



**Education Plan for Fort McMurray Islamic School
Spring 2023**

Principal: Mehar Rashid
Vice Principal: Bradley St Denis



Dear Fort McMurray Islamic School Community,

I am delighted to present to you the Education Plan for the academic year 2023-2024. The Islamic School is one of two faith-based schools that exist within the Fort McMurray Public School Division. Our school is a vibrant community of learners, supported by a dedicated team of 17 certified teachers and 5 Islamic instructors and two educational assistants. They are committed to providing a well-rounded education that meets the needs of all learners and prepares them for success in the future.

As a Leader in Me school, we believe in empowering our students to become leaders and take responsibility for their learning and their actions. Our students are encouraged to set goals, work collaboratively, and take initiative in their learning. We are proud of our students' achievements and their ability to demonstrate leadership qualities in all aspects of their lives.

Our school community is diverse and inclusive, with a large population of English Language Learners. Currently, FMIS has 379 students from Kindergarten to Grade 9. Of our 379 students, 44% of our student population is in Kindergarten and Division I (Grade 1, 2, 3). Division II (Grade 4, 5, 6) makes up 36% of our school population, while Division III is approximately 20%. Our staff is committed to providing a supportive learning environment for all students, and we offer specialized support services to our ELL students to help them succeed academically and socially.

Our academic programs are rigorous and challenging, and we strive to provide our students with a well-rounded education that prepares them for success in the future. We have engaged our staff in analyzing data and setting up goals for the next school year. On professional learning Fridays, our teachers collaborate to develop a curriculum that fosters critical thinking, self-regulation, problem-solving, and creativity. We are proud of our students' academic growth and achievements. We also involved our parents and other stakeholders in developing the FMIS Education Plan through our school council to keep them well-informed about our school goals/strategies ensuring that our efforts align with the needs of our students and families, we are grateful for their feedback and support.

We are also a school that is big on extracurricular activities and fundraising. Our students have the opportunity to participate in a wide range of activities, including athletics, teach & trade, art club, space academy, and more. We have been doing a lot of collaboration with Greely Road staff and students. These activities provide both schools' students with the opportunity to develop their interests, talents, and skills, and to connect with their peers outside of the classroom. Finally, I want to recognize our students' commitment to giving back to the community. Our school has a long-standing tradition of supporting charitable causes, including the United Way, Food Bank, Terry Fox Run, Toy Drive for sick children at Northern Lights Hospital, and more. Our students understand the importance of being responsible and contributing members of society, and they take this responsibility seriously.

In conclusion, I look forward to working with all members of our school community to continue to provide our students with the best possible education and to help them achieve their full potential. Thank you for your continued support.

Sincerely,
Mehtar Rashid



CURRENT STATE

STRENGTHS

AERR: Safe and Caring School (92.8%), Student Engagement (91.3%), Teacher satisfaction with FMIS program of studies (87.3%) OurSchool: Vast majority of students are motivated and interested in their school work. CHEQ: (67%) KG parents completed survey (93%) of KG students speak more than one language.

AREAS FOR GROWTH

Numeracy→Problem solving & mental math, Literacy→Fluency and Comprehension Program of Studies→Wider variety of Div 3 Options. Level of Stress - (23%) KG Parents Feel Highly Stressed due to Pandemic . Gr. 4-9 Sense of Belonging declined 9% (Our School Survey)

LOCAL CONTEXT

- Fort McMurray Islamic School is one of two faith-based schools within FMPSD. While high quality instruction, to promote student achievement, is the foundation of our school, Islamic Studies, Quran, and Arabic are the pillars that support our school's framework.
- FMIS and the Markaz ul Islam have a strong and effective partnership where we focus on improving the quality of Islamic Programming to our students.
- FMIS has a rich & diverse range of students with different language and cultural backgrounds.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

- Daily 5 Literacy strategies to support student learning and classroom intervention strategies.
- Continue learning and implementing Regulated classroom strategies.
- Provide collaboration time for staff to share and create common assessment and practices

2. MATERIAL RESOURCES

- The Daily 5 2nd edition, & other learning tools as indicated by staff & Student access to tech, (Chromebooks, media licensing)

3. HUMAN RESOURCES

- We will support staff through PD to continue to implement the new curriculum. Looking for reliable & consistent teachers to remain at FMIS and improve the community perception of the school (as there is a lot of turnover at certain levels) to strengthen our educational programming & enrollment—K-9.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

Teachers are able to monitor & adjust their instructional practices to the diverse learning needs inside their class.

