

Four Year

# Education Plan

2024-2028

Calgary Islamic School-OBK



Faith • Knowledge • Ingenuity

CALGARY ISLAMIC SCHOOL

OMAR BIN AL-KHATTAB CAMPUS

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## Mission and Vision

**Vision:** To create a caring environment that inspires knowledge, faith, and ingenuity.

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

# School Goals and Directions

**1**

To provide a well-balanced instructional programs that enable all children to reach their highest level of academic success based on the outcomes of the Alberta Curriculum.

**2**

To foster a healthy self-awareness of being Muslims within the Canadian social fabric.

**3**

To teach and promote Islamic Studies, the Holy Qur'an and the Arabic language as essential subjects.

**4**

To provide opportunities for students to become self-directed, lifelong learners and successful leaders, as well to help them get developed socially, emotionally and physically.

# School Profile

CIS-OBK is committed to providing best instructional methodologies in order to cultivate and advance a comprehensive academic program in full compliance with the Alberta curriculum of studies within an Islamic environment. We are a K to 9 school with a wide array of resources designed to foster student achievement that will prepare our pupils to pursue higher education and be competitive in their careers. It is our aim to empower our students by cultivating their interests and honing their academic skills as strong Canadian Muslims. At OBK, we believe in strong partnerships between the following groups: students, parents and teachers. Every stakeholder plays an important role in the success of our students. We encourage all community members to discover the opportunities at the Calgary Islamic School!



# Faith Statement

The Calgary Islamic School is a Sunni school and as such, we believe that God is One without partner, Unique without peer, Ultimate without opposite, Alone without equal. He is One, Pre-Eternal, Beginningless Uncreated; Everlastingly abiding, Unceasingly existent, Eternally limitless; the Ever Self-Subsisting through whom all else subsists, Ever-Enduring without end. He is, was and ever will be possessed of all attributes of Majesty, Unannihilated by dissolution or separation through the passage of eons or terminus of interims. He is the First and Last, the Outward and Inward, and He has knowledge of everything [Quran 57:3].

He is not a body with a form, or a limitary quantitative substance. He does not resemble bodies in quantifiability or divisibility, or in being a substance or qualified by substance, or being an accident or qualified by accidents. He does not resemble anything that exists, nor does anything that exists resemble Him. There is nothing whatsoever like unto Him [Quran 42:11].

We believe that God, Most High, sent Muhammad (God bless him and give him peace), to deliver His inspired message to the entire world. God has favoured him above all other Prophets and made him the highest of mankind.

We believe that acquiring knowledge is a foundational attribute of the human being and that every student has the capacity to learn and grow. We believe that teaching is an essential attribute of our Prophet Muhammad (God bless him and give him peace), and as such, our teachers follow in his footsteps, are cognizant of their professional role, religious responsibility and spiritual significance to students, staff and the school.



# Principal's Message

Calgary Islamic School - OBK Campus, entering its 13th year in operations, has come a long way! Its enrollment now exceeds 560 kids (KG - Gr. 9) and its unique program, Quran memorization (Tahfeez) is attracting more than 175 students. In addition to Alberta Education programs of study, the school also offers Arabic language, Islamic studies, and the Holy Quran.

Our goals for the next four years are around the following themes: Character building, wellness, and enhancing literacy & numeracy skills.

- **Character Building:** Enable our kids to build strong Islamic characters that shall serve as moral campuses while acquiring the basic 21 century skills required for success in this life. The focus shall be on character education and how that impacts their day-to-day behaviour and interactions with others.
- **Wellness:** The focus shall be on making the school a welcoming environment that each child and staff member would look forward to being part of. Under our roof, every soul matters!
- **Literacy and Numeracy Skills:** As this helps our kids successfully handle all the prescribed programs of studies and eventually achieve their highest academically. Literacy and numeracy have always been the basic skills required for success in any walk of life.

In order for us to achieve our goals, we are committed to enhancing a supportive learning community devoted to sharpening its skills and enriching its professional growth. Besides, we shall continue building strong connections between all members of our school community: students, staff, and parents. Guided by our Islamic values, we keep nurturing a healthy environment in which every individual feels belonged and welcome.

It is a great honour being the OBK's instructional leader!

Moussa Ouarou  
Principal





# Assurance/ Accountability Report

Assurance/ Accountability Reports support schools and school authorities by providing transparency, public assurance and accountability in the education system. Alberta's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success.

Throughout the years, CIS-OBK has stayed closer to or above the Alberta average in all areas except access to supports and services. The curtailing of support staff and access to support services has impacted student's performance. There has been significant growth in parental involvement, teaching and leading. Quality of education has significantly grown due to multiple factors such as quality professional development, staff commitment, parents' involvement, etc. In spite the significant impact of COVID and the uncertainty associated with expected departure of Palliser in June 2025, we continue to deliver quality education including different options for JH students. The positive AEA results are due to the dedication and efforts of our staff, students, and parents.

