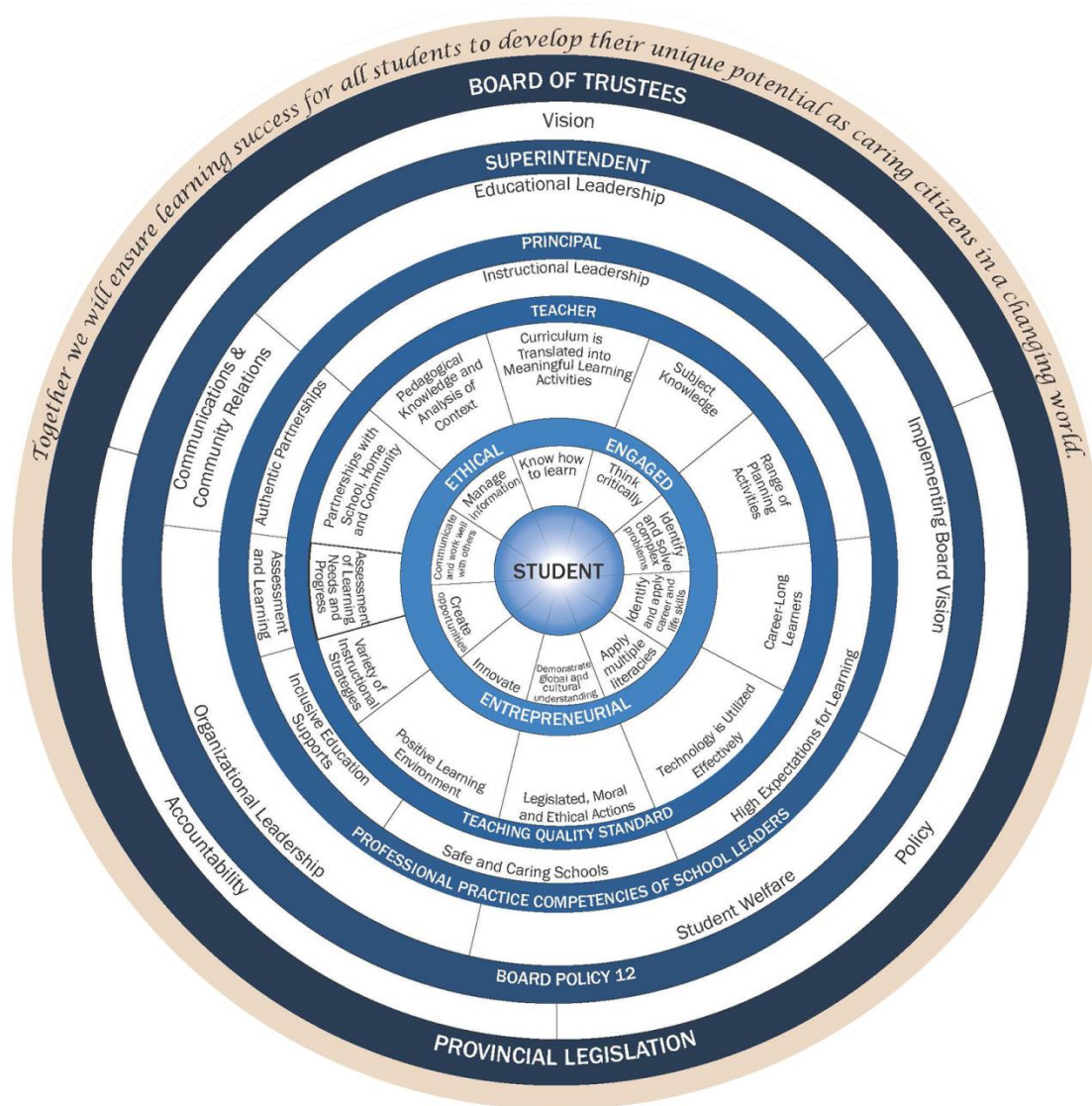


**April 14, 2016**

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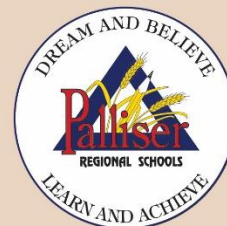
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# Palliser Regional School Effectiveness Model



# Palliser Regional Schools Effectiveness Model

This model for an effective, student-focused school system is based on research as well as principles described by Inspiring Education, professional standards of teachers and principals, and the understanding that alignment of goals and vision at all levels creates an environment for achieving those goals and attaining that vision.



## **BOARD OF TRUSTEES**

Elected every four years;  
Conducts annual evaluations to ensure it is meeting stakeholders' needs;  
Operates a centralized system of supports for all schools;  
and allocates resources based on student needs.

## **SUPERINTENDENT**

Honours the Board's vision and direction;  
Ensures a system-wide culture of high expectations and accountability;  
Ensures ongoing improvement through school goals, school reviews, and accountability processes;  
Literacy, assessment for learning and safe and caring school environments are long-term priorities for student success;  
Ensures support personnel and services are in place to support principals and teachers.

## **PRINCIPALS**

Must demonstrate professional practice competency in these areas:

- Fostering effective relationships;
- Embodying visionary leadership;
- Leading a learning committee;
- Providing instructional leadership;
- Developing and facilitating leadership;
- Managing school operations and resources;
- Understanding and responding to the larger societal context.

## **TEACHERS**

Acknowledged as the single most important person to the student's success in school;  
Is supported through mentorship, coaching, professional development and collaboration time;  
Fosters high expectations for each student's learning.

## **STUDENTS**

The system exists to support each student to achieve the highest level of success possible.

## Acknowledgements

Many Palliser Regional Schools professional staff assisted in the Omar Bin Al-Khattab Campus Review. The Board of Trustees and Superintendent Kevin Gietz were key in authorizing the collection of data from parents/guardians, students and staff in the process. The Review Team appreciated the commitment of the Board of Trustees and the Superintendent that the process was open and inclusive and that the review operated in an independent manner. The fact that Palliser Regional Schools initiates an in-house program for reviewing the effectiveness of schools as a support to school planning is exemplary.

Principal Raiha Idrees worked with the team, coordinated the school review process and provided school documents. The principal and vice-principal, Ousama Kadri, are to be commended for their support during the review process. They demonstrated professional regard and objectivity.

The staff of Omar Bin Al-Khattab Campus contributed time and insight about school operations through individual interviews and survey completion. Their reflective thoughts and perceptions provided valuable information in understanding the school, its culture and operations.

Parents/guardians and students used the opportunity to provide their perceptions of the school. The approach was open, direct and balanced.

Much appreciation is extended to Barb Erler and for her efforts in compiling this report and the information contained therein.

Pat Rivard, Associate Superintendent (Education Services)

Ryan Brennan, Director of Human Resources

### **Omar Bin Al-Khattab Campus Review Team**

Kevin	Gietz	Superintendent of Schools
Pat	Rivard	Associate Superintendent, Education Services
Ken	Garinger	Associate Superintendent, Human Resources
Ryan	Brennan	Director of Human Resources
Tom	Hamer	Director of Learning
Mike	Nightingale	Director of Human Resources
Laurie	Wilson	Director of Learning
Nathan	Sillito	Co-ordinating Principal of Early Learning
Chris	Spanos	Principal, Huntsville School
Sherrie	Nickel	Principal, Jennie Emery Elementary School
Alison	Hancox	Principal, Palliser Beyond Borders
Dayle	Vienneau	Vice-Principal, Calgary Christian Secondary School
Nesmh	Elkestawi	Vice-Principal, CIS Akram Jomaa Campus
Torri	Airhart	Lead Teacher Cohort
Brian	't Hart	Lead Teacher Cohort
Deanna	Liou	Lead Teacher Cohort
Kristen	Eichhorn	Lead Teacher Cohort
Lesley	Wenzel	Lead Teacher Cohort

### **Omar Bin Al-Khattab Campus Staff**

#### **Administration**

Mrs. Raiha Idrees	Principal
Mr. Ousama Kadri	Vice Principal

#### **Teachers**

Mrs. Noreen Bashir	KGA Homeroom Teacher
Mrs. Ripu Rahman	KGB Homeroom Teacher
Mrs. Laura Al Qaysi	1A Homeroom Teacher
Ms. Preeti Singh	1B Homeroom Teacher
Mrs. Hannah Bryant	1C Homeroom Teacher
Mrs. Ifra Fiazi	2A Homeroom Teacher
Mrs. Beshta Makhdoom	2B Homeroom Teacher
Mrs. Beverly Nelson	2C Homeroom Teacher
Mrs. Megen Ababneh	3A Homeroom Teacher
Mrs. Rima Alkadry	3B Homeroom Teacher
Mrs. Patricia Greenshields	3C Homeroom Teacher
Mr. Nicholas Irving	4A Homeroom Teacher
Mrs. Annie Jaferi	4B Homeroom Teacher
Mrs. Carrie Campbell	5A Homeroom Teacher
Mrs. Umm-E-Laila Amin	5B Homeroom Teacher

Mrs. Holly Davidson	6A Homeroom Teacher
Mr. Benjamin Howes	Tahfeeth Homeroom Teacher
Mrs. Anisa Khan	Tahfeeth Homeroom Teacher
Mrs. Monaya Borhot	EAL Teacher

#### **Arabic and Islamic Studies Instructors**

Mr. Hassan Khalil	Arabic/Islamic Coordinator
Mrs. Ouassila Boucharif	Arabic Instructor
Mrs. Tulip Raslan	Arabic Instructor
Mrs. Rasha Osman	Tahfeeth Instructor
Mrs. Ghada Aziz	Islamic Instructor
Mrs. Mariam Haymour	Arabic Instructor
Mrs. Noha Oraby	Arabic/Islamic Instructor

