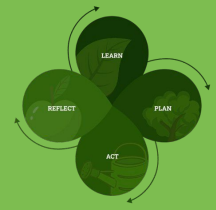


Assurance Model for the Fort McMurray Islamic School
Principal Mehar Rashid and Vice-Principal Brad St Denis
Spring 2024



Dear Fort McMurray Islamic School Community,

I am thrilled to share with you the Education Plan for the upcoming academic year, 2024-2025. The Islamic School stands as one of the two faith-based institutions within the Fort McMurray Public School Division. Our school thrives as a dynamic hub of learning, supported by a dedicated team consisting of 17 certified teachers, 5 Islamic instructors, and 5 educational assistants. Together, they are committed to delivering a comprehensive education tailored to the diverse needs of our students, ensuring their preparedness for future success.

Embedded within our academic expectations is the philosophy of empowerment. As a Leader in Me school, we foster a culture where students are encouraged to assume leadership roles and take ownership of their learning journey. They are nurtured to set goals, collaborate effectively, and exhibit initiative, traits that resonate across all facets of their lives. Our students learn about the seven grandfather teachings as well as participate in other significant First Nations Metis and Inuit (FNMI) events throughout the year.

Our school prides itself on its diversity and inclusivity, possessing a significant population of English Language Learners. Currently, FMIS serves 377 students from Kindergarten to Grade 9. Within this cohort, 42% are in Kindergarten and Division I (Grade 1, 2, 3), 37% in Division II (Grade 4, 5, 6), and approximately 21% in Division III. Our dedicated staff remains steadfast in providing a nurturing environment for all students, offering specialized support services to our ELL students to foster their academic and social success.

At the core of our academic framework lies rigorous and challenging programs designed to equip students with the skills and knowledge essential for future success. Through collaboration, data analysis and goal-setting, our staff continuously refine the educational strategies. On professional learning Fridays (PLFs), our teachers engage in collaborative curriculum development, emphasizing critical thinking, self-regulation, problem-solving, and creativity. We take immense pride in our students' academic strides and accomplishments. Furthermore, we value the input of our parents and stakeholders, actively involving them in the development of the FMIS Education Plan through our school council and Google surveys. Their feedback ensures our endeavors remain aligned with the needs of our students and families, and for this, we are profoundly grateful.

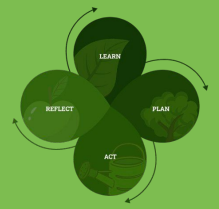
Beyond academics, our school champions extracurricular engagement and community building.. Students are encouraged to participate in athletics and various clubs, fostering their interests, talents, and interpersonal skills. Collaborative efforts with Greely Road staff and students further enrich these experiences, promoting peer connections beyond the classroom. Moreover, our students uphold a strong tradition of actively supporting charitable causes such as the United Way, Food Bank, Terry Fox Run, Toy Drive for sick children at Northern Lights Hospital and Jump Rope for Heart.

In conclusion, I'm excited to work with everyone in our school community to keep providing the best education and helping our students reach their full potential. Your support means the world, and I deeply appreciate your dedication.

Warm regards,

Mehar Rashid

Mehar Rashid



FMPSD 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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

2023 AEA Results Report Safe and Caring 2% above Alberta average & Citizenship 2.1% above Alberta average.
 Above provincial averages for acceptable standard PAT results by 3.8% in Gr. 6 ELA & 4.6% in Math.
 Above provincial averages for acceptable standard PAT results by 8.6% in ELA 9, 8.7% in Sci 9.
 Above provincial averages for standard of Excellence PAT results by 14.1% in SS 9.
 Positive gains in Div. 2 Sense of Belonging (^6%), + Relationships(^7%), Regulation(^4%), and Felt Safety(^5%) (Our School Spring/24)

AREAS FOR GROWTH

1. Academic: Development of common practices/assessments to increase Numeracy & Literacy development for students.
2. Leadership: Implement school-wide leadership roles to increase sense of belonging within our school community.
3. Culture: Continue to implement regulation practices with staff & students & create ownership of shared spaces.
4. Consistency with staffing

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 partnership that focuses on Islamic Programming.
- FMIS has a rich & diverse range of students with different language and cultural backgrounds.

STRATEGIES FOR MOVING FORWARD

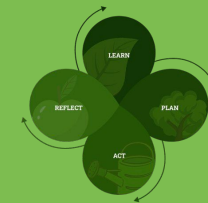
1. PROFESSIONAL LEARNING
 - Continue learning and implementing Regulated classroom strategies & Restorative Communities and relationship building strategies..
 - Continue to introduce Restorative Communities and relationship building strategies.
 - Provide collaboration time for staff to share and create common assessment and practices (Daily 5, UFLI,
2. MATERIAL RESOURCES
 - Science Resources and materials to provide interactive learning opportunities
3. HUMAN RESOURCES
 - We will support staff through PLF planning and collaboration 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.

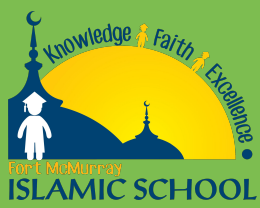
Collaboration among all educational stakeholders becomes natural and the norm of continuous improvement.



FMPSD PRIORITY AREA: Strengthen Quality Teaching and Learning

DESIRED OUTCOME: Academic: Collaborate to implement common practices/Assessments to increase comprehension and conceptual development in Numeracy & Literacy for K-9 students.