Collaboration among all educational stakeholders becomes natural and the norm of continuous improvement.



FMPSD PRIORITY AREA: Promote Growth and Success for All Students

DESIRED OUTCOME: Literacy: *If time and resources are made available for staff to engage in collaborating to collectively implement Daily 5 instructional practices—from KG to Grade 9— to improve reading fluency, and comprehension, THEN we would expect to see increased reading, fluency (reading with speed, accuracy, and proper expression) and comprehension (understanding of what is read). IF the school leadership team is also actively engaged in exploring and building collective knowledge about effective instructional practices THEN we would expect to see increased instances of students achieving grade level category targets in the identified areas by June 2024.*

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Teachers identified the need for more support with focused literacy intervention support, while pull-out interventions have been scheduled but have not been consistent due to required coverages for TOC shortages. (PLF Feedback)</p> <p>Students with identified needs are not decreasing, this has led to staff buy-in to a more systematic approach to providing student supports in the classroom.</p> <p>Interest and motivation is 10% below the Canadian norm Gr. 4-9 (Our School Survey)</p>	<p>Reading fluency and comprehension are the two major expressed areas in need of support Gr. 1-5. (LENS, CC3, F&P)</p> <p>Maintaining student focus and attention to learning.</p>	<p>Consistent systematic approach to teaching and providing students support in with reading fluency and comprehension.</p> <p>Further collaboration and learning with Daily 5 instructional practices.</p> <p>Integration of Daily 5 strategies into our literacy classrooms.</p> <p>Maintaining student motivation for learning.</p>	<p>Continue to collaborate on Daily 5 strategies and how to adapt and implement for each classrooms needs during PLF time.</p> <p>Schedule intervention time for a staff member to be pulled into classroom where assistance is required to implement Daily 5 strategies.</p> <p>Provide teachers time with Division literacy coordinator to help fine tune Daily 5 applications in the classroom.</p> <p>Continue to try to schedule literacy intervention time external of the classroom to support students with deep learning needs.</p> <p>Encourage and create capacity for centered based learning, where teachers will share and collaborate on resources and experiences.</p>	<p>Expressed needs in our literacy data will decrease.</p> <p>Teachers will provide qualitative data from classroom observations and classroom assessments.</p> <p>Students with identified needs will receive supports on a more regular basis.</p> <p>Increased measures in AEA, OUr School, and School based data.</p>	<p>To support teachers with providing interventions to students with identified needs.</p> <p>To provide learning opportunities for students that motivate them to learn and maintain focus.</p> <p>To decrease the number of students that do not receive required learning interventions.</p>



FMPSPD PRIORITY AREA: Strengthen Quality Teaching and Learning

DESIRED OUTCOME: *If time and resources are made available for staff to collaborate to create common assessments and instructional practices to increase number fluency, application and conceptual development, and IF the school leadership team is also actively engaged in collaborating to create common assessments and instructional practices THEN we would expect to see increased instances of students achieving grade level category targets in the identified areas by June 2024.*

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Teachers identified the need for more support with providing interventions to students - a centered based learning approach may provide teachers time in class to provide one layer of interventions (PLF Feedback)</p> <p>Teachers identified time as a need to further develop resources for the new Alberta Curriculum</p> <p>Students with identified needs are not decreasing, this has led to staff buy-in to a more systematic approach to resource development and delivery.</p> <p>Interest and motivation is 10% below the Canadian norm Gr. 4-9 (Our School Survey)</p>	<p>Number Fluency, application and conceptual development are student gaps identified by teachers</p> <p>.Maintaining student focus and attention to learning (Our School)</p>	<p>Development of resources for new Alberta Curriculum.</p>	<p>Provide grade and division based grade collaboration on instructional strategies, resource development and assessment creation during PLF.</p> <p>Staff check-in and sharing each term.</p>	<p>Expressed needs in our Numeracy data will decrease (Mipi/Numeracy Screen & Report Card performance).</p> <p>Teachers will provide qualitative data from classroom observations and classroom assessments.</p> <p>Students with identified needs will receive supports on a more regular basis.</p> <p>Students that may require a classroom switch will switch to familiar material, and common language in assessments.</p> <p>Increased measures in AEA, Our School, and School based data.</p> <p>Bi-Annual PLF Feedback</p>	<p>To support staff with the development of resources and strategies</p> <p>To provide consistent learning environments and assessments for students</p> <p>To implement centered based learning as a means of increasing student motivation and teachers availability to provide interventions to students.</p>