#### **Tahfeeth Instructors**

Sh. Mohammad Haq	Tahfeeth Instructor
Sh. Ahmed Ahmed	Tahfeeth Instructor

#### **Support Staff**

Ms. Dalal Kandil	Administrative Assistant
Mrs. Samia Maarouf	Administrative Assistant
Mrs. Susan Elhage	Educational Assistant (Gr. 3 - 6)
Mrs. Asifa Azmat	Educational Assistant (Gr. 1 - 3)
Mrs. Ufra Ibrahim	Educational Assistant (Gr. KG)
Mrs. Nargis Khan	Educational Assistant (Gr. KG)
Mr. Iqbal Mohammed	Librarian

#### **OBK School Council**

Rima Saghir	Chair
Farzana Akbar	Vice Chair
Nida Aziz	Secretary
Ahlam Sadden	Treasurer
Nada Merhi	Fundraising Subcommittee Lead
Zobaria Mansoor	Fundraising Subcommittee Volunteer
Farzana Akbar	Academic Subcommittee Lead

#### **Muslim Council of Calgary (MCC)**

Abduljalil Elkadri	Chairman
Ghazanfar Zafar	Secretary
Zouheir Osman	Director

Mohammed Assem	Director
Tahir Alvi	Director
Mohamed Hajar	Director
Sadaqat Said	Director
Tanweer Ansari	Director
Sikander Memon	Director
Ramy Dasuki	Director
Muhammad Hussain Bhatti	Director
Farhat Hyderi	Director
Abdiweli Mohamed	Director

**Muslim Community Foundation of Calgary (MCFC)**

Abduljalil Elkadri	President
Noureddine Bouissoukrane	Secretary
Mudhir Abubakr Mohamed	Treasurer
Nabel Almgrabi	Director
Liban Hassan	Director
Fazal Rehman	Director
Malik Adbdul Hafeez	Director

## CHAPTER 1

### TERMS OF REFERENCE AND REVIEW ACTIVITIES

#### PURPOSE OF THE REVIEW

This review was designed to provide a picture of Omar Bin Al-Khattab Campus as perceived by various stakeholder groups. The review provided opportunity for students, teachers, administrators, support staff and parents/guardians to become involved in thinking about the school and its future.

Specifically, this school effectiveness review was undertaken to:

1. Provide a picture of the school as perceived by the various stakeholders;
2. Identify those areas in which the school is performing well;
3. Suggest areas in which school life can be improved;
4. Suggest ways in which the various stakeholders can work more effectively together;
5. Celebrate the successes of the school; and
6. Provide information to be used in planning for the future.

At the onset, the staff of Omar Bin Al-Khattab Campus was informed that the observations on school effectiveness received from parents/guardians, students and staff was to provide a database of perceptions and suggestions to extend collaborative planning for the future of the school. Such planning is to start in August 2016. The findings that follow are presented with that objective in mind.

It is important to note that the only reason for conducting the review of Omar Bin Al-Khattab Campus is to provide the school community with school improvement information. There was no intention to evaluate any individual(s) associated with the school. The review was designed to look at the total operation of the school with the purpose of highlighting areas of strength and those areas requiring further attention by the school and its community.

#### CONCEPTUALIZATION

The conceptualization for the School Effectiveness Review is premised on the indicators of school effectiveness and the research relating to professional learning communities. During the past 30 years, researchers have identified numerous characteristics that depict successful schools. According to this research, effective schools are characterized by a 'culture' or 'ethos' that permeates the school and results in positive learning outcomes for students.

Palliser Regional Schools has refined and improved its research-based school review process over the years. The correlates contained within the effectiveness model have been tested and used in numerous schools and school systems over the intervening years. Palliser's version of the model incorporates mission and vision under instructional leadership to streamline the number of correlates from seven to six. The correlate tools used in this study were updated in January 2013.

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## PROCEDURES

A variety of procedures were used to gather information for the review. These included site visits, observations, surveys, individual and focus group interviews, and documentary analysis. These procedures were deemed appropriate methods for collecting data.

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## DATA COLLECTION METHODS

Each of the data collection methods is briefly described.

**Site Visits:** In order to obtain a picture of how the school works, site visits were undertaken. These involved general observations of classrooms, the facility, and ‘walkabouts’ of the entire school and grounds by the Review Team. On March 8, 2016, an initial meeting was held with the principal, Raiha Idrees to discuss and develop specific survey tools that matched the school’s philosophy and purpose. In addition, the methods for distributing the on-line surveys were discussed. Also on March 8, 2016, an after-school presentation was made to Omar Bin Al-Khattab Campus staff members about the philosophy of school reviews, the Palliser Effective Schools correlates, and the scope and focus of the Omar Bin Al-Khattab Campus Review. Methods for collecting data from students and parents were also discussed at this time. The Review Team members made an on-site visit in order to conduct the review on April 14, 2016. During the day, the Review Team members viewed the school facilities, interviewed staff and conducted focus groups. At this time, formal discussions were held with students, teachers, and other staff regarding school life. It should be noted that the Review Team was impressed by the warm reception provided by the students and all those who work at the school. It was apparent that the professionals were very proud of their work and were willing to share ideas and issues with Review Team members. Also, on the evening of April 14, 2016, members of the Review Team met with forty-five parents to explain the rationale for the review and to conduct a focus group session. This was seen as a sufficient cross section of parents representing all divisions/grades in the school.

**Classroom Climate Observations:** Part of the school review process includes classroom observations conducted by visiting principals/vice-principal, central office administrators and members of Palliser Regional Schools’ Lead Teacher Cohort. All teachers at Omar Bin Al-Khattab Campus were made aware of the Teacher Expectations and Student Achievement (TESA) model. The School Effectiveness Correlates collect evidence of three types of positive interactions between classroom teachers and their students: Response Opportunities, Feedback and Personal Regard. Each classroom was visited at least two times by different Review Team members. Central office leaders, six Palliser administrators and five members of Palliser Regional Schools’ Lead Teacher Cohort, participated in classroom climate observations. After each visit, the classroom teacher was provided with a copy of all data that was recorded during the observation. There was opportunity to discuss the observation either at the end of the class or at the end of the day.

**On-line Surveys:** The School Effectiveness Surveys were administered to all students, teachers, support staff/educational assistants and parents/guardians. All surveys addressed the same school effectiveness variables, but the number of items and wording varied according to student maturity level. Kindergarten students completed a paper version of the survey with support

from older students. The on-line surveys opened for parents/guardians, staff and students on April 18, 2016. Teacher surveys were closed on May 23, 2016. Grades 1-3 surveys were closed on June 8, 2016, Grades 4-6 surveys were closed on May 26, 2016, and Grades 7-9 surveys were closed on April 20, 2016. Educational Assistant/Support Staff surveys were closed on May 27, 2016. Parent surveys were closed on May 14, 2016. Parental participation in the surveys was 60%, and is seen to be appropriate and representative of the families with children enrolled at Omar Bin Al-Khattab Campus. The number of possible and actual respondents for each group of respondents is provided in **Table 1**.

**Table 1: Survey Returns for Each Responding Group**

Survey	Possible Respondents	Number of Returns	Percent Returns
Kindergarten Students	61	61	100%
Grade 1 – 3 Students	200	179	90%
Grade 4 – 6 Students	123	120	98%
Grade 7 – 9 Students	31	31	100%
Total Students	415	391	94%
Parents/Guardians (families)	287	173	60%
Teachers	21	18	86%
Educational Assistants/Support Staff	19	18	95%
Total Parents/Guardians, Teachers, & Educational Assistants/Support Staff	327	209	64%
Grand Total	742	600	81%

From the information in **Table 1**, it is evident that students, teachers and staff were all adequately represented. Electronic surveys were used for all parents, teachers, support staff and students at Omar Bin Al-Khattab Campus except for Kindergarten and Grade 1 students who were provided with paper versions. The parent response was further supported by the focus group interview that was conducted on the evening of April 14, 2016.

**Interviews:** Individual Curriculum and Instruction interviews were held with teachers. Focus group interviews were also held with educational assistants and support staff, parents and students. In total, more than 95 individuals participated in interviews and focus groups. The interviews were structured in such a way that the interview questions were common to all members of the sub-groups. Opportunity was afforded for individuals to elaborate as they wished concerning their own experiences and views about the school.

**Document Review:** Information pertaining to classroom and school populations, parents and staff, school programs, procedures and policies was derived from documents supplied by the administration and staff. These materials were valuable in supplementing and clarifying the picture of school life captured in the interviews, focus groups and surveys. Documents obtained for the review included: Omar Bin Al-Khattab Campus's Three Year Education Plan including school goals for 2015-2016; October 2015 Provincial Accountability Pillar; the school website;

the school newsletter, the “Omar Observer”; staff meeting minutes and School Council meeting minutes.

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## DATA ANALYSIS AND PRESENTATION

Administered survey data was collected and analyzed electronically. The results were presented in the form of frequencies and percentages for each statement and category. Students were asked for responses to the survey questions using a five-point scale ranging from ‘1’ for ‘strongly disagree’ to ‘4’ for ‘strongly agree’ and ‘Don’t Know’. Each group was asked questions at an appropriate level for their age and grade. This scale was also used for parents/guardians, teachers and educational assistants/support staff. The ‘agree’ and ‘strongly agree’ rankings were aggregated for each statement, as were the ‘disagree’ and ‘strongly disagree’ categories.

As a general guide to interpreting responses to each of the statements in the survey, when more than 70% of respondents indicated ‘agree/strongly agree,’ it was assumed that there was strong agreement with that statement. A percentage of less than 50% indicated a lack of agreement with that statement. ‘Don’t Know’ percentages are indicated in brackets.