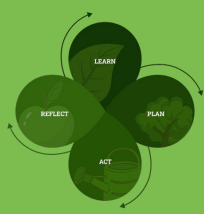
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Teachers identified time as a need to further develop resources for the new Alberta Curriculum</p> <p>Staff turnover and long term vacancies have made consistent access to curricular resources imperative to prevent gaps from occurring in student learning.</p> <p>Growing concern with Reading comprehension as students progress through grades.</p>	<p>Reading Comprehension : Gr. 4 24.5% at risk, Gr. 5 37.8% at risk, Gr. 6 65% at risk, Gr. 7 60%, require intervention, Gr. 8 31%, require intervention, Gr. 9 64% require intervention</p> <p>In Div. 2, Student motivation decreased by 5 % and anxiety increased by 2%. In Div. 3, student anxiety increased by 14% (In part due to high staff turnover/vacancy).</p>	<p>Development of resources for new Alberta Curriculum.</p> <p>Assessment differentiation/common assessments for self-assessment and peer assessment. (School Review)</p> <p>Maintaining student motivation for learning.</p>	<p>Provide grade and division based grade collaboration on instructional strategies, resource development and assessment creation during PLF.</p> <p>Continue to collaborate on Daily 5 strategies and how to adapt and implement for each classrooms needs during PLF time.</p> <p>Encourage and create capacity for centered based learning, where teachers will share and collaborate on resources and experiences.</p> <p>Continue to try to schedule numeracy & literacy intervention time external of the classroom to support students with deep learning needs.</p> <p>Using brain breaks as opportunities to refocus & motivate students.</p> <p>Staff check-in and sharing each term.</p>	<p>Expressed needs in our Numeracy & Literacy Data & 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>



SCHOOL NAME

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



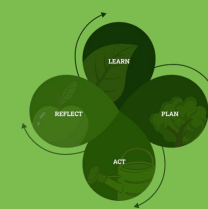
FMPSD PRIORITY AREA: Maintain Safe and Caring Learning Environments and Supports

DESIRED OUTCOME: Culture: Promote school culture by internalizing regulation practices with staff & students & leveraging school wide leadership roles to create ownership of shared spaces.

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>We have seen steady growth in our Div. 2 data: Sense of Belonging increased 11%, Anxiety has decreased 9%, positive relationships increased 8%, regulation has increased 16%, and felt safety has increased 14% since last spring.</p> <p>We would like to see continued growth in these areas.</p> <ul style="list-style-type: none"> - Strong LIM base to support student leadership initiatives. - Staff interested to continue learning and collaboration on implementation of Regulated Classroom resources 	<p>Div. 3 Sense of belonging has decreased by 3%, anxiety has increased by 8%, and positive relationships have decreased by 2% since last spring.</p> <p>Would like to see more student leadership with shared spaces and community to help establish relationship of caring between students, staff, community, and shared spaces.</p>	<p>There is a continued need to cultivate wellness and regulation for both staff and students.</p> <p>Continued learning around Leader in Me Resources.</p> <p>Continued collaboration on the integration of both regulated classroom strategies and LIM.</p>	<p>Continued Implementation of The Regulated Classroom strategies (track use & share strategy use in PLFs)</p> <p>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 during PLF time and other collaboration opportunities.</p> <p>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).</p> <p>Staff survey to identify comfort level and learning needs required to further staff learning and implementation.</p> <p>Sharing strategies and implementing strategies to increase student accountability on maintaining the school environment (Classroom, Shared spaces, and outdoor spaces)</p> <p>Improve student responsibility and connection to choices and well being of school.</p>	<p>Measure efficacy via Our School Survey, qualitative teacher observations, increased student motivation as measured by report card performance.</p> <p>Increased implementation of strategies and wellness breaks during classroom instruction.</p> <p>Increase in student regulation and positive relationship building denoted by a decrease in office referrals</p> <p>Classroom and Shared spaces will be well taken care of and remain in positive standing throughout the year.</p>	<p>Teachers will feel supported with their implementation of strategies that promote wellness & Leadership..</p> <p>Students will continue improvements in anxiety, self-regulation and sense of belonging.</p> <p>Students will promote and care for the school environment and shared spaces</p> <p>School will engage with LIM and attain Lighthouse Status.</p>

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



Fort McMurray Islamic School Spring 2023 Summary of Education Assurance Measure Results

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

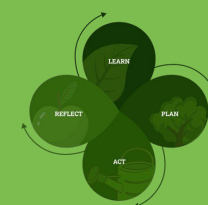
Measure	Ft. McMurray Islamic			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
In-Service Jurisdiction Needs	100.0	97.9	97.9	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	90.3	97.9	93.4	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	82.2	92.9	86.2	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	84.1	91.3	90.7	81.2	81.9	83.4	Intermediate	Declined	Issue
Safe and Caring	88.3	94.3	93.2	87.5	88.8	89.1	Very High	Declined	Good
Satisfaction with Program Access	80.6	79.0	79.4	72.9	72.6	73.9	High	Maintained	Good
School Improvement	83.7	83.9	86.7	75.2	74.2	77.9	Very High	Maintained	Excellent
Work Preparation	82.7	90.0	95.0	83.1	84.9	84.5	High	Declined	Acceptable

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

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	82.9	91.3	91.3	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	82.4	92.1	90.3	80.3	81.4	82.3	Very High	Declined	Good
	PAT: Acceptable	64.6	80.5	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	12.3	18.0	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.0	90.2	91.8	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.1	92.8	92.8	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	83.3	91.4	91.4	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	85.5	95.6	96.8	79.1	78.8	80.3	Very High	Declined	Good

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



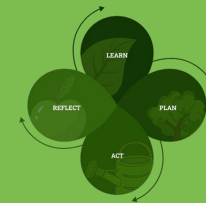
Fort McMurray Islamic School Spring 2023 Alberta Education Assurance Results - EAL Report

Assurance Domain	Measure	Ft. McMurray Islamic (EAL)			Alberta (EAL)			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
	PAT: Acceptable	63.2	81.1	n/a	57.9	59.7	n/a	Low	n/a	n/a
Teaching & Leading	PAT: Excellence	14.7	15.1	n/a	12.2	13.7	n/a	Intermediate	n/a	n/a
	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

