



Fort McMurray Islamic School

"At the Fort McMurray Islamic School, we aim to create productive members of a global society through academic excellence while anchoring students' hearts and souls in a true Islamic framework by following the Qur'anic injunctions and Sunnah."

Assurance Framework School Growth Plan Fall Results 2021-2022

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. We also try to have combined assemblies (Terry Fox, Pink Shirt Day), presentations (Earth Rangers), and shared after school activities (Floor Hockey, Basketball) 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 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

AERR: Safe and Caring School (92.1%), Parental Involvement (98%), Education Quality (93.4%), Work Preparation (100%). **OurSchool:** Majority of students feel safe at school, have a strong sense of belonging, and low anxiety.

AREAS FOR GROWTH

Numeracy→Geometric Shapes, Literacy→Fluency, Program of Studies→Wider variety of Div 2 & 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.

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 in an increasingly fluid learning environment—online learning, new curriculum. Looking for reliable & consistent teachers to remain at FMIS (as there is a lot of turnover at certain levels) to strengthen our educational programming & enrollment—Kindergarten, Grade 6
4. **BUDGET**→Ensuring our students have their own (assigned) technology—iPads (KG–Grade 3) & Chromebooks (Grade 4–9). Purchasing of digital versions of Mathology, while also maintaining our Mathseeds, Mathletics, Lexia & Reading Eggs licenses. Purchasing of more technology (green screen, digital cameras, online licenses, tools) to be able to offer students more options.

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. **Program of Studies:** Increased number of quality options for students.

MOVING TO - DESIRED STATE

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.



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—from KG to Grade 9—of 2-D & 3-D shapes, THEN we would expect to see increased student knowledge and understanding in recognizing, extending, and creating 2-D & 3-D shapes in various contexts. 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>
<p><i>Current State</i></p> <p>While <i>Shapes and Space</i> is prominently featured in the current Math curriculum, there are not many (if any) additional opportunities for students to work with these outcomes and concepts to further their learning. This unit, specifically <i>these</i> outcomes, are a one-off—revisited every year at a particular time. There are not many specific outcomes pertaining to this topic. (Grade 2 has the most at 4 outcomes)</p>	<p>Teacher anecdotal evidence</p> <p>Collaborative Team Meetings</p> <p>MIPI results</p>	<p>+40% of students in Grades 2–6 had troubles identifying, drawing, comparing, analyzing, etc. 2-D & 3-D shapes</p> <p>+40% of Junior High Students had related problems in their <i>Transformations</i> unit</p> <ul style="list-style-type: none"> Students had problems with calculating surface area. <p>Junior High students also had difficulty with constructing line segments and angle bisectors.</p>	<p>Due to the low number of specific outcomes in this unit (compared to other topics), 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. Furthermore, the 2D & 3D specific outcomes decrease in number as you progress through the grades.</p>	<p>Staff will collaboratively review their current instructional practices and work together to develop well-rounded instructional strategies.</p> <p>Staff will address common areas of struggle (ie. vocabulary) and how they helped students overcome these difficulties from their experiences.</p> <p>Staff will share learning strategies and other tips that have been effective in the past to help broaden every teacher's scope.</p>	<p>All teachers will have identified one aspect of <i>Shapes and Space</i> that their students are struggling with; they will have created one strategy or 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.</p>	<p>It has become clear and apparent that staff are cognizant of the previous gaps in learning and are proactive with their approach to teaching 2-D & 3-D shapes. 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 MIPI test and on learning activities—improvement is clear.</p>



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.

OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



370 STUDENTS

78% English Language Learners
6% Early Childhood Learners
0% First Nations, Métis, Inuit
1% Severe Disabilities



29 STAFF

17 - ATA Employees
12 - CUPE Employees



PARENTS

94.5% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

73 Students 16 Staff 22 Parents

STAKEHOLDER FEEDBACK

93.3% of teachers are satisfied with the opportunity for students to receive a broad program of studies

94.2% of stakeholders agree that students are engaged in their learning at school.

97.1% of parents agree that children's school learning environments are welcoming, caring, respectful and safe.