FMPSD PRIORITY AREA: Maintain Safe and Caring Learning Environments and Supports

DESIRED OUTCOME: IF time and resources were made available for staff **to engage in a regulation practices where staff implement and apply regulated classroom practices and resources to inform classroom practices** then positive impacts on student motivation and sense of belonging will be created, and IF the school leadership team and staff are also actively engaged, THEN we would expect to see increased instances of students reporting a higher motivation, safety, and belonging decreasing levels of anxiety and depression.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<ul style="list-style-type: none"> - Increase in relational conflicts between students -Increased difficulty in maintaining prolonged student motivation - students and staff recognize increased need for regulation -Noted increase with office referrals - Staff and student positive reaction to introduction of Regulated classroom strategies. - Increased motivation with students when movement & Brain breaks were provided to students -Staff interested to continue learning and collaboration on implementation of Regulated Classroom resources 	<ul style="list-style-type: none"> -Gr. 4-9 Student anxiety increased 10% compared to spring 2022 Our School Survey Data. -Gr. 4-9 Students' sense of belonging has declined since last spring 9 % (Our School Survey). -Self Regulation has declined by 5% with students in Gr. 7-9. -Self-regulation of students in Gr. 7-9 is 13% below Canadian Average 	<ul style="list-style-type: none"> -There is a need to cultivate wellness and regulation for both staff and students. - Despite minor increases with well-being 4-6 and moderate increases with well-being 7-9, student anxiety is still reported as above average, denoting a requirement for more student support around student regulation and wellness. 	<ul style="list-style-type: none"> -Implementation of The Regulated Classroom strategies (track use & share strategy use in PLFs) - Provide time for staff to collaborate on the development and implementation of strategies that will allow for the regulation of self, and the regulation of students -Collaboration in order to adapt regulation strategies into Islamic, Quran, and Arabic instruction and utilizing culturally relevant practices as an aid for regulation (ie. prayer, recitation, and movement). -Staff survey to identify comfort level and learning needs required to further staff learning and implementation. 	<ul style="list-style-type: none"> -Measure efficacy via Our School Survey, qualitative teacher observations, increased student motivation as measured by report card performance. - Increased implementation of strategies and wellness breaks during classroom instruction. -increase in student regulation and positive relationship building denoted by a decrease in office referrals -Teachers will feel supported by leadership team and each other due to PLF collaboration in an identified area of need. <p>Increased measures in AEA, OUR School, and School based data.</p>	<ul style="list-style-type: none"> -Teachers will feel supported in their learning and implementation of strategies that promote regulation and wellness. -Students will have anxiety decrease, and self-regulation and sense of belonging increase as the engage in a variety of shared experiences with their classmates and classroom teachers.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 1256 Fort McMurray Islamic School



Assurance Domain	Measure	Ft. McMurray Islamic			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	91.3	94.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	92.1	91.3	89.5	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	82.0	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	17.0	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.2	92.3	92.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.8	94.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	91.4	90.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	95.6	92.7	94.2	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 1256 Fort McMurray Islamic School (ESL)