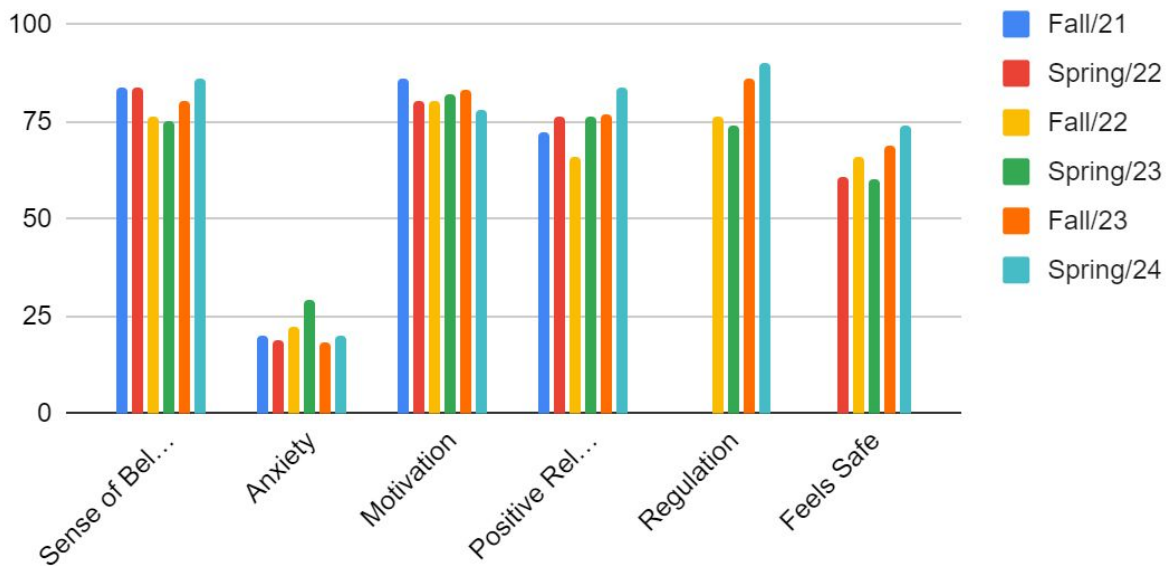
Fort McMurray Islamic School Spring 2023 Provincial Achievement Results

Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	86.5	24.3	n/a	n/a	n/a	n/a	90.9	27.3	84.0	12.0
	Authority	85.9	13.9	n/a	n/a	n/a	n/a	83.8	22.2	84.2	17.2
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4
Mathematics 6	School	86.5	13.5	n/a	n/a	n/a	n/a	78.8	18.2	70.0	12.0
	Authority	68.8	11.5	n/a	n/a	n/a	n/a	66.0	11.3	66.6	13.8
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9
Science 6	School	83.8	10.8	n/a	n/a	n/a	n/a	84.8	24.2	44.0	8.0
	Authority	75.3	17.5	n/a	n/a	n/a	n/a	72.4	16.0	59.5	13.4
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8
Social Studies 6	School	83.8	10.8	n/a	n/a	n/a	n/a	78.8	27.3	56.0	8.0
	Authority	72.1	14.5	n/a	n/a	n/a	n/a	70.0	14.9	65.0	12.1
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0
English Language Arts 9	School	84.6	38.5	n/a	n/a	n/a	n/a	88.0	16.0	80.0	15.0
	Authority	75.4	16.5	n/a	n/a	n/a	n/a	75.9	14.6	73.3	9.9
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4
Mathematics 9	School	53.8	23.1	n/a	n/a	n/a	n/a	68.0	8.0	65.0	15.0
	Authority	53.3	18.2	n/a	n/a	n/a	n/a	48.5	12.6	51.1	11.1
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5
Science 9	School	84.6	23.1	n/a	n/a	n/a	n/a	88.0	4.0	75.0	0.0
	Authority	76.0	23.4	n/a	n/a	n/a	n/a	71.5	21.2	66.7	18.4
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1
Social Studies 9	School	69.2	7.7	n/a	n/a	n/a	n/a	80.0	32.0	60.0	30.0
	Authority	68.3	17.4	n/a	n/a	n/a	n/a	57.5	21.1	57.0	15.3
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9