IMPROVEMENT AREAS

1. Numeracy→Geometric Shapes
2. Literacy→Fluency and Comprehension
3. Program of Studies→Wider variety of Div 3 Options

PROGRAM PRIORITIES

- ✓ Continue to increase numeracy outcomes through Mathletics and Math Seed.
- ✓ Continue to increase literacy outcomes through Reading Eggs and Raz Kids school wide.
- ✓ Increase Critical Thinking Skills in Div 2 and Div 3 through Source Analysis

2020-2021 SCHOOL REPORT CARD

Below are the results of the 2020-2021 Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2020-2021 School Result - 94.2%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 85.6%

CITIZENSHIP

2020-2021 School Result - 91.3%
2019-2020 School Result - 88.6%
2020-2021 Provincial Result - 83.2%

3 YEAR HIGH SCHOOL COMPLETION

2019-2020 School Result - N/A
2018-2019 School Result - N/A
2019-2020 Provincial Result - N/A

5 YEAR HIGH SCHOOL COMPLETION

2019-2020 School Result - N/A
2018-2019 School Result - N/A
2019-2020 Provincial Result - N/A

EDUCATION QUALITY

2020-2021 School Result - 92.3%
2019-2020 School Result - 93.4%
2020-2021 Provincial Result - 89.6%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2020-2021 School Result - 94.3%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 87.8%

PARENTAL INVOLVEMENT

2020-2021 School Result - 92.7%
2019-2020 School Result - 98.0%
2020-2021 Provincial Result - 79.5%



Fort McMurray Islamic School **Narrative of Results**

What data did we look at?

Alberta Education Assurance Measure Results (AEA)
 CHEQ Report
 Our School Survey
 MIPI Results
 Numeracy Screening Assessment (Grade 2 & 3)
 CC3 and LENS assessments
 Fountas and Pinnell Benchmarking
 CRM Collaborative Intervention Team
 Attendance Data
 Report Card Marks
 Staff wellness and mental health during a Pandemic

What did we learn about our student and staff needs?

- Reading fluency and comprehension are a continuing focus for Improvement. Student reading levels have improved but this is an ongoing school wide focus. Numeracy Skills, specifically of geometric shapes, is our focus and is an ongoing CRM goal school-wide.
 The Division Literacy and Numeracy Coordinators have been great sources for instructional strategies and support for student growth
 Staff mental health is a continuing focus during the pandemic
 LENS Assessment and Fountas and Pinnell Benchmarking Data will be a focus for improving reading and writing skills after reviewing data.

What did we do for 2020-2021 PLF

1. Leader In Me - Focus on Leadership and Empowering Instruction.
2. Collaborative Response Model - Reviewed and implemented resources to ensure successful school set up
3. Literacy and Numeracy Focus - support from Division Office Literacy and Numeracy Coordinators.
4. Participated in Division Collaborative Groups
5. Reviewed and work School Assurance Framework

6. Apple School resources and activities.
7. School Promotion, Communication & Improvement.

FNMI Achievement

Ongoing school wide focus to Applying Foundational Knowledge about First Nations, Metis and Inuit. We have an FNMI Liaison come to our school to teach FNMI perspectives through presentations and outdoor education. Professional Development Activities and Resource reviews continue through such activities as the 4 Seasons of Reconciliation Course for staff as part of PLFs.

ELL Achievement

CC3, LENS Assessment and Fountas and Pinnell Benchmarking Data will be a focus for improving reading and writing skills.

Students will be supported by literacy inventions supported by the school LAC, Literacy/Numeracy support staff and division literacy coordinator.

We will utilize the new literacy position(to support school literacy/numeracy initiatives.

What do we need to work at (Goals for 2021-22)

Priority #1: Improve *Literacy*: LENS, CC3, Benchmarking, SLA, Classroom Resources & Strategies.

Priority #2: Improve *Numeracy*: Mipi Data, Math Assessments, & SLA and teacher strategies.