Information from the interviews, focus groups and written comments was collated thematically, content analyzed and, together with the observation data, combined to provide a review of the school according to each school effectiveness correlate. Other documents were subjected to content analysis. A number of verbatim comments from the respondents are included in this report. These comments, selected from the verbatim responses, interview and focus group data and feedback from observations were used to illustrate the perceptions of respondents and to provide additional perspectives on the survey data. Throughout this report, the term ‘teacher’ indicates data from members of the teaching staff; the term ‘staff’ refers to the total group of teachers and educational assistants/support staff.

The description of the school effectiveness attributes is generic and is represented in common format for every School Effectiveness Review. Palliser has attempted to standardize the reports as much as possible for ease of interpretation.

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## ORGANIZATION OF THE REPORT

This chapter has provided the background and terms of reference for the review and has outlined the research methods that the Review Team utilized to gather and report the data. Chapter 2 presents the perceptions of a variety of groups and individuals as to the work of Omar Bin Al-Khattab Campus on each of the School Effectiveness Correlates. A summary of major themes, together with a description of possibilities and planning priorities for future action emerging from this study, is provided in Chapter 3.

## CHAPTER 2

### EFFECTIVE PRACTICES FRAMEWORK AND THE SCHOOL EFFECTIVENESS ATTRIBUTES

Chapter 2 describes the School Effectiveness Attributes within the Effective Practices Framework. For nearly three decades, research on school effectiveness has emphasized that in effective schools, a number of specific characteristics are evidenced consistently and purposefully. More recently, Palliser Regional Schools has developed a framework for school effectiveness that uses similar research on the correlates of school effectiveness and expanded it to include new dimensions pertinent to the ever-broadening expectations of schools. The framework and its relationship to the school effectiveness characteristics are described below.

- Instructional Leadership
  - Role of the principal
  - Agent of change
  - Capacity building
  - Collaborative
  - Inspires others
  - Holder and communicator of school purpose (mission).
- High Expectations of Learning
  - High standards for student success
  - High levels of student engagement
  - Positive staff/student relationships
  - Positive staff/parent relationships
  - Curriculum competency
  - Creating challenging learning environments.
- Assessment and Learning
  - High quality feedback
  - On-going reporting/communication of student learning to parents
  - Effective assessment tools used in classrooms
  - Frequent monitoring of student learning
  - Parental awareness of student learning
  - Common assessment language is used in the school.
- Inclusive Education Supports
  - Variety of tools available enable staff to know students
  - Capacity of personnel to meet students' diverse learning needs
  - Awareness of preventive programs available for students
  - Learning materials available address student learning needs
  - A variety of teaching strategies and materials support student program needs
  - School/home teams support inclusive education.
- Authentic Partnerships
  - Effective school council
  - Student involvement in school programs

- Student accomplishments celebrated with parents
  - Parent volunteers in the school
  - Community involvement and support
  - Actively seeks out parental input
  - Actively seeks out community involvement to support student learning
  - Parental input on school policies
  - Parents are welcome at the school.
- Caring and Respectful School Environment
- Safe place that encourages student learning
  - Principal and teachers show that they care about students
  - Teachers available outside of class time to help students
  - Maintaining a safe, attractive physical environment
  - Students and teachers take pride in the appearance of their school
  - Clearly stated, consistently reinforced student behavioral expectations
  - Staff and students treat each other with mutual respect
  - Students respect each other: bullying is not a problem in this school
  - Infrequent disruption of learning
  - The school climate promotes learning
  - Student behavior contributes to a safe and respectful environment
  - Classroom discipline is applied equally to all students.

In this chapter, the information from various sources of data as they relate to the work of Omar Bin Al-Khattab Campus is presented for each of the above dimensions.

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#### INSTRUCTIONAL LEADERSHIP: VISION AND PURPOSE

Research has demonstrated that effective schools incorporate a shared philosophy and a sense of vision of what those involved wants to achieve. A school's mission and primary goals are widely shared by teachers, administrators, learning assistants and support staff, parents/guardians and students. Michael Fullan stated in his work, *The Six Secrets of Change*, (2008), "...you should stand for a high purpose, hire talented individuals ... create mechanisms for purposeful peer interaction." Those engaged in the day-to-day life of the school seek to build communities of parent/guardian and student support while keeping their common purpose paramount at all times. In essence, an effective school always keeps student learning as the focus of its work. Further, in Harvey Alvy and Pam Robbins research entitled, *Learning from Lincoln: Leadership Practices for School Success*, (2010) "the leader's task is to organize the school... to support collaborative work, create those conditions that will allow it to occur, and ensure that the collaboration is purposeful for those involved." Effective instructional leadership not only organizes collaborative efforts but continually monitors and champions those teacher efforts that result in improved student learning.

While parents/guardians and other key stakeholders have a role to play in the development and clarification of the school's mission, the professional staff play a pivotal role in assessing the school's performance, discussing priorities and developing collaborative ways of doing things that matter most in the school. Such a focus on mission is reflected in the following characteristics: shared norms and consistency throughout the school; agreed-upon ways of doing things; clearly stated goals known to all; a high degree of acceptance of the importance of

goals; joint planning initiatives and data-based decision making. Inherent in achieving the mission of the school is the belief that the professional staff has the potential to change the culture of the school.

Parents, teachers, educational assistants and support staff (EA/SS) and student perceptions of the extent to which these characteristics are represented at Omar Bin Al-Khattab Campus are summarized in **Table 2**.

**Table 2: Indicators of Instructional Leadership: School Vision and Purpose**

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (* ) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 - 6	Grade 7 - 9
Continuous improvement is expected of all school personnel.		100/0 (0)	100/0 (0)		
The principal provides effective leadership at this school.	74/13 (13)	100/0 (0)	100/0 (0)	79/12 (9)	77/16 (7)
Administration works together to provide effective leadership in this school.	62/10 (28)	82/18 (0)	94/6 (0)	83/7 (10)	84/13 (3)
Staff members are encouraged to take on leadership roles.		83/11 (6)	94/6 (0)		
There is collaboration among staff and school council before setting the school goals.	58/7 (35)	61/11 (28)	94/6 (0)		
Staff is adequately supported and trained to meet students' diverse learning needs.	87/8 (5)	100/0 (0)	94/6 (0)		
The staff is committed to the school's goals. (Parents: I am aware of the school's goals.)	73/14 (13)	94/0 (6)	100/0 (0)	90/5 (5)	74/13 (13)

**Table 2** provides much appreciative data pertaining to instructional leadership. Strong support was registered for the items, 'The principal provides effective leadership at this school', 'Continuous improvement is expected of all school personnel', and 'Staff members are encouraged to take on leadership roles'. This should be a celebration point for the staff at Omar Bin Khattab Campus. Lower support was indicated for 'There is collaboration among staff and school council before setting the school goals'. Parents and teachers both registered higher percentages of 'Don't Know' for the item pertaining to school goal collaboration with school council and parents registered a high percentage of 'Don't Know' for the item pertaining to administration working together to provide effective leadership in the school. These areas could be examined further.

**Calgary Islamic School Mission Statement:**

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

**Calgary Islamic School Vision Statement:**

*To build and maintain a learning community that produces leaders through faith, knowledge, and ingenuity.*

The mission and vision was evident throughout interactions with various individuals and groups and through the observations of the Review Team and its visits to the schools. The school's mission and vision were also evident through conversations with community members and parents. All of the above stakeholders believe that the mission and vision drive the purpose of the school; it's decision-making and is an important part of the culture of the school.

The following comments reflect the sense of vision at Omar Bin Khattab Campus:

*Everyone is respectful, the school is achieving its goals, and we have programs to make students better students. (Grade 4-6 student)*

*The teachers in this school help me learn a lot. (Grade 4-6 student)*

*I love this school! (Grade 4-6 student)*

*I enjoyed my past years more than this year. (Grade 7-9 student)*

*Strong faith-based programs, cooperative staff and friendly atmosphere. (Parent)*

*I have seen improvement to this school this year. I feel very confident that Palliser will keep improving things for our kids' education. (Parent)*

*There is good communication with parents regarding discipline. (Parent)*

*We have the best teachers, principal and vice principal. (Grade 4-6 student)*

*Good Islamic atmosphere and continuous reminder of Duaas and mentioning the name of Allah. Academics, behaviour and positive attitudes are getting better here. (Parent)*

*Good teachers and staff. (Parent)*

*The school's curriculum has improved a lot in the last couple of years and hopefully it will continue to improve. (Parent)*

*We love this school. It is a flagship of the Muslim community of Calgary. We want this school to be the best in town. (Parent)*

*The administration is somewhat overly strict with students. (Grade 7-9 student)*

*The leadership is caring and provides a safe environment. (EA/SS)*

*We have a strong faith community and a welcoming environment. Everyone is welcome in our school. (EA/SS)*

*This school helps me learn a lot. This school teaches students how to become a good Muslim. (Grade 4-6 student)*

*There is cooperation between staff. We have respectful administration that helps us whenever we need it. (EA/SS)*

*I'm very proud to be a part of OBK. (EA/SS)*

*A big thank you to our principal who tries her best to gather us all as one family. (EA/SS)*

*We have a caring principal and we are happy to join Palliser. (EA/SS)*

*The balance of Islamic faith and academics is very difficult, both on the students and teachers. But, honestly we are getting double the knowledge. Our school opens doors for students and provides them with opportunities. (Grade 7-9 student)*

*Please improve communication between administration and staff. (EA/SS)*

*It would be nice to see administration build capacity within the teachers. (Teacher)*

*I love every kind of subject in my school and I love everyone. (Grade 1-3 student)*

*We feel more like brothers and sisters than colleagues. (EA/SS)*

*I have great respect for the administration and staff at the school. (Parent)*

*This school is very welcoming for new staff. (EA/SS)*

*It's more than a school. It's a place where we share our faith. (EA/SS)*

---

#### CARING AND RESPECTFUL SCHOOL ENVIRONMENT: SCHOOL CLIMATE.

In effective schools, concerted attention is devoted to the creation and maintenance of a safe and caring environment that is conducive to learning. This includes the establishment of a climate in which students can enjoy school and the various relationships they experience within it. It relates, in turn, to the nature of school rules, school discipline, how people get along with each other, and the overall school spirit that prevails. In these contexts, very specific regulations and guidelines are laid down and they are clearly understood by everyone. **Tables 3-5** contain a summary of the survey responses of parents, teachers, learning assistants/support staff and students regarding various aspects of school climate at this school.

