



Fort McMurray Islamic School

Assurance Framework

School Growth Plan

2022/2023



Principal: Mehar Rashid
Vice Principal: Geoffrey Bishop

The Fort McMurray Islamic School, also referred as FMIS, was established in Fort McMurray in 2003; however, it would be two years later—2005—when FMIS officially joined Fort McMurray Public School Division (FMPSD). The Islamic School is one of two faith-based schools that exist within FMPSD.

Fort McMurray Islamic School has 17 ATA (1.5 Administrators, 0.7 LAC and 0.7 counsellor), 2 Office Staff (including 0.5 Librarian), 2 Educational Assistants, 1 Literacy/Numeracy support staff and 5.5 Islamic Instructors.

FMIS continues to enjoy a positive working relationship with Greely Road School. We work closely with the Greely Road administration and office staff to ensure the day-to-day operations of both schools run smoothly and efficiently. We continue to share the gym and library, but both schools make compromises whenever necessary. Going forward we will try to resume combined assemblies (Terry Fox, Pink Shirt Day), presentations (Earth Rangers), and offer the same professional development sessions (TLIM, Literacy etc.) to both school staff to ensure the maximum amount of opportunities for both schools.

Currently, FMIS has 370 students from Kindergarten to Grade 9. Of our 370 students, 43% 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 21%. We are grateful to have consistently strong enrollment at our lower elementary grades as 80% of our students, who enroll at this level, remain at the Islamic School until they enter Junior High.

Our Islamic Instructors spend between 30 to 90 minutes a day (depending on the grade) teaching Qur'an, Arabic, and Islamic Studies. They also teach our students how to pray properly, which is done one to two times a day (depending on the time of the year). Fort McMurray Islamic School has 290 English Language Learners (ELL), approximately 78% of our student population; however, at this time, 160 of those students have accessed all of their ESL funding. At the Islamic School, our mission is to develop 21st century learning skills, thinking processes, and concepts, while fostering an environment that infuses the moral understandings of the Islamic perspective.

OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE (EVIDENCE)

STRENGTHS

AEA: Safe and Caring School (94.3%), Parental Involvement (92.7%), Education Quality (92.3%), Access to Sports and Services (90%), Citizenship (91.3%), Student Learning Engagement (94.2%). **OurSchool:** Majority of students feel safe at school, have a strong sense of belonging, and low anxiety.

AREAS FOR GROWTH

Numeracy→Problem Solving, Literacy→Comprehension & Fluency→Wider variety of Div 3 Options

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 (26 represented)

STRATEGIES FOR MOVING FORWARD

- 1. PROFESSIONAL LEARNING FRIDAYS**→Link to our [PLF](#) annual plan
- 2. PHYSICAL RESOURCES**→Working collaboratively with our school partner—Greely Road—to ensure both schools have fair and equitable space/rooms for educational learning activities, JH Options, Clubs, Athletics, & Extra-curricular activities.
- 3. HUMAN RESOURCES**→Ensuring staff have appropriate professional learning opportunities, so FMIS has a well-informed, prepared, and competent staff. We will support staff through PD to implement the new curriculum in the fall. 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—Kindergarten, Grade 1.
- 4. BUDGET**→Ensuring our students have their own (assigned) technology—iPads (KG–Grade 3) & Chromebooks (Grade 4–9). Purchasing of digital versions of Mathseeds, Mathletics, Literably, Lexia & Reading Eggs licenses. Purchasing of more equipment and resources (green screen, JH Lab equipment, CRM/TLIM online licenses, art supplies) to be able to offer students more options. More field trips have been invested in as well to support FNMI, Math, Science, and Social Studies curriculum.

INDICATORS OF SUCCESS

SHORT TERM

Numeracy: Improved numeracy achievement, specifically in demonstrating an understanding of 2-D & 3-D shapes. **Literacy:** Improved reading benchmarks, specifically in reading fluency through LeNS and CC3. **Program of Studies:** Increased number of quality options for students including Debate Club, Drama, and Interior Design.

MOVING TO - DESIRED STATE

Teachers are able to monitor & adjust their instructional practices to the diverse learning needs inside their class as we further implement CRM tier based strategies. Collaboration among all educational stakeholders becomes natural and the norm of continuous improvement.