For more information refer to **[Assurance and Accountability in Alberta's K to 12 education system](#)** (linked)



# Assurance/ Accountability Report

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1722 Calgary Islamic School, Omar Bin Al-Khattab Campus

Assurance Domain	Measure	Calgary Islamic School, Omar B			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	88.3	85.6	85.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.5	78.8	81.6	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	82.2	89.4	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	25.3	42.5	n/a	16.0	17.7	n/a	Very High	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	91.3	90.0	89.7	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.0	83.5	83.5	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	86.4	79.6	79.6	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	88.2	78.9	78.3	79.1	78.8	80.3	Very High	Improved	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All student have been included in school and school authority reporting. Caution should be used when interpreting these results.

## Standard Reports

There are three (3) standard reports at the School Level:

- School Report – this report contains the most comprehensive information for each required and supplemental measure.
- FNMI Report – this report contains the school results for self-identified First Nations, Métis and Inuit students. Survey measures are not included in this report as survey responses are anonymous and self-identification cannot be applied to the data.
- ESL Report – this report contains the school results for English as Second Language. Survey measures are not included in this report as survey responses are anonymous.

[School Report Fall 2023](#) (linked)

[OBK EAL Report 2023](#) (linked)

[School Results Summary for Planning and Reporting](#) (linked)



# Goal # 1 Character Building

CIS-OBK Goal 1: Character Building

To nurture and develop students into compassionate, ethical, and knowledgeable leaders who embody Islamic values in their character and actions, and who are committed to serving their communities with integrity and wisdom.

Objectives

- **Character Development:** Enable every student to embody positive character values, demonstrates moral integrity, compassion, empathy, and resilience.
- **Spiritual Development:** Cultivate a deep understanding of Islamic principles through regular prayers, Qur'anic studies, and reflections, which foster strong personal relationship with the Creator, Allah (SWT).
- **Leadership Skills:** Students exhibit effective leadership qualities, including communication, decision-making, and conflict resolution, contributing positively to their school and wider community.
- **Cultural Awareness:** Teach students to appreciate and respect diverse cultures and perspectives, promoting unity and understanding within the global Muslim Ummah and beyond.
- **Academic Success:** Help students thrive in their academic journey while upholding ethical principles and religious values.
- **Ethical Conduct:** Instill the values of honesty, humility, respect, and responsibility, and encourage students to live by the teachings of Prophet Muhammad (PBUH) in all aspects of their lives.

# Strategies for Implementation

- **Integrated Character Education:** Embed Islamic character education into every aspect of the curriculum as well as the school day.
- **Role Modeling:** Provide students with prosocial role models within the school community, including teachers, staff, and peer mentors (BBBS), who exemplify the values of compassion, empathy, and ethical decision-making.
- **Experiential Learning:** Offer opportunities for students to apply positive character values and leadership skills in real-world contexts, both within and beyond the school environment, through extracurricular activities, community service projects, and leadership workshops.
- **Conflict Resolution and Problem-Solving:** Equip students with effective conflict resolution strategies and problem-solving processes, empowering them to make responsible choices, accept consequences, and build resilience through learning from mistakes.



# School Goals

## Goal # 2 Wellness

### Palliser School Division Goal 1: Wellness

Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of healthy lives.

### CIS-OBK Goal 1: Wellness

Make the school a welcoming environment where each child and staff member feels valued, and an essential part of the school community.

### Desired States:

- 1. Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.
- 2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
- 3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

Provincial Measures	School (Local) Measures
Provincial Measures used to determine progress toward goal (Assurance survey data, etc)	School based data used to determine progress toward goal (OurSchool survey, locally developed surveys, etc)
AERR	AERR & Our SCHOOL Survey

# School Strategies for Wellness

### **Desired State #1**

Create opportunities for our staff and students to be regulated and be prepared for learning.

Students and staff pray together.

Students and staff connect via weekly assemblies and daily via the Guardian News

FSLC student workshops on individualized topics

Staff show respect and care in all interactions with students.

### **Desired State #2**

Create a school that is kind, welcoming and inclusive to all that want to connect and learn with us.

Iftar (breakfasting) with my class as part of our community.

Celebrating cultural events: World Hijab Day, Arabic Language Festival, Heritage Fair, Black History Month, FNMI Orange Shirt Day. Girls / Boys' Nights

Support School Council to plan meetings and events to ensure direct communication to our parents and community supporters so they feel connected to our school.

### **Desired State #3**

Create connections with community and agency partners to provide quality learning opportunities for our students.

School Gardening (Building a greenhouse & hydroponics)

Stepping towards a Greener Tomorrow

Participation in Green Square Program

Big Brother Big Sisters partnership to mentor our students.

Breakfast club of Canada

IDRF

## Goal # 3: Literacy/ Numeracy

### Palliser School Division Goal 2: Literacy/ Numeracy

Palliser students will engage in intentional and meaningful literacy and numeracy learning across all aspects of daily living.

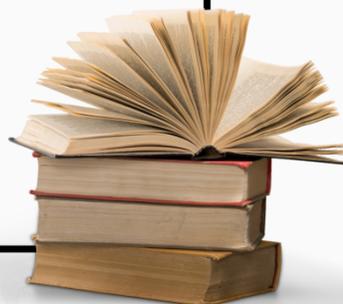
### CIS-OBK Goal 2: Literacy/ Numeracy

Implement consistent literacy and numeracy practices across all the grades.