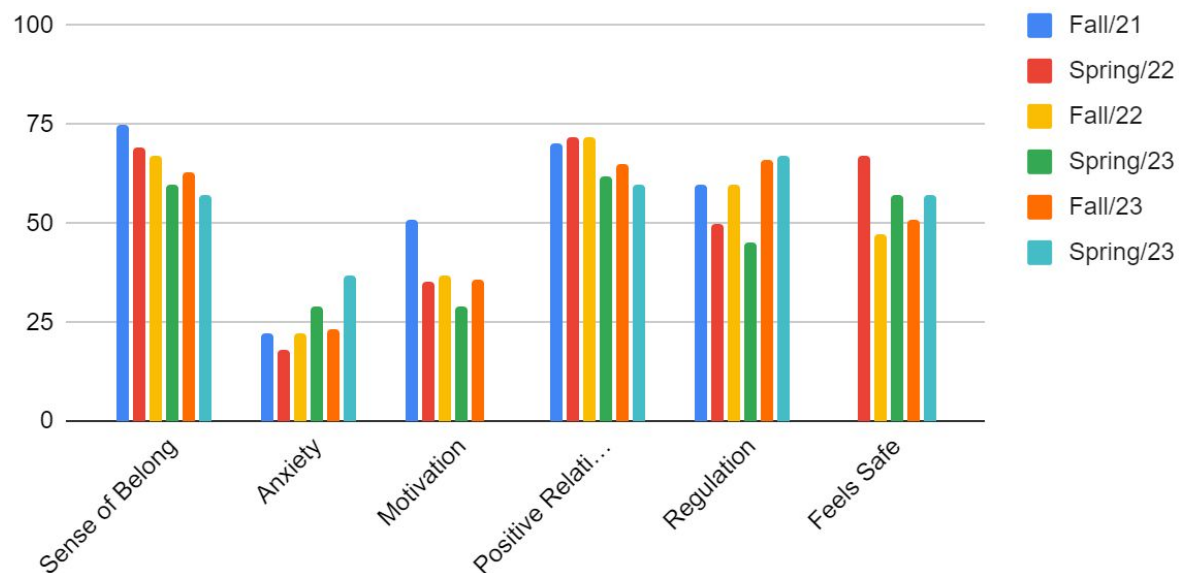


Division 2 Our School Survey

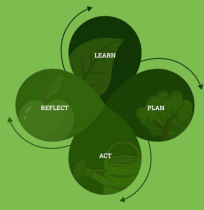


Division 2

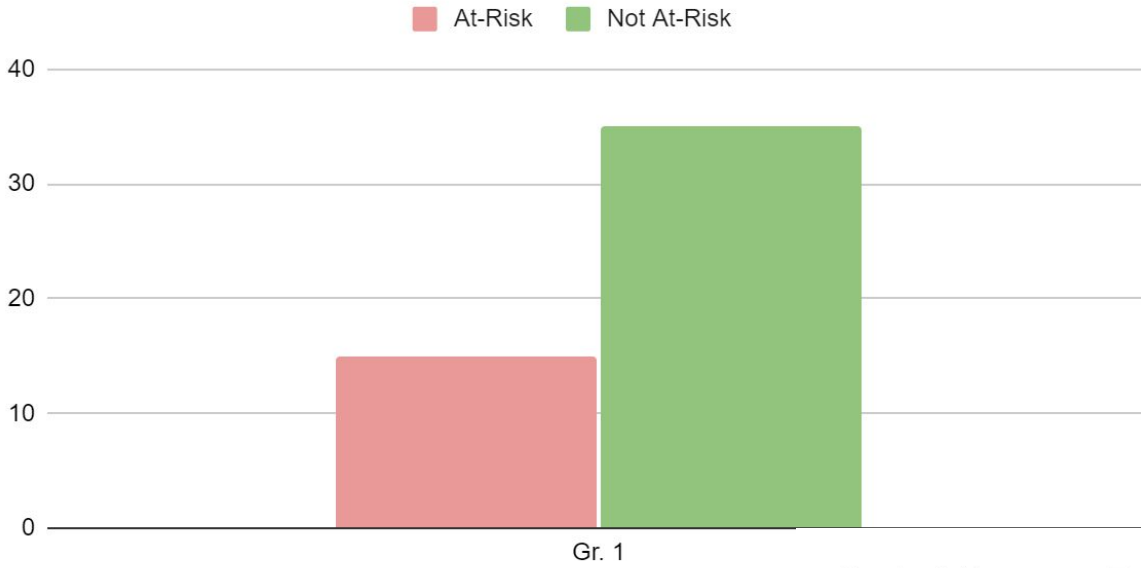
Division 3 Our School Survey



Division 3



Grade 1 Literacy Data (LeNS)