GROWTH AREA: NUMERACY – Our staff has been working collaboratively to improve our school's overall numeracy achievement; however, it was discovered that our students struggle with **demonstrating an understanding** (sorting, identifying, creating, and labelling) of **2-D & 3-D shapes**—face of the shape, symmetry, edges, vertices

ACTION FOR IMPROVEMENT: NUMERACY - If time and resources are made available for staff to engage in collaborating in this specific area, where we examine existing instructional practices and creating continuum of support for numeracy in Tiers 1-3 (CRM) from KG to Grade 9. THEN we would expect to reduce the number of students in Tier 3 and move them up to Tier 2 or 1. Also, IF the administrative team and our school's numeracy leads are actively engaged in exploring, recording, and building collective knowledge about effective instructional practices (based on past successes/failures) and IF these stakeholders ensure that this knowledge is then shared and applied by others, THEN student learning and achievement in this area should improve.

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
<i>Current State</i> Currently in grades 1-9 we have a high number of students for interventions in Tier 3. Moving forward we would like to allocate more resources and support to classroom teachers and try to reduce the pullouts/ interventions outside of the classroom by developing school wide/shared understanding of numeracy through continuum of supports (CRM).	Teacher anecdotal evidence Collaborative Team Meetings MIPI results Mathletics Common Assessments Math Olympics	+40% of students in Grades 2–6 had troubles identifying, drawing, comparing, analyzing, etc. problem solving +40% of Junior High Students had related problems in their <i>Transformations</i> unit <ul style="list-style-type: none"> Students had problems with calculating surface area. Junior High students also had difficulty with constructing line segments and angle bisectors.	Due to the low number of specific outcomes in problem solving (in general as a broad topic), staff do not have to spend as much instructional time on these concepts. If students struggle with a concept, it is “easier” to move on if time is constrained because the misunderstanding will not compound itself as the teacher progresses throughout the year.	Building school schedules with collaborative team building/meetings in mind. Staff will collaboratively review their current instructional practices and work together to develop well-rounded instructional strategies. Staff will address common areas of struggle (ie. vocabulary) and how they helped students overcome these difficulties from their experiences. Staff will share learning strategies and other tips that have been effective in the past to help broaden every teacher's scope in our collaborative team meetings.	All teachers will have identified students who are scoring less than 60% on assessments such as MIPI of <i>the problem</i> that their students are struggling with; they will create strategies and tips that address this specific area of concern. Teachers will be able to explain their rationale on how they came up with their strategy and how they have used it in class (step-by-step). Teachers will address any revisions they <i>may</i> be making to their instructional strategy. During a PLF, teachers will be able to adopt and adapt the strategy so it applies to their grade level.	It has become clear and apparent that staff are cognizant of the previous gaps in learning and are proactive with their approach to teaching specific outcomes that were identified in assessments. Teachers are able to monitor closely and adjust on the fly—utilizing an array of (collaborative) strategies—to address the learning needs in their class. Student learning and understanding of these outcomes is visible on the next year's holistic assessments.



GROWTH AREA: LITERACY– Our staff has been working collaboratively to improve our school’s overall literacy achievement; however, it was discovered that our students struggle with *fluency* (ability to read with speed, accuracy, and proper expression).

ACTION FOR IMPROVEMENT: LITERACY- IF time and resources are made available for staff to engage in collaborating in this specific area, where we examine existing instructional practices—from KG to Grade 9—of how to improve reading fluency. THEN we would expect to see increased fluency (reading with speed, accuracy, and proper expression). Also, IF the administrative team and our school’s literacy specialists are actively engaged in exploring, recording, and building collective knowledge about effective instructional practices (based on past successes/failures) and IF these stakeholders ensure that this knowledge is then shared and applied by others, THEN student learning and achievement in this area should improve.