### Desired States:

1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.

Provincial Measures	School (Local) Measures
Provincial Measures used to determine progress toward goal (reported in AERR, ie. PAT/diploma exam marks, Assurance survey data, etc)	School based data used to determine progress toward goal (ie. literacy/numeracy assessment data, OurSchool survey, locally developed surveys, etc)
PAT, Assurance survey data, ESL benchmarks, Test of Work Reading Efficiency (TOWRE), Test of Silent Reading Efficiency and Comprehension (TOSREC), CC3	HLATS, F and P testing, Class assessments



## Goal # 3: Literacy

### Desired State #1

- Develop language skills and improve phonological awareness, reading abilities, and writing proficiency.
- Use on-going assessment data (F & P, HLATs, CC3, ESAL Benchmarks) to guide and support language learning.
- Access print and online books in the school library as well as the classrooms.
- Provide parents with resources to access reading materials at home (Library information, RAZ kids, signing out classroom books.)
- Implement a K-Gr. 6 the Writing Pathways program with PD support. Using Lucy Calkins Writer's workshop to increase stamina and love for writing by offering students choice over their writing topics and teaching the writing process and strategies in a routed manner.
- Support below grade level performing students.

### Desired State #2

- Implement literacy pedagogical practices to help develop assessment capable learners to be able to accurately assess what our students know, understand and can do.
- Provide specialized PDs on how to integrate FNMI and diversity in literacy.
- Love for reading and writing will be promoted through fun activities through library and school competitions, and initiatives.
- Guided Reading / Small group instruction delivered by certified teachers with a background in literacy.
- Within cohort/classroom, the homeroom teachers will also model/coach at-risk readers using the leveled readers for guided reading purposes.
- Regular LLI (Leveled Literacy Intervention) for beginning and / or struggling readers.



## Goal # 3: Numeracy

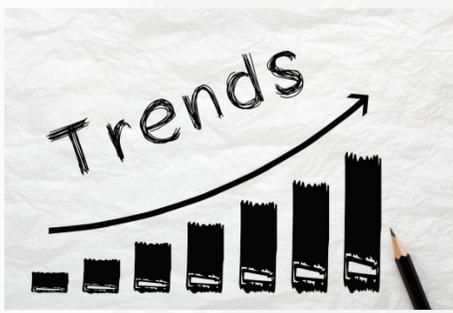
### Desired State # 1

- Our goal is to help at least 75% of our students achieve prescribed provincial numeracy standards.
- Teachers will use on-going assessment data (MIPI, Elk Island, school based) to align, guide and support students struggling in math.
- Love for math will be promoted through a variety of fun school initiatives. Eg. STEM night, Science Fair, Weekly Math Games
- Numeracy will be taught with emphasis on real life application.
- Numeracy will focus on comprehension
- strategies for problem solving throughout the disciplines.

### Desired State # 2

- We are working to ensure that our numeracy pedagogical practices help develop assessment capable learners to be able to accurately assess what they know, understand and can do.
- Additional support provided through differentiation to students performing below grade levels.
- Students will focus on learning math through math centers, mental math , math facts, and real life mathematical problems..
- Create a working group in division one to work on mental math, differentiated math instruction and math centers from kindergarten to grade 3.





# Trends and Challenges

## 1- Trends: Celebrations (Parents involvement/ Demographics)

**Parents Involvement:** Parents at Calgary Islamic School Omar Bin Khattab OBK demonstrate commendable involvement in various aspects of school functions, significantly supporting, contributing, and taking part of year-round school events. Their active participation ranges from volunteering in classrooms and organizing events to engaging in the OBK School Council initiatives.

**Demographics:** Our students come from diversified cultural backgrounds: Asians, Arabs, Africans, Caucasians, etc. We celebrate our diversity via various school events and celebrations, such as the Islamic History Month, Heritage Day, Black History Month, etc. We enhance togetherness and each other's appreciation via religious values and universal equity principles.

## 2- Challenges (Palliser Agreement/ Future of OBK/ Staffing/ Absenteeism)

**Palliser Agreement/ Future of OBK:** CIS Society / Palliser Master Agreement is coming to an end in June 2025, which has created a sense of uncertainty and instability. Rightly so, our parents are worried about the future of their kids post Palliser. With all the assurances of the School Board, the skepticism is still there until a new board takes over.

**Staffing:** The aforementioned challenge has led to mass resignations of quality teachers with huge challenges to replace with the same caliber. Quality instruction and proper delivery of programs have been negatively affected.

**Absenteeism:** Students' absenteeism at Calgary Islamic School Omar Bin Khattab poses a significant challenge, disrupting the continuity of students' learning and impacting their academic performance. Regular attendance is crucial for maintaining the flow of instruction and ensuring that students fully grasp the material.



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# Thank You

By CIS - OBK

# Question and Answer...