**Table 3: Indicators of Climate (Kindergarten)**

Item	% Like	% Dislike (Unsure)
My teacher	98	0 (2)
The principal	90	7 (3)
Secretary	89	0 (11)
Caretakers/Janitors	84	6 (10)
My School	98	0 (2)
Other children	91	0 (9)
School rules	95	2 (3)
How much I am learning	95	2 (3)
School work	94	3 (3)

Item	% Like	% Dislike (Unsure)
Reading	95	3 (2)
Writing	94	0 (6)
Math	92	5 (3)
Gym class	95	2 (3)
Recess	100	0 (0)
The playground	95	3 (2)
Our building	95	2 (3)
Our library	93	0 (7)
My classroom	100	0 (0)
Noon hour/lunch break	95	3 (2)
Other teachers	93	0 (7)
Students feel safe at school	94	0 (6)
The school is a happy place	97	0 (3)
I am proud of my school	94	0 (6)
My parents talk to my teacher about learning	98	2 (0)
I like to work with other students in groups	92	0 (8)
I feel safe when I am being dropped off and picked up at school	85	5 (10)
My school helps me grow as a Muslim	95	0 (5)

**Table 3** data indicates that Kindergarten students are in strong support of almost all aspects of their school, particularly My teacher, My school, Recess, and My classroom. Lower support was registered for: Caretakers, and I feel safe when I am being dropped off and picked up from school. These items could be considered further.

**Table 4: Indicators of Climate (Grades 1-3)**

Item	% Like	% Dislike (Unsure)
My teacher	93	4 (3)
The principal	90	1 (9)
Secretary	75	4 (21)
Caretakers/Janitors	80	6 (14)

Item	% Like	% Dislike (Unsure)
My School	91	4 (5)
Other children	76	7 (17)
School rules	69	17 (14)
How much I am learning	88	4 (8)
School work	78	12 (10)
Reading	88	6 (6)
Writing	78	15 (7)
Math	77	14 (9)
Gym class	93	3 (3)
Recess	91	7 (2)
The playground	93	4 (3)
Our building	87	6 (7)
Our library	92	3 (5)
My classroom library	80	9 (11)
My classroom	91	6 (3)
Noon hour/lunch break	90	5 (5)
Other teachers	72	7 (21)
The feel safe at school	82	10 (8)
The school is a happy place	81	6 (13)
I am proud of my school	83	7 (10)
My parents talk to my teacher about learning	77	8 (15)
I like to work with other students in groups	80	10 (10)
I feel safe when I am being dropped off and picked up at school	72	8 (20)
My school helps me grow as a Muslim	91	3 (6)

Data in **Table 4** indicated strong support for: My teacher, Gym class and The playground. Lower support was recorded for: the Secretary, Other children, School rules, Other teachers, and I feel safe when I am being dropped off and picked up from school. These could be further examined.

**Table 5: Indicators of School Climate**

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (* ) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 - 6	Grade 7 – 9
Staff demonstrates that they care about students.	91/7 (2)	100/0 (0)	100/0 (0)	84/9 (7)	78/16 (6)
Teachers are available to help students outside of class.	57/21 (22)	94/0 (6)		75/14 (11)	65/16 (19)
Staff treats students with respect.	93/3 (4)	100/0 (0)	100/0 (0)	85/12 (3)	68/12 (12)
Students treat staff with respect.	88/1 (11)	94/6 (0)	100/0 (0)	75/15 (10)	77/13 (10)
In this school there are clearly stated behavioral expectations.	84/4 (12)	94/6 (0)	100/0 (0)	94/2 (4)	97/0 (3)
School discipline is carried out in a consistent manner for all students.	80/10 (10)	62/33 (6)	94/0 (6)	66/22 (12)	42/42 (16)
Students feel safe at school.	96/4 (0)	100/0 (0)	100/0 (0)	79/13 (8)	68/29 (3)
In this school there are few disruptions to instructional time.	35/34 (31)	83/17 (0)	76/28 (5)	65/28 (7)	63/34 (3)
Students treat other students well. There have been few incidents of repeated threatening/teasing behaviors this year.	77/21 (2)	61/28 (11)	88/0 (12)	70/22 (8)	55/39 (6)

Data in **Table 5** indicates very strong support for 'In this school there are clearly stated behavioural expectations'. There was also strong support indicated for 'Staff treats students with respect', with grade 7-9 students scoring lower than other stakeholders. For 'Students feel safe at this school' there were higher percentages of 'Agree/Strongly Agree' registered by parents, teachers and EA/SS than by students. Both student groups, parents and EA/SS indicated lower support for, 'In this school there are few disruptions to class time' and 'Students treat other students well'. These items could be examined further.

Additional comments about Omar Bin Al-Khattab Campus's Safe and Caring Climate are outlined below. These provide interesting confirmation, elaboration and viewpoints on the data described above.

*Comments:*

*This school is safe. (Grade 4-6 student)*

*This school has a safe and caring environment. (Parent)*

*I feel safe in this school and I feel that I am included in this school. (Grade 4-6 student)*

*Don't let anybody bully. (Grade 4-6 student)*

*You have great relationships with your students! (Lead Teacher Cohort Member)*

*The staff and principal are nice and respect the students. (Grade 4-6 student)*

*We need to have a more active staff. (Grade 7-9 student)*

*Teachers are very respectful. I love everything about this school. (Parent)*

*This school is friendly, interactive and organized. (Parent)*

*The teachers are very nice. (Grade 4-6 student)*

*Most of the staff is caring. (Parent)*

*Some children can't stop bullying; the school needs to take strong action. (Parent)*

*The school shows teamwork when accomplishing school-based events. (Teacher)*

*I am very happy with how my daughter is treated by teachers and others. (Parent)*

*Some people drive too fast in the parking lot. We need more supervisors out there. (Parent)*

*The sense of family and respect between staff and students is a strength. (EA/SS)*

*Some students talk about bad things. (Grade 4-6 student)*

*We have a very loving and kind school environment. (EA/SS)*

*My teacher is the best in the world. (Grade 4-6 student)*

*We are a tight knit family and work well with each other. (EA/SS)*

*The school is very friendly and the school has a lot of activities. (Grade 4-6 student)*

*There is a strong, collaborative environment amongst staff. We have a committed and talented staff and a cooperative principal. (Teacher)*

*Teacher demonstrates warmth and humor with students. (Observing Administrator)*

*This school is like a very big family. The students are happy to be hear and participate in school activities. (Teacher)*

*I get along with my friends and have played with them since the beginning of the year. (Grade 1-3 student)*

*People here are friendly. (Grade 4-6 student)*

*There is some bullying at the school, sometimes I get left out of games. (Grade 4-6 student)*

*I like the rules, they aren't hard to follow. (Grade 7-9 student)*

*There should be stiffer rules for people who are physical with one another. (Grade 7-9 student)*

*The teacher has a warm, friendly personality. (Lead Teacher Cohort Member)*

*Everyone gives their best and pays attention – a shared a respectful environment. (Grade 7-9 student)*

*Students across grades get along. (Grade 7-9 student)*

*This school is like our home and the other students are like our family members. (Parent)*

*The good things about this school is that it is safe, there are many activities and there are a lot of things related to the Muslim culture and Islamic way. (Grade 4-6 student)*

*My son calmed down a conflict near his home. He learned these social values at OBK. (Parent)*

*Everyone here is caring; you feel comfortable speaking to any staff member. (Parent)*

*Thank you for welcoming me into your class today! It is a very encouraging and energetic place to be! (Observing Administrator)*

*Teacher quietly approached a student at a centre to provide support and redirection. (Observing Administrator)*

*My teacher asks me how I am. (Grade 1-3 student)*

*Positive affirmation of student response to the teacher. (Lead Teacher Cohort Member)*

## CARING AND RESPECTFUL SCHOOL ENVIRONMENT: PHYSICAL ENVIRONMENT

The physical environment is an important supporting condition by which the key qualities of school life can be enhanced. Basic standards of appearance, attractiveness and cleanliness relate to the upkeep of the facility and speak eloquently to the priorities and attitudes of those who work in the school, as well as those who are responsible for its maintenance. The extent to which the physical environment contributes to safety and the teaching and learning process is a critical consideration. Parent, teacher, educational assistant/support staff and student responses to survey questions about the physical environment at Omar Bin Al-Khattab Campus are summarized in the next table.

**Table 6: Indicators of Physical Environment**

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (*) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 - 6	Grade 7 - 9
Students take pride in the appearance of their school.	88/4 (8)	89/11 (0)	94/0 (6)	76/10 (14)	36/45 (19)
The school building is clean.	85/11 (4)	83/17 (0)	100/0 (0)	66/26 (8)	74/19 (7)
The school building is safe.	84/10 (6)	94/6 (0)	100/0 (0)		
The drop-off and pick-up area is safe.	79/11 (10)	82/18 (0)	94/6 (0)	75/15 (10)	86/10 (4)

Data in **Table 6** indicates strong support for 'The school building is safe'. Parents, teachers and EA/SS registered stronger agreement than students for 'Students take pride in the appearance of their school', and 'The school building is clean'. With the exception of the EA/SS group, all stakeholders expressed some concern with the safety of the drop-off and pick-up area. This could be considered further.