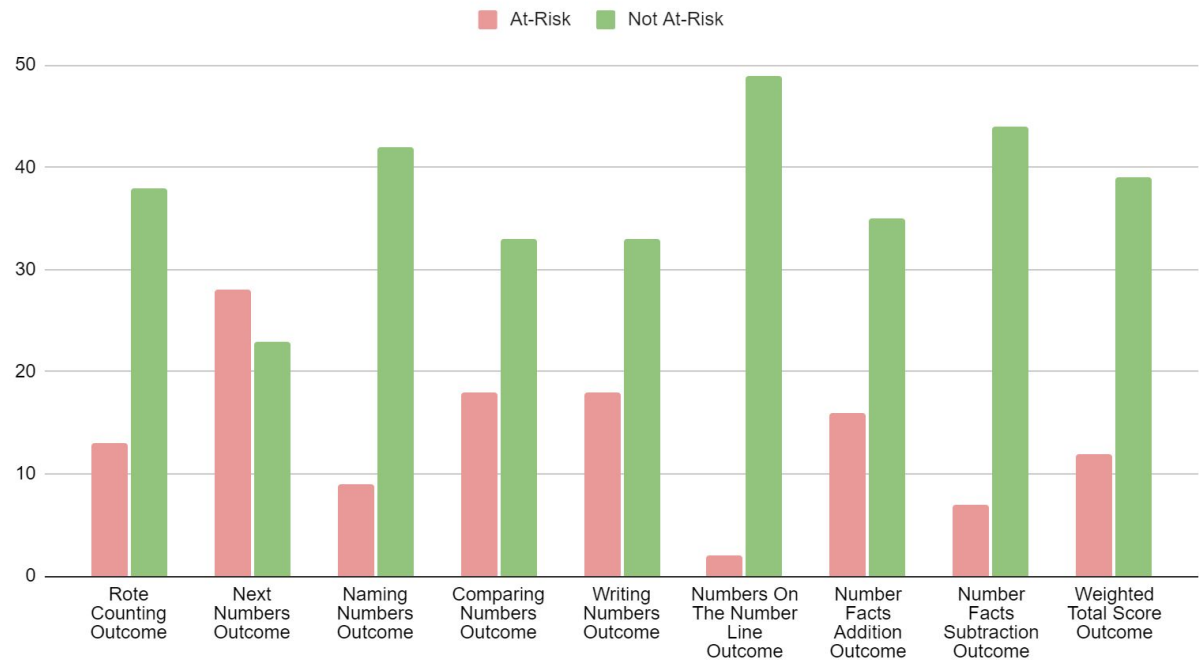


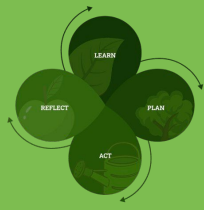
Literacy Data Gr. 1 Lens

Literacy

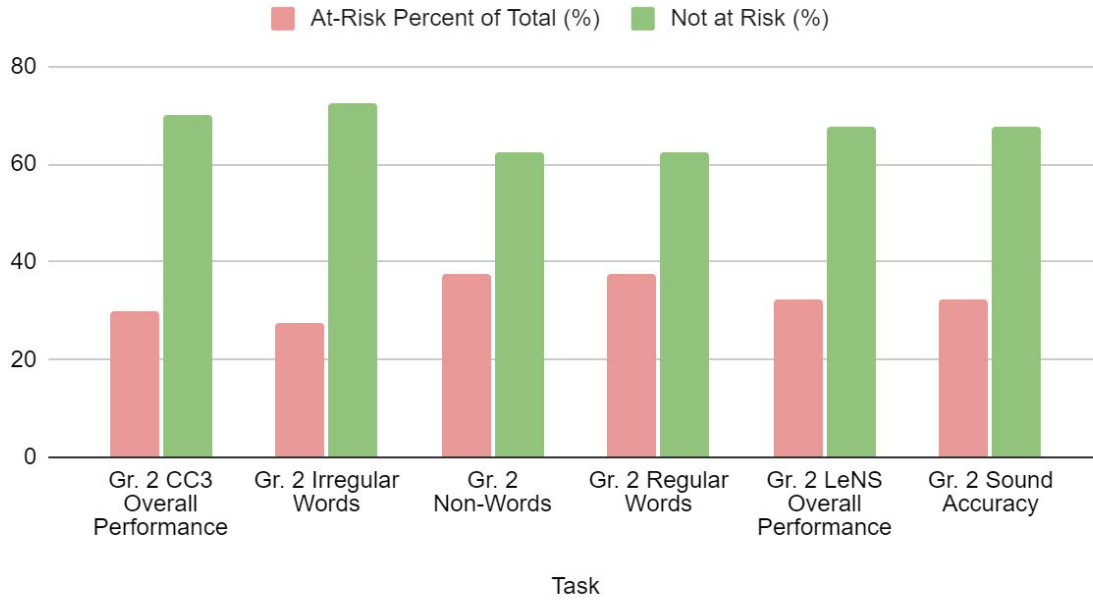
Numeracy

Grade 1 Numeracy Tasks





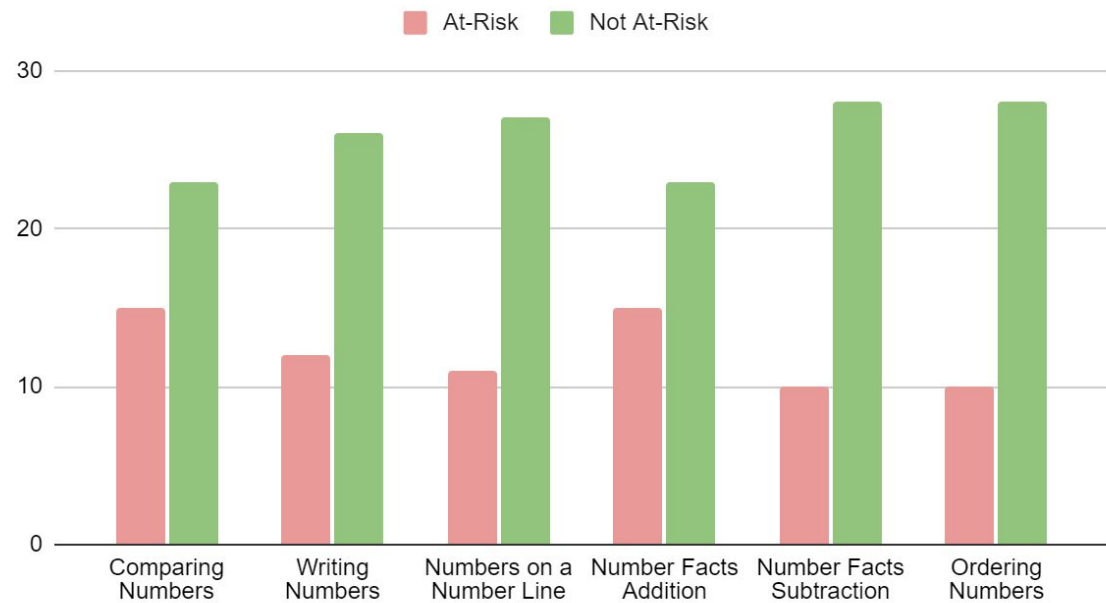
Grade 2 Literacy Data

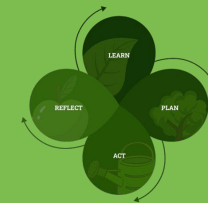