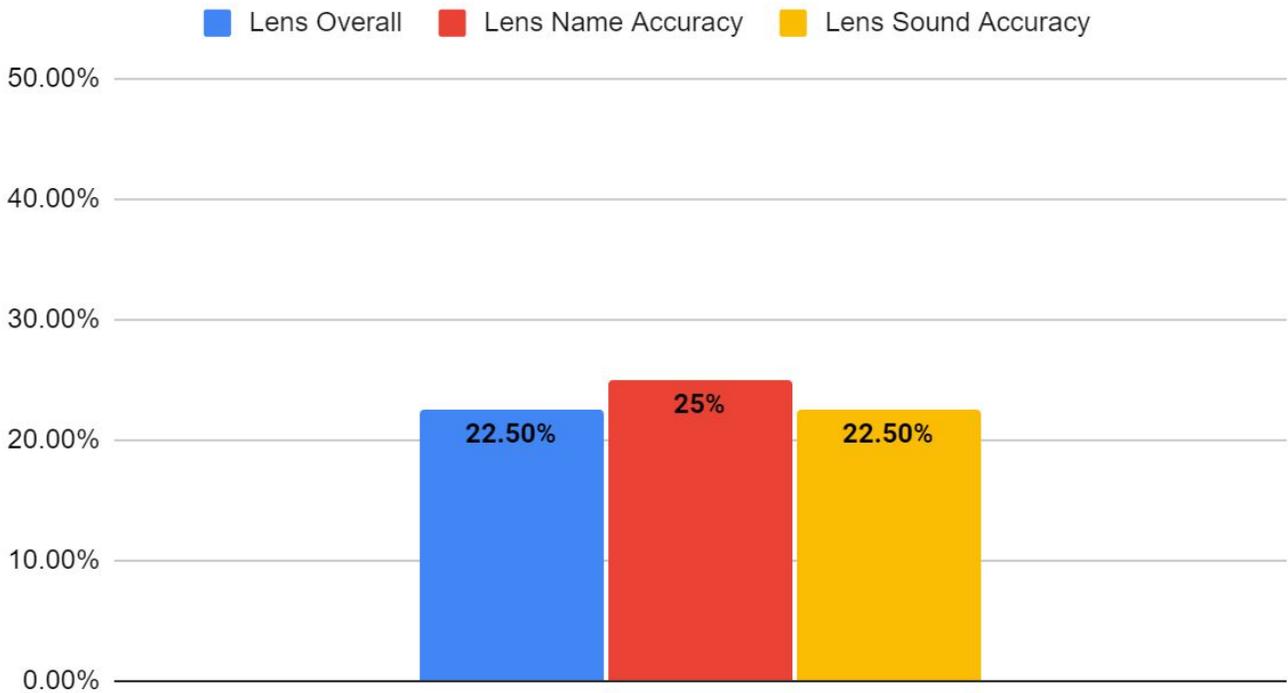
Assurance Domain	Measure	Ft. McMurray Islamic (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.5	78.7	76.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.1	86.9	85.9	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	88.3	n/a	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	15.0	n/a	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	15.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

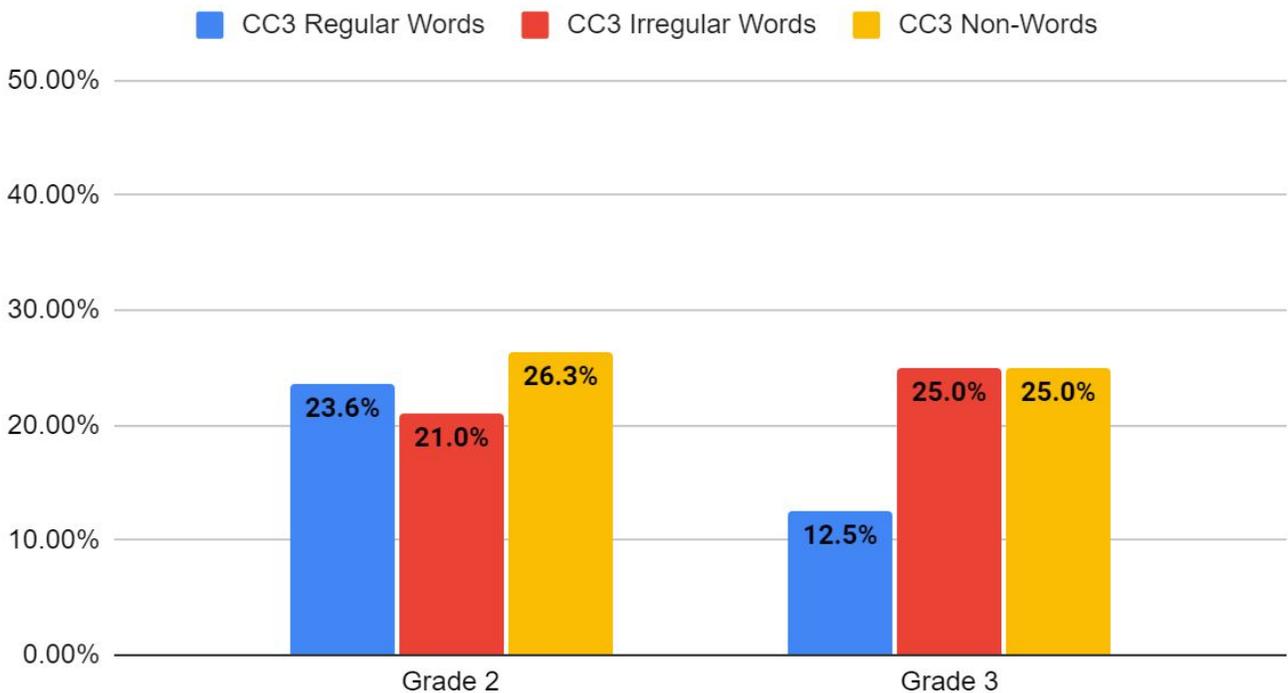
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Grade 1 Literacy -Students at Risk