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State “Audacious” 1-year goal</i>
<i>Current State</i>						
Approximately 85% of our students are English Language Learners (ELL). Additionally, many students do not speak English while they are at home, which means many students only get to practice their english while at school. This <i>somewhat</i> limited practice can lead to delayed development in comprehension, fluency	Teacher anecdotal evidence Collaborative Team Meetings Fountas & Pinnell ELL Benchmarks	+36% of students in Grades 1–6 had troubles with fluency. +27% of Junior High Students had related problems in their <i>benchmarks</i> All levels had troubles with pausing, interpreting punctuation, and being “choppy.”	Teachers often feel overwhelmed with the high number of ELL students. Teachers will have students that span 7 grades of ability in one class, so they have a hard time concentrating their instructional time— <i>who</i> to focus on and for <i>how</i> long? Teachers spend more time, than normally allotted, on foundational learning(“the basics”) to help correct errors & misunderstandings that lead to fluency issues.	Staff will collaboratively review their current instructional practices and work together to develop well-rounded instructional strategies to address areas of concern. Staff will address common areas of struggle (ie. vocabulary) and how they helped students overcome these difficulties from their experiences. Staff will share learning strategies and other tips that have been effective in the past to help broaden every teacher’s scope.	All teachers will have identified one aspect of <i>Fluency</i> that their students are struggling with; they will have created or found one strategy/tip that addresses this specific area of concern. Teachers will be able to explain their rationale on how they came up with their strategy and how they have used it in class (step-by-step). Teachers will address any revisions they <i>may</i> be making to their instructional strategy. During a PLF, teachers will be able to adopt and adapt the strategy so it applies to their grade level.	It has become clear and apparent that staff are cognizant of the previous gaps in learning and are proactive with their approach to addressing the high numbers of ELL students and the unique challenges that brings to the classroom. Teachers are able to monitor closely and adjust their instructional practices to the diverse learning needs inside their class. Student learning and progress is visible on teach Fountas & Pinnell benchmark.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

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	94.2	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	91.3	88.6	89.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	78.9	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	15.5	n/a	n/a	20.3	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	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.3	93.4	92.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	90.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	92.7	98.0	92.5	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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Locked with Suppression for May 2021

Report Version 1.0
Data Current as of Mar 01, 2021

English as a Second Language

School Authority: 3260 The Fort McMurray School Division
 School: 1256 Fort McMurray Islamic School

View:

Values:

[Run Query](#)

English as a Second Language Student Count

Grade	1 Year	2 Year	3 Year	4 Year	5 Year	More Than 5	Total ESL Students
EC	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
01	<u>0</u>	<u>7</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>23</u>
02	<u>2</u>	<u>1</u>	<u>7</u>	<u>31</u>	<u>1</u>	<u>0</u>	<u>42</u>
03	<u>0</u>	<u>0</u>	<u>1</u>	<u>11</u>	<u>25</u>	<u>0</u>	<u>37</u>
04	<u>0</u>	<u>0</u>	<u>3</u>	<u>5</u>	<u>11</u>	<u>26</u>	<u>45</u>
05	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>9</u>	<u>28</u>	<u>44</u>
06	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>6</u>	<u>22</u>	<u>32</u>
07	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>1</u>	<u>23</u>	<u>27</u>
08	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>18</u>	<u>18</u>
09	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>1</u>	<u>15</u>	<u>19</u>
Totals	6	10	28	60	54	132	290

NOTE: ECS Children are counted at 1.

English as a Second Language

School Authority: 3260 The Fort McMurray School Division
 School: 1256 Fort McMurray Islamic School

View:

Values:

[Run Query](#)

English as a Second Language Funded Years

Grade	1 Year	2 Year	3 Year	4 Year	5 Year	More Than 5	Total Funded Students
EC	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
01	<u>0</u>	<u>7</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>23</u>
02	<u>2</u>	<u>1</u>	<u>7</u>	<u>31</u>	<u>1</u>	<u>0</u>	<u>42</u>
03	<u>0</u>	<u>0</u>	<u>1</u>	<u>11</u>	<u>25</u>	<u>0</u>	<u>37</u>
04	<u>0</u>	<u>0</u>	<u>3</u>	<u>5</u>	<u>11</u>	<u>0</u>	<u>19</u>
05	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>9</u>	<u>0</u>	<u>16</u>
06	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>6</u>	<u>0</u>	<u>10</u>
07	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>5</u>
08	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
09	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>4</u>
Totals	6	10	28	60	56	0	160

NOTE: ECS Children are counted at 1.