The following comments are a sample of the many comments received regarding the physical environment, particularly relating to 'safety' and 'facility' features of the school:

*Comments:*

*The washrooms could be improved and more clean. (Grade 4-6 student)*

*We need a soccer field and basketball nets in safe places. (Teacher)*

*This school may be a great place but it does have some flaws. The playground, for example, there is a place that cars can come through and during that time there are kids there. (Grade 4-6 student)*

*Add vending machines to the school so if we forget our lunch we can buy something. (Grade 4-6 student)*

*A better place to play. The road goes through the playground! (Grade 4-6 student)*

*We need a field and better sports equipment. (Grade 7-9 student)*

*This school needs better security when students are being dropped off and picked up during Jumaa prayer. (Parent)*

*The parking lot is very small. (Parent)*

*We could get vending machines and add swings to the playground. (Grade 4-6 student)*

*The playground needs to be a safer place for kids to play. (Parent)*

*We need a proper cafeteria. (Grade 7-9 student)*

*Cleanliness of the school is a major concern. (Parent)*

*The playground is not a safe place for kids to be playing at. (Parent)*

*We need more green spaces for students. (EA/SS)*

*One of the best qualities of this school is its close knit environment. We work together to make this school a safe place for students to learn. (Teacher)*

*The safety and playground and the materials. (Grade 4-6 student)*

*The outside fence is very old and needs fixing. (Teacher)*

*We need more grass on the playground. (Grade 4-6 student)*

*No change room in the gym makes students late because the washrooms are very small. (Grade 7-9 student)*

*The lockers are too small. (Grade 7-9 student)*

*I think they should be improving the cafeteria a bit because it is not like a real cafeteria it needs the place where students get food. (Grade 4-6 student)*

*I would like to see security at the school addressed; speed bumps in the parking lot, fixing uneven sidewalks, fencing between the school and the Society tower and security cameras. (EA/SS)*

#### HIGH EXPECTATIONS FOR LEARNING: ACADEMIC EMPHASIS

A primary concern for any school is its emphasis on academic work as a continuing priority. Effective schools are distinguished by a marked focus on high student achievement, and this is reflected in the amount of school time and professional energy devoted to it. Time-on-task is maximized and homework expectations are appropriate. Effective schools provide programs that meet the learning needs of their students. Adequate attention is devoted to the basic skills of reading, writing and numeracy. Students are taught to think critically, to communicate competently, to solve problems and to use technology to enhance their learning. Of course, a school's student attendance rate is also an indicator of the concerted effort placed upon academic learning.

**Table 7** gives data pertaining to the academic emphasis and its priority for continued school improvement efforts at Omar Bin Al-Khattab Campus.

**Table 7: Indicators of Academic Emphasis**

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (* ) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 – 6	Grade 7 – 9
This school promotes an academic learning climate by establishing high expectations for <b>ALL</b> students.	84/9 (7)	100/0 (0)	100/0 (0)	96/2 (2)	87/7 (6)

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (* ) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 – 6	Grade 7 – 9
Teachers communicate the belief that all students can learn.	91/5 (4)	94/6 (0)	100/0 (0)	93/1 (6)	87/10 (3)
Homework, when assigned, supports student learning.	93/5 (2)	89/0 (11)		82/14 (4)	65/35 (0)
The positive relationships between staff and students enhance learning in this school.	93/3 (4)	100/0 (0)	100/0 (0)	79/7 (14)	68/13 (19)
Students are given the opportunity to work on collaborative learning projects.	85/3 (12)	94/0 (6)		93/6 (1)	83/10 (7)
Expectations for student achievement are communicated clearly to students.	81/5 (14)	100/0 (0)		93/5 (2)	81/13 (6)
Teachers create challenging learning environments for their students.	79/11 (10)	100/0 (0)		81/13 (6)	68/19 (13)
This school has sufficient instructional materials to help students learn. (Books, hands-on math equipment or materials, science equipment, etc.)	65/25 (10)	50/44 (6)	55/39 (6)	80/18 (2)	65/29 (6)
During class time, students have the opportunity to read material of their choice.	65/4 (31)	83/11 (6)		73/25 (2)	39/45 (16)
During class time, students have opportunities to discuss what they are reading with other students and the teacher.	65/8 (27)	94/0 (6)		52/41 (7)	42/39 (19)
A variety of vocabulary strategies are used to support students with their reading.	68/17 (15)	100/0 (0)	88/0 (12)	86/4 (10)	71/23 (6)

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (* ) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 – 6	Grade 7 – 9
Students use technology to enhance their learning.	64/18 (18)	100/0 (0)		80/17 (3)	90/7 (3)

Data in **Table 7** indicates strong agreement from all stakeholder groups that 'This school promotes an academic learning climate by establishing high expectations for all students', 'Teachers communicate the belief that all students can learn', 'Students are given the opportunity to work on collaborative learning projects', and 'Expectations for student achievement are communicated clearly to students' also received very appreciative data. Student in grades 7-9 showed less support than other stakeholders for 'Homework, when assigned, supports student learning'. Adults showed more support than students for "The positive relationships between staff and students enhance learning in this school.' Parents and students were much less supportive than teachers that 'Teachers create challenging learning environment for their students' and 'During class time, students have opportunities to discuss what they are reading with other students and the teacher'. Students indicated low support for 'During class time, students have the opportunity to read material of their choice'. Parents showed low support for 'Students use technology to enhance their learning'. This could be reviewed in the future.

Many comments were made in surveys and interviews concerning the programming offered at Omar Bin Al-Khattab Campus. These provide valuable insight on the data described above:

Comments:

*Students learn well and sometimes listen. (Grade 4-6 student)*

*We are taught in both ways; Islamic and educationally. (Grade 4-6 student)*

*The Tahfeeth program is effective. (Grade 7-9 student)*

*Please minimize the distractions during class time (i.e. students talking and distracting other students). (Parent)*

*The Tahfeeth program provided me with the ability to memorize more Qur'an and be more efficient in my work. I stopped slacking and actually got homework done. (Grade 7-9 student)*

*The Tahfeeth students are very frustrated that we have less gym and recess than the rest of the school. (Grade 7-9 student)*

*Please take the students for outdoor activities, like swimming lessons. (Parent)*

*One thing that is majorly needed is more physical activity. (Grade 7-9 student)*

*Our lunch time is not long enough. (Grade 7-9 student)*

*The reading program has really improved my kids' reading skills. (Parent)*

*I like this school and I really think they should have a regular grade 7, 8 & 9 program. (Grade 4-6 student)*

*The Islamic and Arabic educational programs are awesome!! (Parent)*

*All students have an opportunity to share their ideas. (Observing Administrator)*

*More focus on reading. (Parent)*

*Change kindergarten to full day. It is more convenient to parents. (Parent)*

*I would like to see more computer related courses. (Parent)*

*The Arabic teachers are the best. They are welcoming and cooperating. (Parent)*

*Less interruptions and more instructional time to the Tahfeeth program would improve it. (EA/SS)*

*The Arabic/Islamic integration is awesome and prepares students to become good Muslims and practice their faith. (Teacher)*

*We have cross grade curricular goals. I have seen great improvements each year I have been here. (Teacher)*

*The staff truly cares about the students' learning and well-being. (Teacher)*

*The best quality of this school is the staff collaboration. We work together to make sure all of the instructional time and school-wide events are meaningful (Teacher)*

*We need to limit assemblies and other lost class time so teachers can effectively use their time meeting curricular outcomes (Teacher)*

*The Qur'an classes do not have a set curriculum, the program keeps changing (Grade 7-9 student)*

*We need more options for students in the higher grades (Parent)*

*We need more field trips. (Grade 7-9 student)*

*I would like to see the Qur'an and Islamic studies integrated into every subject. (EA/SS)*

*More option classes in addition to Arabic. (Parent)*

*More sports programs. (Parent)*

*Positive interactions with students. Students are supported individually and in small groups.  
(Observing Administrator)*

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#### ASSESSMENT AND LEARNING:

In Susan Huff's research, *The Principal as Assessment Leader*, edited by Thomas Guskey (2009), she emphasizes that assessment work supports the fundamental purpose of schools – student learning. An integral part of assessment is the role that feedback plays as a core activity deserving of substantial time and effort (Jackson 2009). Davies (2007) emphasizes the importance of specific, quality feedback and its connection to motivating student learning. In addition, Medina (2008) points out that instructional activities, including feedback, need to be constructed in interesting, engaging ways for students. This allows for new information to be connected to rich student experiences. Further, student learning needs to be reviewed on multiple occasions and in different ways to be retained in long-term memory. Reliable and timely feedback on academic performance means that teachers are constructive, consistent, continuous and fair when assessing student work. Increasingly, teachers in effective schools are providing a tighter focus on student assessment through linkages with curriculum and attention to clarity and validity of assessment procedures. Effective teachers recognize good work, acknowledge students for their efforts, evaluate fairly, regularly talk to students about their work, and provide feedback on assignments in a reasonable amount of time. Moreover, effective teachers use evaluation for the purposes of remediation and encouragement of student effort. Teachers in effective schools are conscious of the linkage between instruction and assessment and use strategies that are appropriate in assessing learning. As well, teachers in these schools are familiar with a variety of assessment strategies and use them regularly. Furthermore, effective schools keep parents/guardians informed of student progress and work with them to ensure learning success. Data on feedback is presented in **Table 8**.