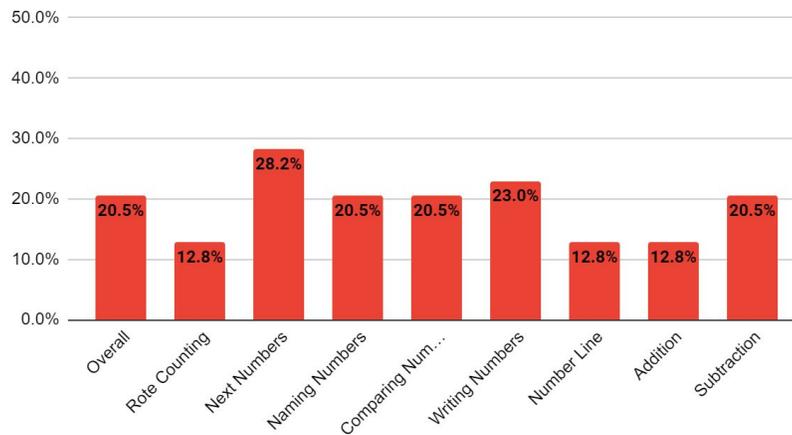


Grade 2 & 3 Literacy - Students At Risk

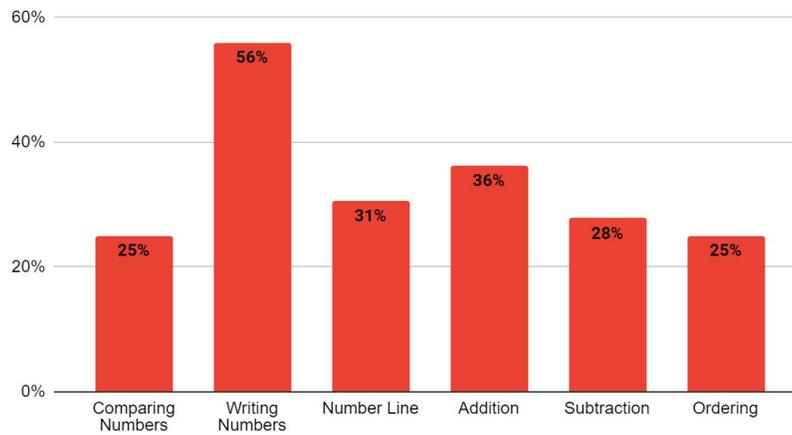




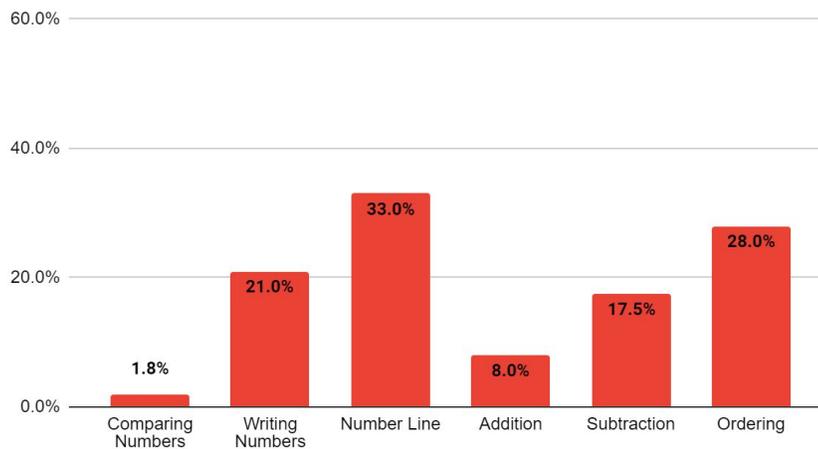