Literacy

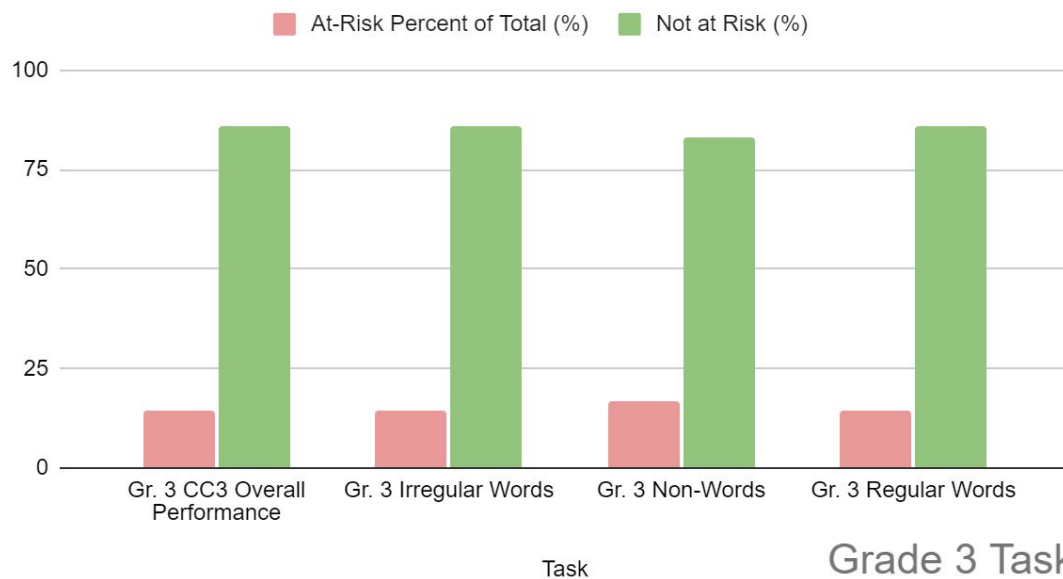
Numeracy

Grade 2 Tasks



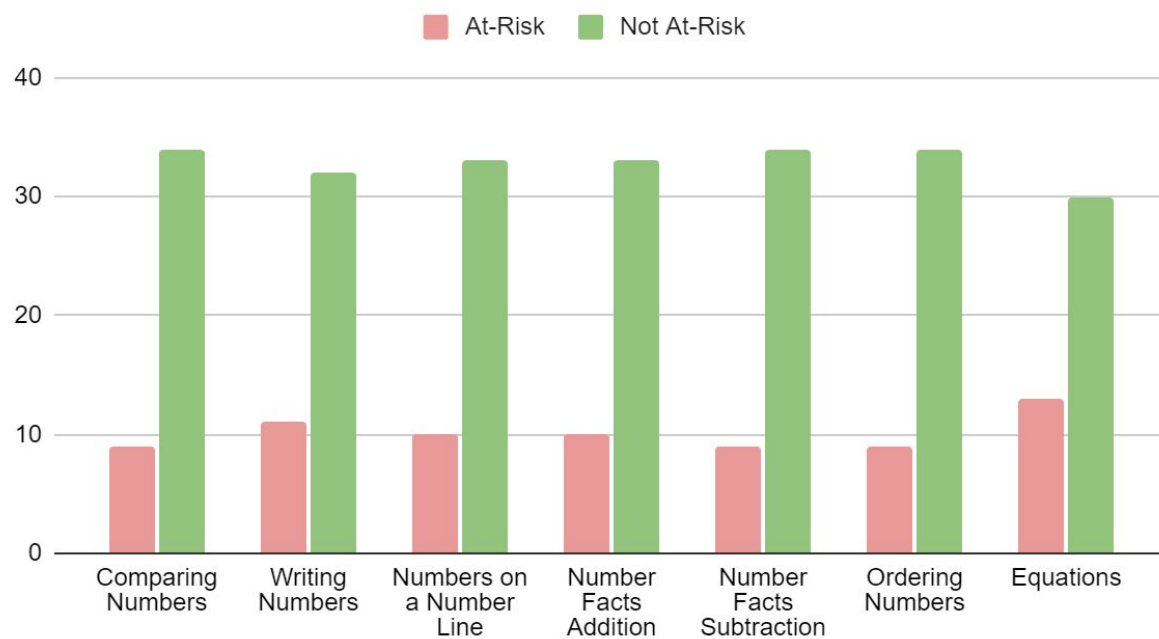


Grade 3 Literacy Data

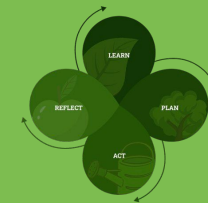


Literacy

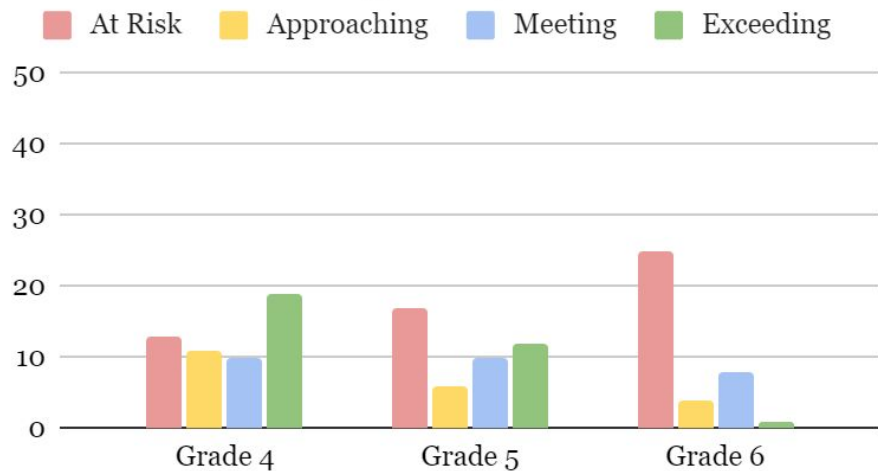
Grade 3 Tasks



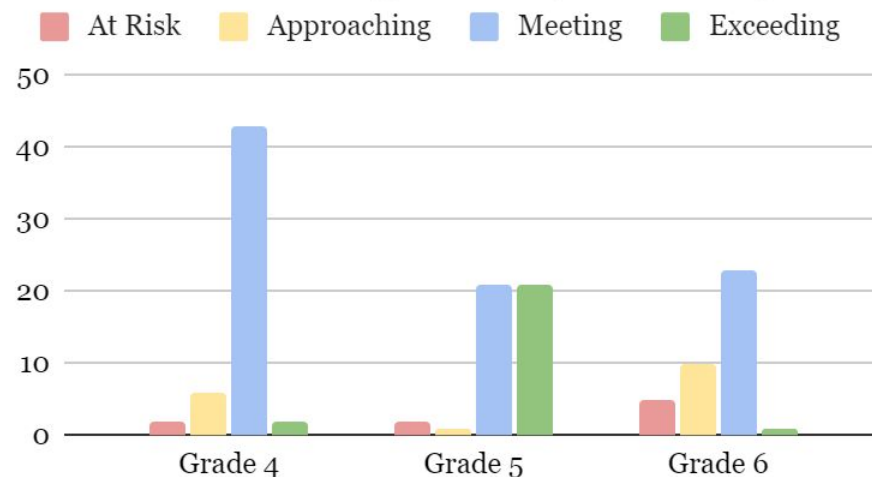