**Table 8: Indicators of Feedback**

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (* ) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 – 6	Grade 7 – 9
Parent/teacher communication about student learning occurs between reporting periods.	89/10 (1)	94/0 (6)		85/8 (7)	68/19 (13)
Learner outcomes are communicated to students prior to instruction.	78/6 (16)	100/0 (0)		82/11 (7)	68/26 (6)
Students receive frequent feedback on their learning from teachers.	71/10 (9)	100/0 (0)		83/12 (5)	65/32 (3)
Students know how their learning will be assessed when assignments are given.	76/14 (10)	100/0 (0)		71/17 (12)	61/36 (3)
Parent/teacher conferences focus on student learning.	90/2 (8)	100/0 (0)			
Common assessment language (formative, summative) is used by teachers when communicating with students and parents.	83/3 (14)	88/0 (12)	78/5 (17)	82/9 (9)	84/13 (3)

Data in **Table 8** indicates strong support from parents and teachers that 'Parent/teacher conferences focus on student learning'. There is also support that 'Parent/teacher communication about student learning occurs between reporting periods'. All stakeholder groups indicated similar support for 'Common assessment language is used by teachers when communicating with students and parents'. Parents and students indicated less support than teachers that 'Students receive frequent feedback on their learning from teachers' and 'Students know how their learning will be assessed when assignments are given'. These could be further reviewed.

The following comments about the indicators of feedback further illustrate the correlate relating to feedback:

Comments:

*Students are rewarded for the exceptional attitude and achievement they show in class. (Parent)*

*I think the award for the most improved student is a good idea. This will make more students work hard. (Parent)*

*Teachers are very helpful and friendly in terms of explaining students' strengths and weaknesses. (Parent)*

*Teachers are very welcoming. They always talk to you about your child's academics and other issues. (Parent)*

*There is too much homework given every day. (Grade 7-9 student)*

*More communication between teachers and parents and more frequently updates class sites and blogs. (Parent)*

*Emails should be responded to within a day of being sent. (Parent)*

*Feedback to students is supportive and acknowledges their prior learning. (Observing Administrator)*

*Send out monthly newsletters to parents. (Parent)*

*More frequent parent teacher meetings. (Parent)*

*More frequent communication regarding my child's behavior or home work. (Parent)*

*Positive feedback to students following their contributions to the discussion. (Observing Administrator)*

*We need more transparency on the report cards. (Parent)*

*As a parent, I wish that I could follow my kids' learning on a daily basis and I wish that teachers would ensure my child understands before they are tested. (Parent)*

*Would like to see more classroom websites where teachers post important dates, homework, etc. (Parent)*

*Communication lacks a little bit; the website tends to be outdated and is missing information. (Parent)*

*We feel proud when our students win faith-based awards. (Parent)*

*Many parents are not happy with how the report cards are set up. We are confused by it. (Parent)*

*Initial assessments coming prior to report cards are very helpful. (Parent)*

*I appreciate the use of rubrics for assessment. (Parent)*

## AUTHENTIC PARTNERSHIPS: PARENT INVOLVEMENT

In Davies (2012) work, *Transforming Schools and Systems Using Assessment: A Practical Guide*, she emphasizes the role of involving parents in assessment. It is not sufficient to inform parents; they must be invited into the thinking and visioning that will provide the foundation for all that comes. Davies concludes that when home and school work together, the school becomes a community cornerstone where the work of the school is better understood and supported. Recent studies have also found that parent/guardian involvement is related to decreased absenteeism and to improved perceptions of school and classroom climate. As well, a few studies (Glasgow and Whitney, 2009) have noted that student behavior tends to improve as parents/guardians become more involved in their child(ren)'s schooling. Consequently, parents/guardians have an important role to play in encouraging, monitoring and supporting their child(ren)'s educational efforts. Numerous studies have documented how children from dysfunctional homes may have a difficult time being successful in school. School staff and parents/guardians need to work together to ensure the child(ren)'s success with academic and social learning. Details of perceptions regarding parental involvement at Omar Bin Al-Khattab Campus are summarized in **Table 9**.

**Table 9: Indicators of Parental Involvement**

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (* ) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 – 6	Grade 7 – 9
Parents are actively involved in this school through volunteerism.	74/9 (17)	76/24 (0)	78/22 (0)	88/9 (3)	68/19 (13)
Parents are kept informed about school activities and programs.	89/10 (1)	94/0 (6)	89/0 (11)	87/9 (4)	77/26 (7)
Parents' opinions are valued in this school.	61/21 (18)	88/0 (12)			
Parents have opportunity to provide input into school policies.	49/25 (26)	71/6 (23)			
Teachers celebrate student accomplishments with parents.	83/13 (4)	100/0 (0)			
Parents feel welcome in this school.	92/7 (1)	94/0 (6)	89/0 (11)	81/8 (11)	68/16 (16)

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (* ) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 – 6	Grade 7 – 9
The school council has meaningful involvement.	57/17 (26)	81/6 (13)			

Data in **Table 9** indicates support that 'Parents feel welcome in this school' and that 'Parents are kept informed about school activities and programs'. Lower support was indicated by parents that 'Parents' opinions are valued in this school' and 'Parents have opportunity to provide input into school policies'. Parents also indicated low support for 'The School Council has meaningful involvement'. These could be further reviewed in the future.

The following comments illustrate more fully how respondents felt about parental involvement at Omar Bin Al-Khattab Campus:

Comments:

*The school used to have very effective communication between administration and parents. Unfortunately, not anymore. (Parent)*

*We have strong parental involvement. (EA/SS)*

*Teachers are friendly with students and parents. They demonstrate and Islamic environment and manners. (Parent)*

*We need more involvement from parents and the community. (Parent)*

*I would like to see a forum for parents to provide feedback to administration. (Parent)*

*More frequent communication from teachers to parents. (Parent)*

*The teachers are always available on email and respond to student/parent questions. (Grade 7-9 student)*

*Make it easier for parents to volunteer. Have online police checks. (Parent)*

*Teachers should answer emails more quickly. (Parent)*

*Information is sent to parents on very short notice. (Parent)*

*The school website is not updated for many activities. (Parent)*

*We would like more clear communication from School Council. (Parent)*

*We would like a more clear process of where to raise concerns. What goes to Palliser? What goes to MCFC? (Parent)*

#### AUTHENTIC PARTNERSHIPS: STUDENT INVOLVEMENT

Effective schools recognize the importance of high levels of student involvement in various aspects of school life. Student participation in school life is measured by the extent to which: (1) students are encouraged to make the school an attractive place to be; (2) students have a say in the decisions affecting them; (3) students are actively encouraged to become involved; and (4) students want to become involved. Recent school effectiveness research indicates that as student leadership increases, student behavior and learning outcomes improve. Student involvement develops student leadership skills and this leads them to positively identifying with their school, which, in turn, results in a more democratic school environment. Further, student engagement (cognitive, emotional and behavioral) is a requisite element for student growth. Fullan (1993) posed the question, “What would happen if we treated the student as someone whose opinion mattered?” It is striking how enthusiastically students can engage and flourish in their school lives when assumed to be partners in their own learning. Effective schools do this well. Details of responses to items related to student involvement are contained below.

**Table 10: Indicators of Student Involvement**

Item	% Indicating ‘Agree’ and ‘Strongly Agree’ / % Indicating ‘Disagree’ and ‘Strongly Disagree’ (* ) % Indicating ‘Don’t Know’				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 – 6	Grade 7 - 9
There are sufficient opportunities for students to be involved in athletic (intramural) activities.	51/29 (20)	53/35 (12)	61/28 (11)	77/15 (8)	23/67 (10)
There are sufficient opportunities for students to be involved in non-athletic/club activities.	67/17 (16)	88/12 (0)	88/6 (6)	72/19 (9)	53/44 (3)
Students are encouraged to become involved in school life.	78/11 (11)	94/6 (0)	89/0 (11)	79/15 (6)	74/19 (7)
This school is committed to developing student leadership.	79/11 (10)	100/0 (0)	88/6 (6)	84/9 (7)	84/6 (10)
Students have adequate input into school decisions affecting them.	46/18 (36)	76/12 (12)		72/25 (3)	68/19 (13)

Data in **Table 10** indicates strong support that 'This school is committed to developing student leadership'. There is also support that 'Students are encouraged to become involved in school life'. Lower support was indicated from all stakeholders that 'There are sufficient opportunities for students to be involved in athletic (intramural) activities'. Parents and Grades 7-9 students also indicated lower support for 'There are sufficient opportunities for students to be involved in non-athletic/club activities'. Parents demonstrated low support for 'Students have adequate input into school decisions affecting them'. These could be further examined.