Grade 1 Numeracy - Students at risk



Grade 2 Numeracy - Students at Risk (By Category)

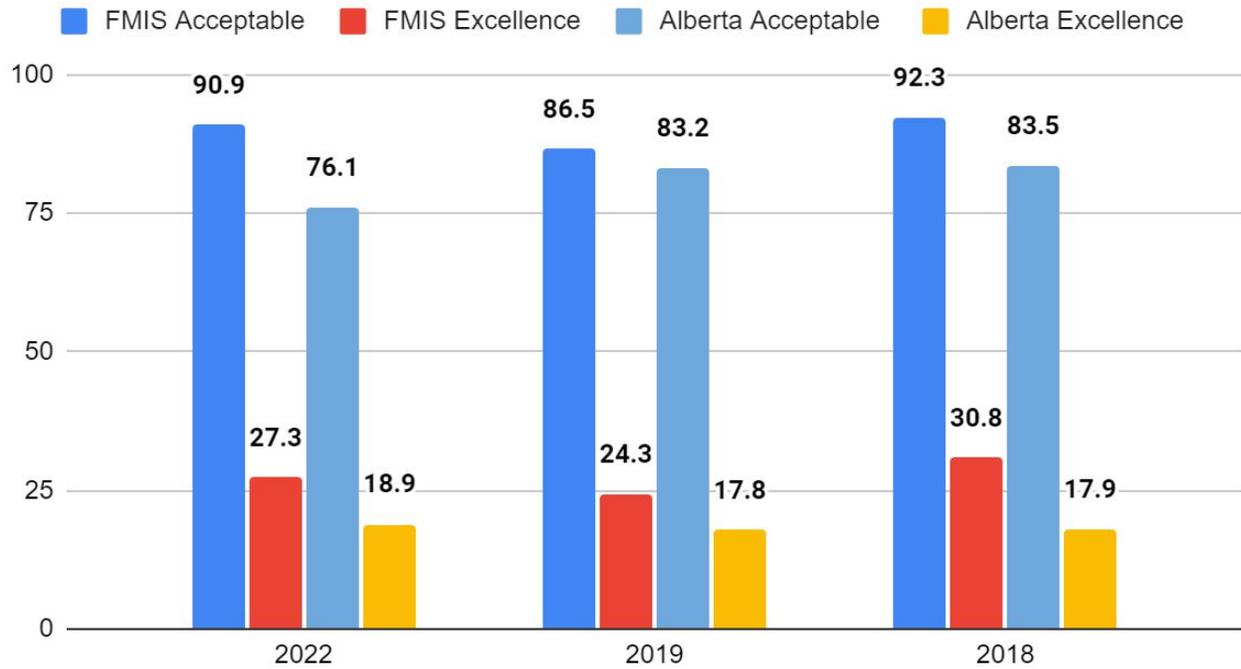


Grade 3 - Numeracy - Students at Risk (By Category)