FMIS Grade 1 LeNS						
Student	School	Classroom	Grade	LeNS Intake Card 1-2 Name Accuracy	LeNS Intake Card 1-2 Sound Accuracy	LeNS Intake Card 3-5 Sound Accuracy
Student 1	FMIS	1K	1	20	17	4
Student 2	FMIS	1K	1	20	18	9
Student 3	FMIS	1K	1	20	18	21
Student 4	FMIS	1K	1	20	19	3
Student 5	FMIS	1K	1	20	19	4
Student 6	FMIS	1K	1	20	19	4
Student 7	FMIS	1K	1	20	19	5
Student 8	FMIS	1K	1	20	19	24
Student 9	FMIS	1K	1	20	19	26
Student 10	FMIS	1K	1	20	19	27
Student 11	FMIS	1K	1	20	19	28
Student 12	FMIS	1K	1	20	19	29
Student 13	FMIS	1K	1	20	19	29
Student 14	FMIS	1K	1	20	20	3
Student 15	FMIS	1K	1	20	20	9
Student 16	FMIS	1K	1	20	20	23
Student 17	FMIS	1K	1	20	20	26
Student 18	FMIS	1L	1	20	20	4
Student 19	FMIS	1L	1	20	20	28
Student 20	FMIS	1L	1	18	18	8
Student 21	FMIS	1L	1	20	19	5
Student 22	FMIS	1L	1	20	19	9
Student 23	FMIS	1L	1	20	20	4
Student 24	FMIS	1L	1	20	20	12
Student 25	FMIS	1L	1	20	20	14
Student 26	FMIS	1L	1	20	20	14
Student 27	FMIS	1L	1	20	20	15
Student 28	FMIS	1L	1	20	20	18
Student 29	FMIS	1L	1	20	20	33
Grade 1 Mid- Total Score						
At-risk score	0-39					
Below Ave score	40-43					
Above Ave	44-76					

Third Quarter Results for Math Intervention at FMIS 2021-2022 School Year				
Grade	MIPI Results September	MIPI Results March		
8	4/29	17/29		
8	8/28	11/29		
8	10/29	23/29		
8	new student-no Sept data	13/29		
6	4/30	10/30		
6	18/30	24/30		
6	14/30	20/30		
6	12/30	20/30		
5	4/30	18/30		
5	22/30	24/30		
5	18/30	21/30		
4	13/25	20/25		
4	13/25	19/25		
3	0/23	7/23		
2	9/20	16/20		
2	11/20	17/20		
Based on the latest data given we have seen an increase in student MIPI results for all students who were pulled out for math intervention and small group support.				

School	Classroom	Student	Grade	CC3 Intake RW	CC3 Intake IR	CC3 Intake NW	CC3 Post RW	CC3 Post IR	CC3 Post NW
FMIS	2K	Student 1	2	0	0	0	14	11	9
FMIS	2K	Student 2	2	?	?	?	8	5	3
FMIS	2K	Student 3	2	0	0	0	21	10	15
FMIS	2K	Student 4	2	5	5	5	15	13	13
FMIS	2L	Student 5	2	2	0	0	N/A	N/A	N/A
FMIS	2L	Student 6	2	0	0	0	17	13	10
FMIS	2L	Student 7	2	0	1	0	21	11	9
FMIS	2L	Student 8	2	7	3	2	22	15	13
FMIS	2L	Student 9	2	8	2	11	29	12	11
FMIS	3K	Student 10	3	16	12	0	20	17	12
FMIS	3K	Student 11	3	17	14	5	N/A	N/A	N/A
FMIS	3K	Student 12	3	22	12	24	N/A	N/A	N/A
FMIS	3L	Student 13	3	0	8	1	21	14	10
FMIS	3L	Student 14	3	2	1	1	22	16	13
FMIS	3L	Student 15	3	9	11	3	N/A		
FMIS	3L	Student 16	3	10	10	3	25	19	15
FMIS	3L	Student 17	3	11	9	3	24	17	15
FMIS	3L	Student 18	3	11	12	13	N/A		
FMIS	3L	Student 19	3	16	11	3	22	19	13
FMIS	3L	Student 20	3	19	12	10	32	13	24
FMIS	3L	Student 21	3	20	13	12	34	18	24
FMIS	3L	Student 22	3	30	22	2	N/A	N/A	N/A

Intake

At-Risk

77%

Not-At Risk

23%

Post

At-Risk

41%

Not-At Risk

59%