The following comments were made regarding student involvement at Omar Bin Al-Khattab Campus:

Comments:

*Intramurals help me make new friends and learn new sports. (Grade 4-6 student)*

*We have fun clubs. (Grade 7-9 student)*

*Children need to be involved in more extra-curricular activities. (Parent)*

*We all have choices of clubs. (Grade 7-9 student)*

*I think we need a more engaged student body at our school that helps make decisions and takes student complaints and opinions to improve the school. (Grade 7-9 student)*

*The school provided student leadership opportunities like toast masters, students leading prayers, giving Friday, etc. (Parent)*

*Student Council at OBK does a great job with hot lunches and keeping parents informed. (Parent)*

*The Leadership conference was the most effective and best because it inspired most students like me to work harder to improve in school. (Grade 4-6 student)*

*This school needs sports teams. (Parent)*

*We need more sports activities on a daily basis. (Parent)*

*Let us have more physical activities, after school activities and sports teams. (Grade 7-9 student)*

*We have a lot of programs; Thrilling Thursdays, sports day and more. (EA/SS)*

*The school has lots of programs like the Student Council and the Palliser Leadership and much more which allow students to explore their knowledge and creativity. (Grade 4-6 student)*

*Leadership opportunities for students have increased dramatically. It's great to see student voice embedded into decision making. (Teacher)*

*This school has an excellent student body. They are positive and engaged and, for the most part, respectful. (Teacher)*

*There needs to be more intramural and extra-curricular sports activities and opportunities for children. (Parent)*

*I really like the clubs. There are lots of different types and I can go to the one that I like. (Grade 4-6 student)*

*I would like to see more student involvement in the community. (Parent)*

*The Student Council has given students more responsibility. (Parent)*

## AUTHENTIC PARTNERSHIPS: SUPPORTS TO LEARNING

Effective schools have a collaborative culture that extends the learning community beyond the school. These schools are active in pursuing partnerships and agreements with agencies, community organizations, and individuals who have skills that support the school's learning program. These relationships provide opportunities for students and staff to reach outside their facility for support and provide enhanced learning opportunities.

**Table 11** provides data on perceptions as to how effectively Omar Bin Al-Khattab Campus is linking with the greater school community.

**Table 11: Indicators of Supports to Learning**

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (* ) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 – 6	Grade 7 – 9
This school has meaningful involvement in the larger community. For example: the skating/hockey rink, the library, church organizations.	60/22 (18)	77/17 (6)	78/22 (0)	69/23 (8)	52/31 (17)
This school provides effective programs to ensure learning success for all students.	75/13 (12)	94/6 (0)	89/0 (11)		
There are sufficient resources available to meet the needs of “gifted”, “at-risk” and “special learning needs” students.	43/28 (29)	47/47 (6)	33/39 (28)		
The school encourages students to take more responsibility for their learning.	85/5 (10)	94/0 (6)		84/8 (7)	81/13 (6)
The school is effective in early identification of student needs that affect learning.	73/13 (14)	82/12 (6)	83/0 (17)		
Teachers know their students' learning needs.	87/6 (7)	100/0 (0)		90/5 (5)	68/13(19)

Data in **Table 11** indicates strong support that ‘The school encourages students to take more responsibility for their learning’. There was also strong support from parents, teachers and grades 4-6 students that ‘Teachers know their students’ learning needs’. There was lower support that ‘This school has meaningful involvement in the larger community’ and ‘There are sufficient resources available to meet the needs of “gifted”, “at-risk”, and “special learning needs”’ students. These could be examined in the future.

When asked what external partnerships enhance support for Omar Bin Al-Khattab Campus, the principal identified the following:

Muslim Families Network Society (MFNS)  
Orphan Sponsorship Program (Islamic Relief Canada)  
New Care Centre (Muslim Council of Calgary)  
We Care Canada (Muslim Council of Calgary)  
Wellness Empowerment Program (WEP) – Renfrew Educational Services  
Alberta Children’s Hospital  
Hage’s Mideast Foods & Halal Meats  
Calgary Fire Department  
Calgary Police Services  
Royal Canadian Mounted Police (RCMP)  
No. 7 Dental  
Calgary Public Library  
Toast Masters

These relationships were seen as invaluable support to the work of the school, respondents offered the following verbatim comments:

Comments:

*We are able to learn from computers. (Grade 4-6 student)*

*Improved and increased classroom resources are needed. (Parent)*

*The teachers are very nice and they come and help us when we need help. (Grade 4-6 student)*

*Our school library needs a big improvement. We do not have sufficient resources to assist the lower grades in a home reading program. (Teacher)*

*I think our school should have more books in our school library. (Grade 4-6 student)*

*Computers in the class room. (Grade 4-6 student)*

*We need more books and more science materials. (Grade 4-6 student)*

*The library needs to have a wider variety of resources and the technology in the school needs to be upgraded. (Parent)*

*The teachers at this school help me learn a lot. (Grade 4-6 student)*

*This school has really nice teachers. They will help you along the way and will ask you what you need help with. (Grade 7-9 student)*

*We need more textbooks and learning materials. (Grade 7-9 student)*

*This school needs more and different academic resources. (EA/SS)*

*We need additional classroom resources. (Teacher)*

*The laptops that we use are very old. The Wi-Fi is very slow. (Grade 7-9 student)*

*When I don't understand, I can ask for help. (Grade 1-3 student)*

*Some textbooks are ripped/destroyed/coloured. (Grade 7-9 student)*

*More resources for the library. (Parent)*

*Students need to read from books, not just from technology. (Parent)*

*Continue school involvement in community events. (Parent)*

*Technology needs to be addressed. (Parent)*

*Classroom libraries need to improve. (EA/SS)*

*The library needs more books. (EA/SS)*

*Over time, resources have been improving. (Teacher)*

*We help each other when we do hard projects. (Grade 1-3 student)*

*Increased resources for Islamic and Arabic studies. (EA/SS)*

*Our teacher sent home techniques to try to support my child's reading. (Parent)*

*Technology in the school needs to be upgraded. (Teacher)*

*Please increase literacy and technology resources. (Parent)*

## INCLUSIVE EDUCATION SUPPORTS

When the needs of children are anticipated, supports can be activated before the effects of risk factors escalate. Effective schools are proactive in implementing programs that strengthen the resiliency of children and youth. Schools, families and communities collectively create and promote learning environments that contribute to the well-being of all children and youth

**Table 12** presents perceptions concerning aspects of Inclusive Education Supports at Omar Bin Al-Khattab Campus

**Table 12: Indicators of Inclusive Education Supports**

Item	% Indicating 'Agree' and 'Strongly Agree' / % Indicating 'Disagree' and 'Strongly Disagree' (* ) % Indicating 'Don't Know'				
	Parent/ Guardian	Teachers	EA/SS	Grade 4 - 6	Grade 7 - 9
Students are given multiple opportunities to demonstrate their learning.	75/9 (16)	94/0 (6)		88/7 (5)	57/43 (0)
Students are given choice in how they demonstrate their learning.	72/13 (15)	88/6 (6)		81/14 (5)	69/21 (10)

Students get help when they have learning difficulties.	76/15 (9)	88/12 (0)		92/6 (1)	90/10 (0)
A variety of strategies and assessments are used that enable teachers to get to know their students.	77/10 (13)	100/0 (0)			
A variety of teaching strategies are used to support individual student learning needs.	75/11 (14)	100/0 (0)	88/0 (12)	92/5 (3)	80/17 (3)
The school library supports student learning needs.	57/20 (23)	23/64 (13)	72/22 (6)	66/25 (9)	17/63 (20)
Home/school partnerships are developed to support individual student learning needs.	68/14 (18)	100/0 (0)			
Omar Bin Al-Khattab Campus helps me learn about being a Muslim.				98/2 (0)	90/7 (3)
Islamic concepts are integrated with learning at OBK.	91/4 (5)	94/0 (6)	82/6 (12)		
The Tahfeeth program is effective in achieving its goals.	42/5 (53)	29/6 (65)	76/12 (12)		

Data in **Table 12** indicates support for 'A variety of teaching strategies are used to support individual student learning needs' from Teachers, EA/SS and Grades 4-6 students and 'Students get help when they have learning difficulties' from Teachers and Grades 4-6 students. Grades 7-9 students indicated lower support for these areas. Parents indicated lower support than teachers for 'Home/school partnerships are developed to support individual student learning needs'. Grades 7-9 students indicated low support that 'Students are given multiple opportunities to demonstrate their learning'. Overall there was very low support that 'The school library support student learning needs'. These could be reviewed further in the future.

*Comments related to this correlate are:*

*The teachers are always there to help; the students are very respectful and loyal in many ways shown. Another thing I like is there are educational assistants to help us while the teacher is helping other students. (Grade 4-6 student)*

*Students are given support when they have learning difficulties. (Parent)*

*I'd like a place where we can pray. (Grade 4-6 student)*

*Show students how to take pride in their community, be proud Canadian Muslims. (Parent)*

*I would like to interact more with the other CIS campus. (Grade 4-6 student)*

*The teachers help each student learn individually. (Grade 7-9 student)*

*When we work together, it is like the virtue of cooperation. (Grade 1-3 student)*

*The staff and teachers are some of the best from many schools I have attended. They understand. The Tahfeeth program was one of the best this year and we really enjoyed it. (Grade 7-9 student)*

*One of the best qualities of this school is the integration of Islamic values and beliefs. (Parent)*

*This school supports student success and provides a safe learning environment where students feel they belong. (Parent)*

*The staff takes care of students, especially if they have a problem. (Parent)*

*I recommend this school to all Muslims because it really dives deep into Islam. (Grade 4-6 student)*

*Increase the focus on both gifted and special needs students. (Parent)*

*Having extra classes for students when they need support. (Parent)*

*Our strength is the integration between Islamic studies and other subjects. (EA/SS)*

*Help for students who have special needs. (Parent)*

*We need more differentiated instruction in the classroom, including extension exercise to challenge more able students. We see this in reading, but not in math. (Parent)*

*EAs need more supports to help them work with the diverse student needs they face. (EA/SS)*

*Resources to help struggling students catch up. (Parent)*

*Student learning combined with religious beliefs present a strong academic faith-based learning centre at OBK. (Teacher)*

*We need learning support services and materials, as well as ELL resources. (Teacher)*

*I love the Eid festivals! (Grade 1-3 student)*

*We need to break down the stigma around mental health and illness. (EA/SS)*

*More PD opportunities for Arabic and Islamic instructors as well as Educational Assistants. (EA/SS)*

*I would like to see more differentiation and extension in my child's learning. (Parent)*

*Great job recognizing the needs of your students! (Observing Lead Teacher Cohort Member)*

*We need more supports in our classrooms. (Parent)*

## CHAPTER 3

### MAJOR THEMES AND PRIORITIES FOR ACTION

The purpose of this review was to provide all those interested in the quality of schooling at Omar Bin Al-Khattab Campus with a picture of the school as perceived by its various partners. An important part of the school review process was the provision of clear information that can be used in planning for the future.