Numeracy



Division 2 Reading Comprehension



Division 2 Reading Fluency Accuracy

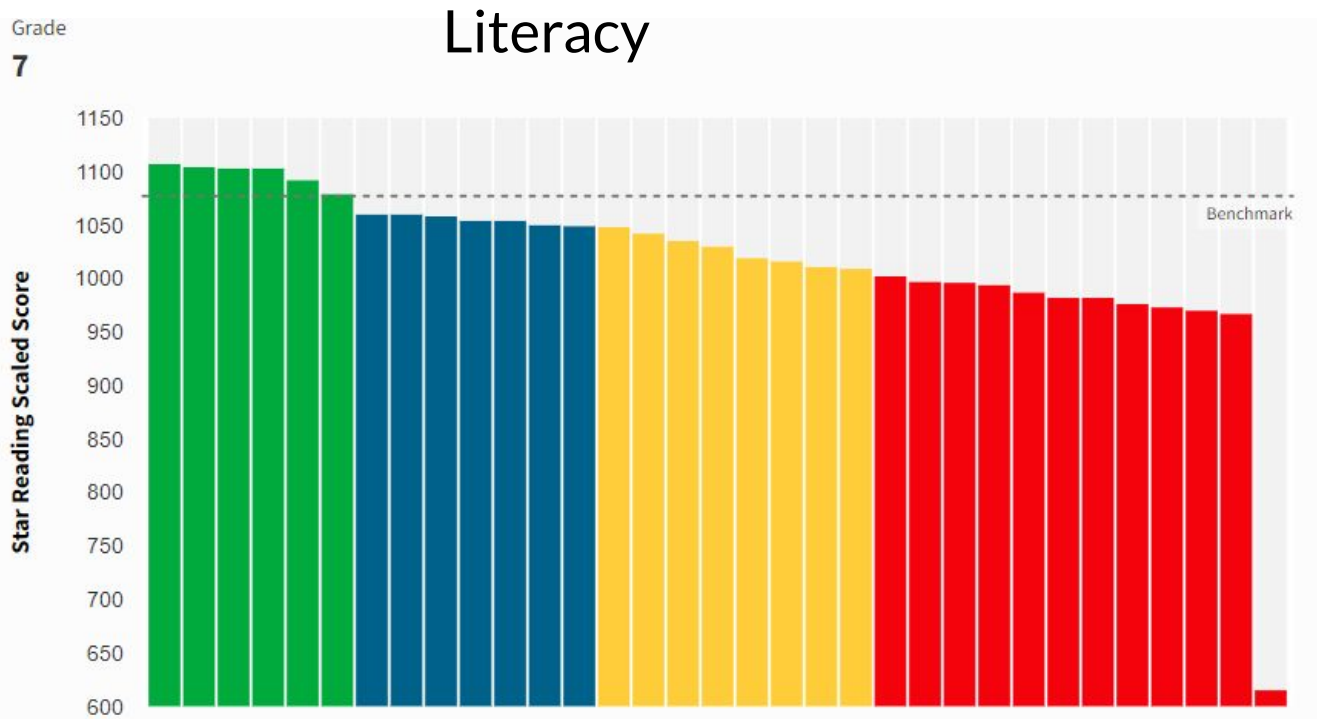
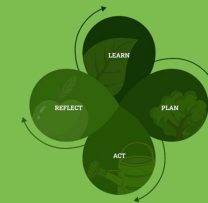


Division Two Elk Island Math Assessment

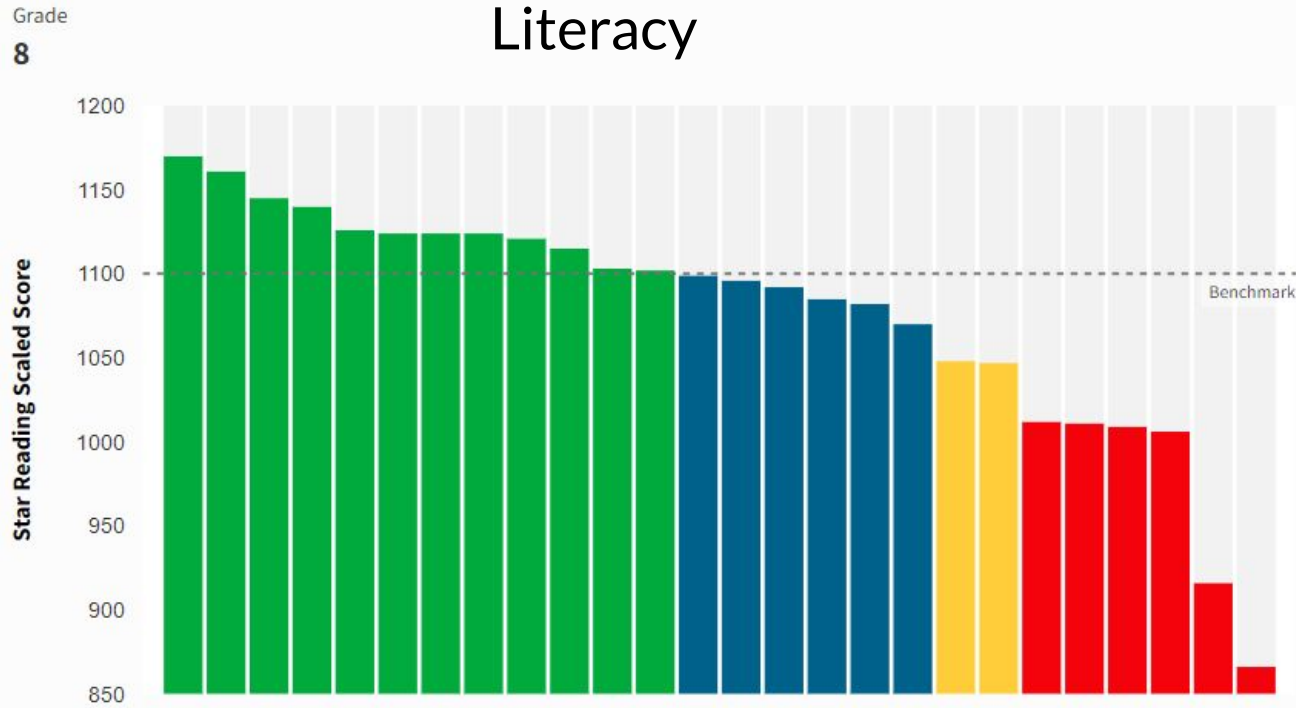
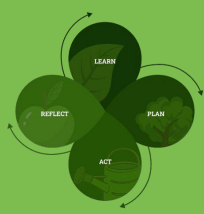