Priority #3: Improve *Critical Thinking Skills* through source analysis specifically in division three

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2018-2019 School Result - N/A
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WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

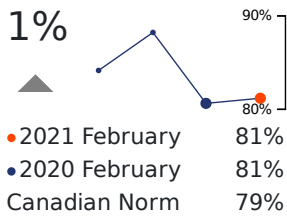
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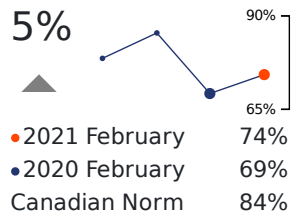
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2019-2020 School Result - 98.0%
2020-2021 Provincial Result - 79.5%

Social-Emotional Outcomes

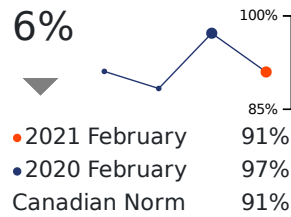
Sense of Belonging



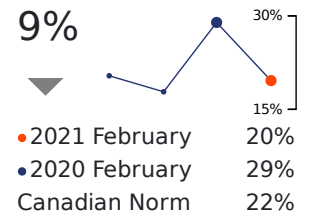
Positive Relationships



Positive Behaviour at School

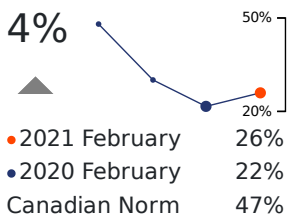


Anxiety

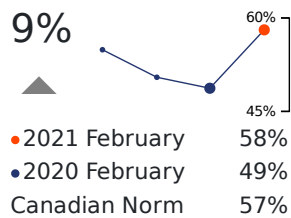


Physical Health Outcomes

Canada Food Guidelines

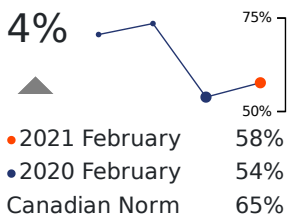


Sweet and Fatty Foods



DRIVERS of Student Outcomes

Feel Safe Attending this School

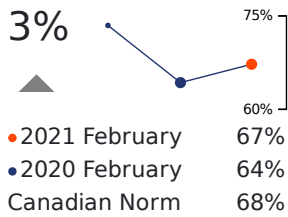


Advocacy at School

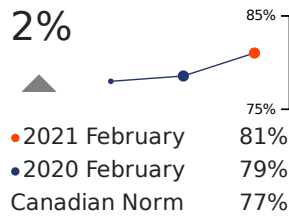


Social-Emotional Outcomes

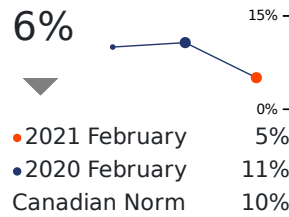
Sense of Belonging



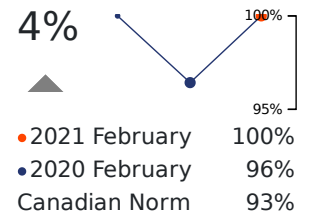
Positive Relationships



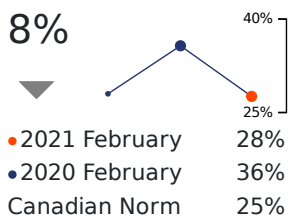
Truancy



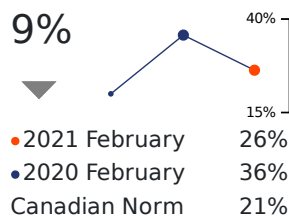
Positive Behaviour at School



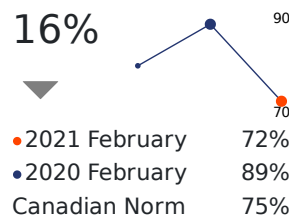
Anxiety



Depression



Self-esteem



Orientation to Well-Being Eudaimonia~**

2021 February 69%
Canadian Norm N/A

Only 1 data point available.

Orientation to Well-Being Hedonia~**

2021 February 91%
Canadian Norm N/A

Only 1 data point available.

Goal Orientation~**

2021 February 78%
Canadian Norm N/A

Only 1 data point available.

Self-Regulation~**

2021 February 71%
Canadian Norm N/A

Only 1 data point available.

Cultural Awareness - Own~**

2021 February 83%
Canadian Norm N/A

Only 1 data point available.

Cultural Awareness - Others~**

2021 February 84%
Canadian Norm N/A

Only 1 data point available.

General Health~**

2021 February 79%
Canadian Norm N/A

Only 1 data point available.

Life Satisfaction~**

2021 February 77%
Canadian Norm N/A

Only 1 data point available.