**Chapter 3** includes a summary of major themes derived from the data presented in terms of an overall rating of the school and a summary of the major strengths and areas for enhancement identified in the comments and the survey data. As well, considerations for action resulting from the data, interviews and survey comments are presented.

#### OVERALL RATING OF OMAR BIN AL-KHATTAB CAMPUS

Students, parents and staff were asked to rate Omar Bin Al-Khattab Campus by giving it an overall rating 'Very Effective' to 'Not Effective'. The ratings are summarized in **Table 13**

**Table 13: Overall Ratings of Omar Bin Al-Khattab Campus:**

With respect to student learning, this school is:

Rating	% of each Group						
	Parent/ Guardian	Teachers	EA/SS	Kindergarten Students	Gr. 1 - 3 Students	Gr. 4 - 6 Students	Gr. 7 - 9 Students
Very Effective	29	24	47	87	77	40	20
Effective	51	76	53	11	10	40	57
Somewhat Effective	17	0	0	2	11	17	10
Not Effective	3	0	0	0	2	3	13
Don't Know	0	0	0	0	0	0	0
TOTAL	100	100	100	100	100	100	100

Data in **Table 13** indicates that this is an effective school. 80% of parents, 100% of teachers, 100% of EA/SS, 98% of Kindergarten students, 87% of Grade 1-3 students, 80% of Grade 4-6 students, and 77% of Grade 7-9 students found the school to be 'Very Effective' or 'Effective'.

A summary of the comments from the surveys, offering a more specific view and some explanation of these ratings is provided in the following section

### Summary of Verbatim Responses

Each respondent was given the opportunity to provide written elaboration on a number of issues. Two questions were related to the perceived overall strengths of the school and aspects that individuals believed could be improved. **Table 14** represents the categories that emerged from the responses, in order of frequency of mention per group.

**Table 14: Most Frequent Comments: Strengths and Needed Improvements**

Strengths of Omar Bin Al-Khattab Campus					
	Parents	Teachers	EA/SS	Gr. 4 - 6 Students	Gr. 7 – 9 Students
1	Islamic program	Staff collaboration	Staff collaboration	Clubs	Tahfeeth program
2	Teacher/student relationships	Student leadership opportunities	Islamic program	Islamic Program	Teacher/student relationships
3	Safe and caring environment	Islamic program		Safe and caring	Clubs
4	School Improvement	Safe and caring		Teacher/student relationships	Teachers help me learn
5				Teachers help me learn	Safe and caring

Areas of Refinement for Omar Bin Al-Khattab Campus					
	Parents	Teachers	EA/SS	Gr. 4 - 6 Students	Gr. 7 – 9 Students
1	Communication	Instructional resources	Library	Playground	Soccer field
2	Playground	Library	Technology	School cleanliness	Facility (space)
3	Library/ Resources	Playground		Library	Lunch room/ food options
4	Facility (space)			Technology	Technology
5	Extra-Curricular			Lunch room/ food options	Access to learning materials

The following themes summed up some of the many strengths of Omar Bin Al-Khattab Campus:

1. All survey groups identified the Islamic atmosphere and the faith-based programming as the first strength of Omar Bin Al-Khattab Campus. Comments from students include, “I love this school. It helps me to learn things about being a Muslim” (Grade 4-6 student) and “This school allows me to grow in my faith and develop strong relationships with my community”. (Grade 7-9 student) A parent offered, “I love how this school integrates both religious and academic learning and makes each a priority for the students here”. A teacher added, “This school is a close knit community that cares for one another”.
2. The second theme identified by all survey groups was strong teacher-student relationships. A Grade 4 student commented, “The teachers enjoy working with us, and they do a great job!” A grade 7-9 student added, “We have really nice teachers that care about us”. A parent noted that “The staff shows true care for their students. They know my kids well and I appreciate that”. An EA/SS member reflected that “The staff and students have a special relationship here at OBK.”
3. Each survey group identified that Omar Bin Al-Khattab Campus is a safe and caring environment. A Grade 4-6 student commented, “I feel safe here” while a grade 7-9 student added, “I can be myself here at OBK, everyone is so accepting”. A parent noted that, “The school is like our second home, we are so thankful for that.” And, finally a teacher noted that “This is a great place to work. It feels like family.”

With regard to areas of refinement, the following themes emerged:

1. The first theme identified by all survey groups was the need for improved play space for students. A grade 4-6 student commented, "We need a bigger playground. Sometimes I don't get a turn to go on it at recess." A Grade 7-9 student added, "We need space for older kids, like a soccer field and basketball court". A parent added that "I am concerned about safety with all of the cars and people near the playground." A EA/SS member noted that, "Sometimes I feel like it's not safe out there for all of those children".
2. Another theme which emerged for parents, teachers, support staff and grades 4-6 students was the need for improvements to the school and classroom libraries. A grade 4-6 student commented that "I wish there were more books that I could read from". A parent noted that, "The library needs to be upgraded, I would like to see it double in size!", while a teacher added, "I need more resources for my students at all reading levels, both in my classroom and in the library".
3. A third theme which emerged from teachers and all surveyed students was better access to and more reliable technology in the school. A Grade 4-6 student commented that, "We need computers that work in this school!" while a Grade 7-9 student added "We need a more reliable Wi-Fi network." A teacher added, "The technology is unreliable and this affects my classes".
4. A fourth theme identified was around a need for improved communication between the school and parents. One parent commented, "I don't understand the report cards. I wish there was more explanation of what progress my child is making". Another parent added that "The school website is frequently out of date or missing information" while a third parent noted that "I would like to see all classrooms have websites or blogs so that I can follow what is happening in the classroom".

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## PRIORITIES FOR ACTION

Omar Bin Al-Khattab Campus is doing well in its efforts to provide the students with a quality education while at the same time meeting the needs of the families it serves. In reviewing the correlates of Effective Schools, this school has many strengths in the areas 'Instructional Leadership', 'Caring and Respectful School Environment', and 'High Expectations for Learning'.

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## COMMENDATIONS

Commendations are established from the data where all survey groups demonstrated significant agreement. These reveal the many appreciative trends at Omar Bin Al-Khattab Campus.

**CONTINUE TO:**

1. Sustain an environment where there are clearly stated behavioral expectations. (Caring and Respectful School Environment)
2. Maintain a safe environment. (Caring and Respectful School Environment)
3. Facilitate an environment which promotes an academic learning climate by establishing high expectations for all students. (High Expectations for Learning)

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**CONSIDERATIONS****CONSIDER:**

1. Sharing this report with staff, parents, and central office personnel at the earliest convenient time in order to solicit feedback as to how the data can be used to inform future planning.
2. Implementing review information when planning facility, technology and resource improvements.
3. Making the main points of the report available to other community groups and inviting responses from the public at large.

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**OMAR BIN AL-KHATTAB CAMPUS'S GOALS 2015-2016:**

Goal 1: Fostering a caring environment through Islamic identity and citizenship.

Goal 2: Cultivate critical thinkers through literacy.

Goal 3: Ensuring a quality learning environment through measures of accountability.

Goal 4: Promote the Servant-Leadership model through Islamic character development

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**CONCLUDING COMMENTS**

This review of the effectiveness of Omar Bin Al-Khattab Campus was initiated to support the planning process at the school. In addition, the various activities of the review were conducted under the assumptions that:

- Every school can improve.
- Individuals on staff have the strong desire to grow professionally.

- All groups associated with the school support improvement and growth.
- The staff should be key leaders of the school planning and enhancement process.
- It is always better to proceed from an appreciative, “possibilities-based” orientation than from a “deficit” one.

This first Palliser Regional Schools school review of Omar Bin Al-Khattab Campus of the Calgary Islamic School has demonstrated much appreciative data of the effectiveness of this school. Omar Bin Al-Khattab continues to focus on offering their students a quality education within the Islamic faith as stated in their mission:

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

Work towards this mission is recognized by the various stakeholder groups in the school. A Grade 4-6 student commented that “This school is like a family. I love coming here and learning how to be a good Muslim!” A Grade 7-9 student added that “OBK has helped me to become a leader here and in my community”. A parent noted that, “We chose to send our kids here because we wanted them to grow and develop in their faith and have a quality education as well”. Finally, a teacher added that “This school teaches the whole child. I love being a part of that!”

Students and staff view Omar Bin Al-Khattab as an important part of their community. The school will continue to develop as it aligns its practices to current research in education. In ‘Leaders of Learning’, Richard Dufour and Robert Marzano delve into school improvement. After many years of researching school development, they have concluded that:

The best strategy for improving schools is developing the collective capacity of educators to function as members of a professional learning community (PLC) – a concept based on the premise that if students are to learn at higher levels, processes must in place to ensure the ongoing, job-embedded learning of the adults who serve them. The PLC concept represents “*an ongoing process* in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve”. It is not a program to be purchased; it is a process to be pursued but never quite perfected. (pg. 22)

As Omar Bin Al-Khattab continues to develop school goals aligned with Palliser Regional Schools educational goals and as they continue to develop professional learning communities (PLCs) they will develop as a school to best meet student learning within their Islamic faith. This will support their growth as they strive to meet their vision:

*To build and maintain a learning community that produces leaders through faith, knowledge, and ingenuity.*