DESIRED OUTCOME PLANNING

Doing What's Best for Kids



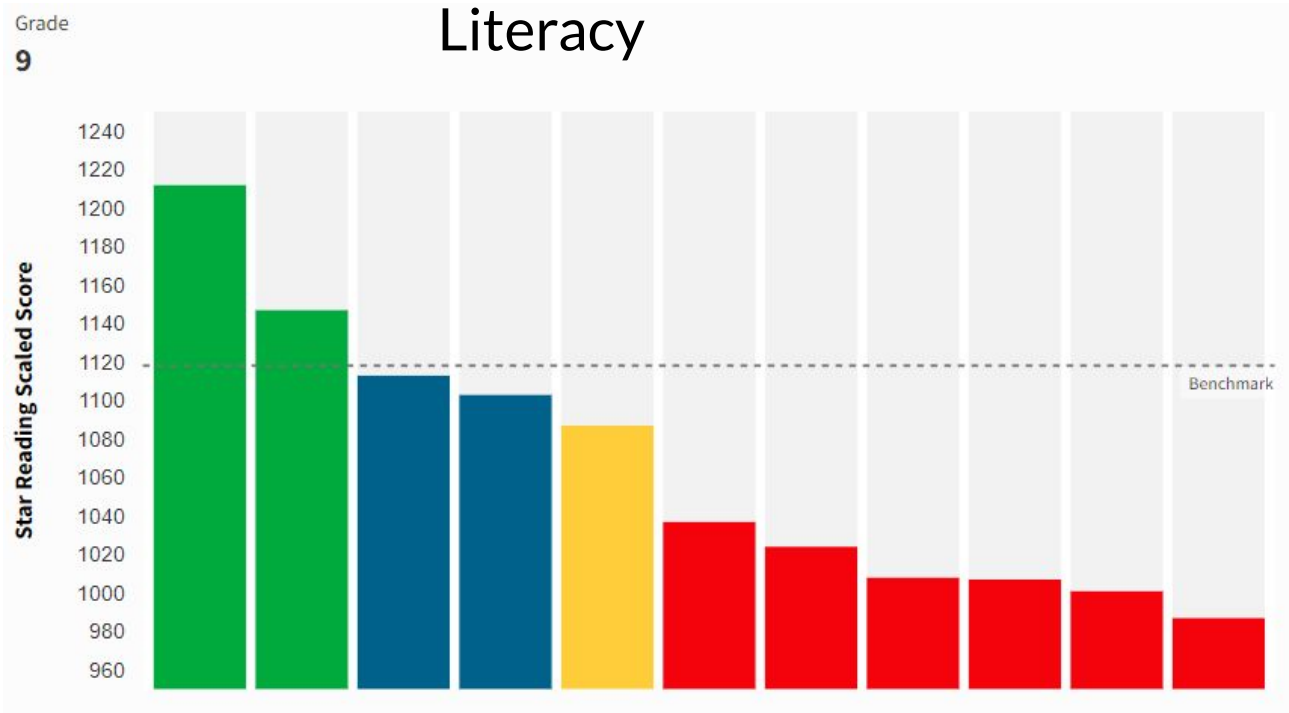
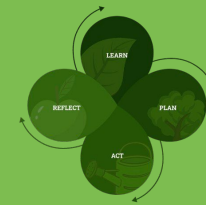
Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 1077	At/Above 40 PR	6	18%
Category Total			6	18%
Below Benchmark				
■ On Watch	Below 1077	At/Below 39 PR	7	21%
■ Intervention	Below 1048	At/Below 24 PR	8	24%
■ Urgent Intervention	Below 1006	At/Below 9 PR	12	36%
Category Total			27	82%
Students Tested			33	
Students Not Tested			2	
Total Students			35	



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 1100	At/Above 40 PR	12	46%
Category Total			12	46%
Below Benchmark				
On Watch	Below 1100	At/Below 39 PR	6	23%
Intervention	Below 1069	At/Below 24 PR	2	8%
Urgent Intervention	Below 1025	At/Below 9 PR	6	23%
Category Total			14	54%
Students Tested			26	
Students Not Tested			1	
Total Students			27	

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 1118	At/Above 40 PR	2	18%
Category Total			2	18%
Below Benchmark				
On Watch	Below 1118	At/Below 39 PR	2	18%
Intervention	Below 1088	At/Below 24 PR	1	9%
Urgent Intervention	Below 1045	At/Below 9 PR	6	55%
Category Total			9	82%
Students Tested			11	
Students Not Tested			4	
Total Students			15	