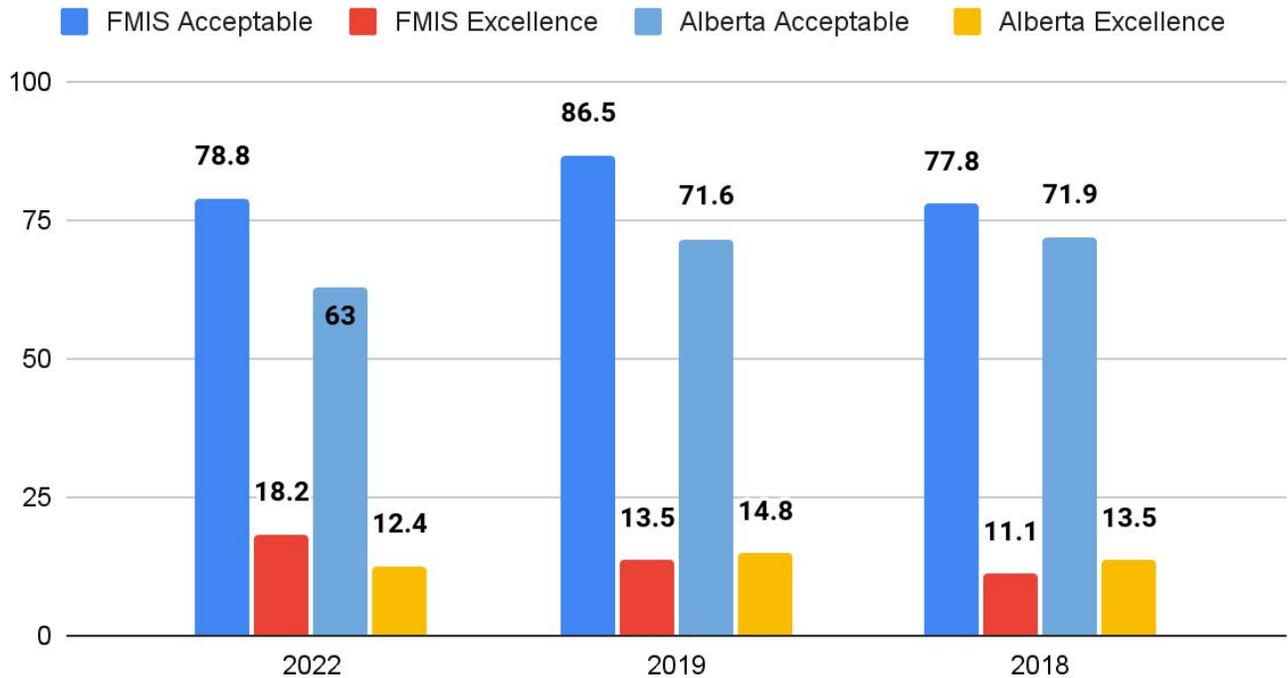




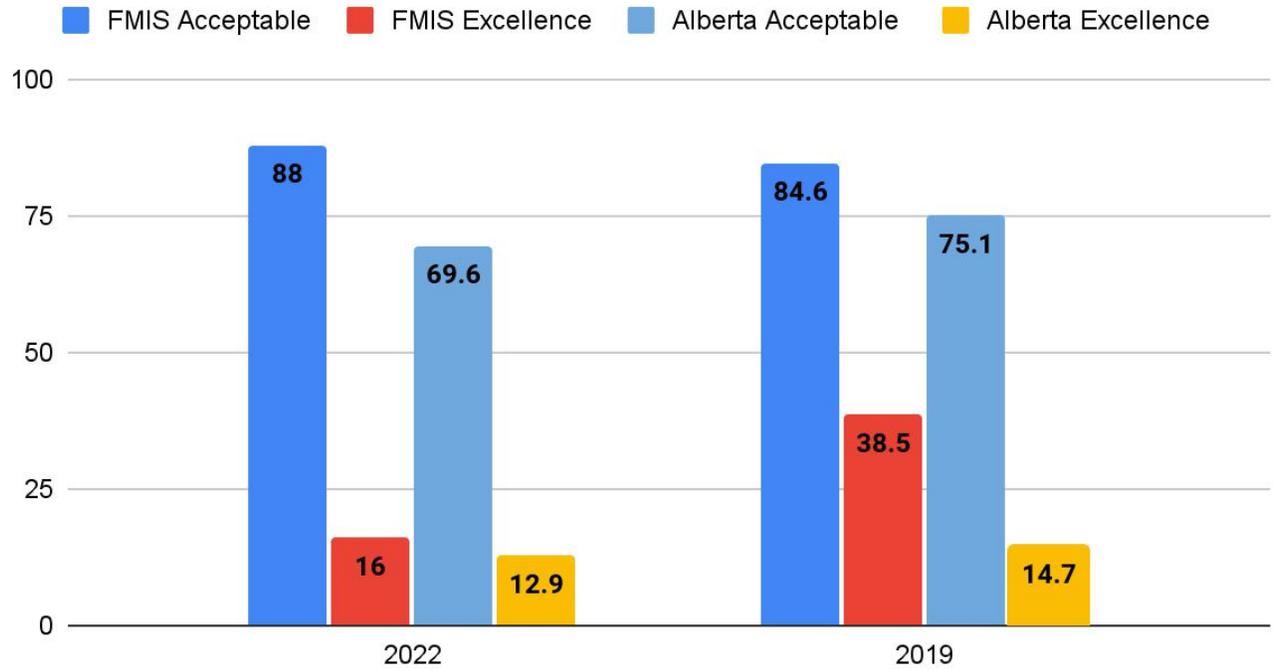
Grade 6 ELA PAT Results



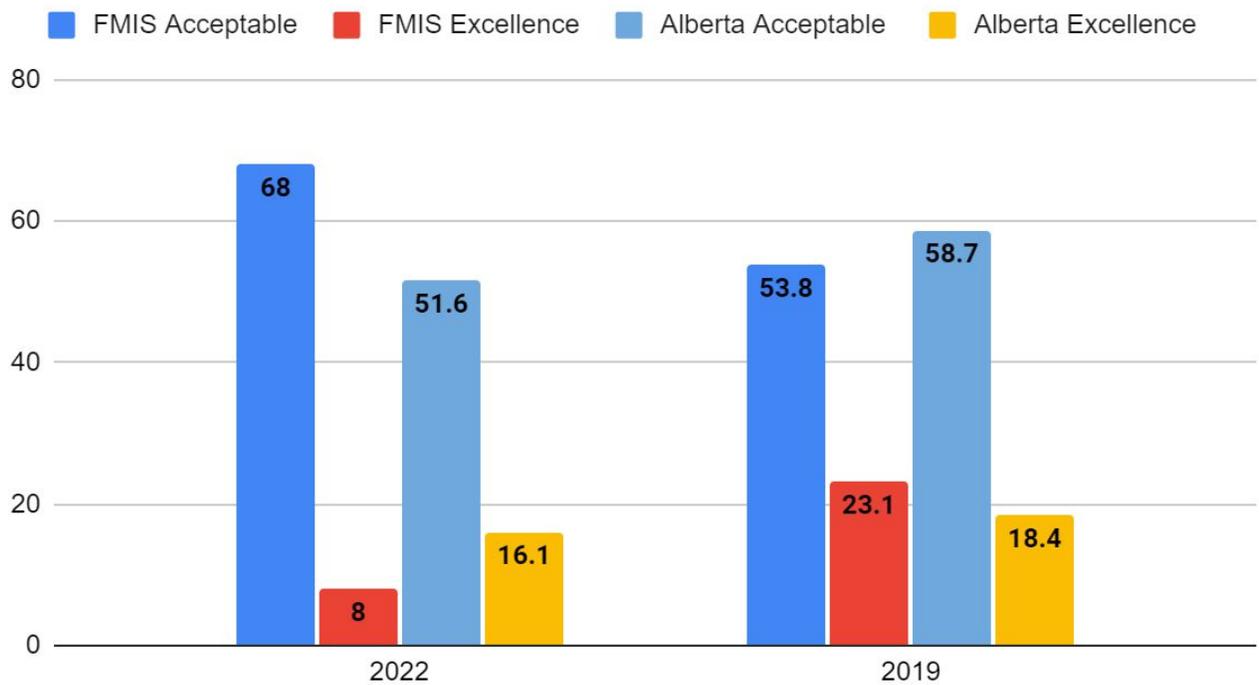
Grade 6 Math PAT Results



Grade 9 ELA PAT Results



Grade 9 Math PAT Results





Grade 6 Our School Trends Spring 2022/Spring 2023

Social-Emotional Outcomes



DRIVERS of Student Outcomes





Grade 9 Our School Trends Spring 2022/Spring 2023





Grade 9 Our School Trends Spring 2022/Spring 2023

DRIVERS of Student Outcomes

