

Education Plan



2025-2026

Principal's Message



Calgary Islamic School – OBK Campus is proudly marking its 14th anniversary with an enrollment exceeding 530 students from Kindergarten to Grade 9, over 175 of them enrolled in our distinguished Tahfeez (Qur'an memorization) program. Alongside Alberta Education programs of study, we also offer Arabic Language, Islamic Studies, and Qur'anic education.

Over the next four years, our focus will be on three key areas: Character Building, Wellness, and Literacy, Numeracy Skills and Critical Thinking Skills.

Character Building:

We aim to help our students grow and live by our beautiful religious values and demonstrate strong moral characters that guide their day-to-day choices and actions. We also work towards developing 21st-century essential skills, crucially important for success in this rapidly evolving world.

Wellness:

We are dedicated to creating a school environment where everyone feels welcome, safe, and cared for. At OBK, every person truly matters. We want students and staff to long forward to coming to school, learning together, and supporting one another.

Literacy, Numeracy, and Critical Thinking Skills:

Strong literacy, numeracy, and critical thinking skills are the foundation for success in all walks of life. By strengthening these skills, we help our students become confident learners capable of reaching their highest academic and professional potentials.

To accomplish this vision, we are dedicated to cultivating a supportive learning community that embraces professional growth and continuous improvement. We will continue to build strong ties among our students, staff, and parents, guided by our shared Islamic values. Together, we nurture an environment where everyone feels included, respected, and inspired.

It is a privilege and an honour to serve as the instructional leader of OBK.

Moussa Ouarou, Principal



OBK School Council

Chair: Medina Kalaf

Vice Chair : Marwa Ajram

Secretary: Jasmine Alhage

Treasurer: Marwa Ajram

Volunteer Coordinator: Enas Elafech



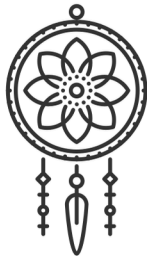
School Profile

School Phone Number: **(587) 353-8900**



534

Student enrollment
Grades KG - Gr. 9



0

Self identified First Nations Metis Inuit
students



430

Englishlanguage learners (ESL)



25

Full-time equivalent certified teachers



4

Full-time equivalent support staff



4

Number of buses to the school

Our Vision

To create a caring environment that inspires knowledge, faith, and ingenuity



Our Mission

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

School Core Values

- Cooperation
- Respect
- Honesty
- Compassion
- Responsibility
- Perseverance



Statement of Diversity

Here at Prairie Rose, we foster Diversity, Equity, and Respect

They are at the core of our Vision, Mission, and Values. We are inclusive. All students, staff, parents, and community members should feel cared for. All differences are respected and valued. Prairie Rose Public Schools is committed to creating working and learning environments that foster creativity, promote healthy connections, challenge learners and enable healthy communication to occur for all. We believe that when people feel respected and included, they can be more creative, innovative, successful and positive contributors to their communities.

Note: The Diversity, Equity and Human Rights Committee developed the Diversity Statement for PRPS during the 2022/2023 school year.



Stakeholder Engagement

Parents and School Council

- School Council meetings
- Social media
- School Messages via emails, powerschool and classdojo
- School Weekly Update
- Assurance Surveys
- Inviting parents for school events (assemblies, parent teacher interviews, field trips, school activities, etc)

Teachers

- Staff meetings SI days
- Staff collaboration time
- Staff surveys and questionnaires
- Weekly PLCs (Monday Afternoon)

Support Staff

- Staff meetings
- SI days
- Staff collaboration time
- Staff surveys and questionnaires

Students

- Student Council
- Surveys
- Individual student meetings with Admin (5-9)
- Frequent interaction and consultations with students
- Regular walk throughs and recess times
- Weekly Assemblies, Special sessions

Community Groups

- Partnership with local Muslim food bank Discussions with school council
- Big Brother Big Sisters
- Calgary Police Services

Assurance Framework

What is the Assurance Framework?

In the Assurance Framework, all education stakeholders accept responsibility for building capacity of the education system — in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.

The Five Domains of Assurance

Student Growth and Achievement

Teaching and Leading

Learning Supports

Governance



Local and Societal Context

Assurance in the education system happens when community members, system stakeholders and education partners engage across the five domains.

Source: 2022 Funding Manual for School Authorities

Result Driven Decision-Making



DOMAIN 1: Student Growth and Achievement

81.4 Student Learning Engagement 5.6 %  n/a PAT Acceptable
80.5 Citizenship 3.2% (maintained)  n/a PAT Excellence

DOMAIN 2: Teaching and Leading

84.8 Education Quality 5% 

DOMAIN 3: Learning Supports

83.8 Welcoming, Caring, Respectful and Safe Learning 4.6% 
84.9 Environments Access to Supports and Services 1.1% 

DOMAIN 4: Governance

75.9 Parental Involvement 8.7% 



Result Driven Decision-Making



Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	81.4	87.0	87.0	83.9	83.7	84.4	Low	Declined	Issue
	Citizenship	80.5	83.7	82.7	79.8	79.4	80.4	High	Maintained	Good
	PAT9: Acceptable	90.6	100.0	95.8	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	41.7	60.0	44.9	15.6	15.4	15.5	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	84.8	89.8	90.4	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.8	88.4	87.3	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	84.9	83.8	83.3	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	75.9	84.6	83.9	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

Fall 2024

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	87.0	88.3	87.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.7	85.5	82.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	PAT6: Acceptable	79.4	69.4	69.4	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	22.1	19.4	19.4	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	100.0	91.7	91.7	62.5	62.6	62.6	Very High	Improved	Excellent
	PAT9: Excellence	60.0	29.8	29.8	15.4	15.5	15.5	Very High	Improved Significantly	Excellent
Teaching & Leading	Education Quality	89.8	91.3	90.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	90.0	86.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.8	86.4	83.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.6	88.2	83.5	79.5	79.1	78.9	Very High	Maintained	Excellent

Numbers based on the Spring 2024 Accountability Pillar Results.



PRPS Core Principles

Connect

Create

Students and PRPS staff undertake tasks that require perseverance, craftsmanship, imagination and self-discipline to foster curiosity about the world.

Commit

Words have tremendous power and ours will be characterized by mutual respect, belonging, and community building. Students and PRPS staff use communication skills to advocate for themselves, understand their communities and tackle the world's biggest challenges.

Care

Students and PRPS staff have the knowledge of how to care for their physical and mental health and support the well-being of others fostering a safe school environment

Contribute

Students and PRPS staff are strengthened by acts of consequential service to others, actively ensure all belong, and participate and celebrate their rural communities.

Challenge

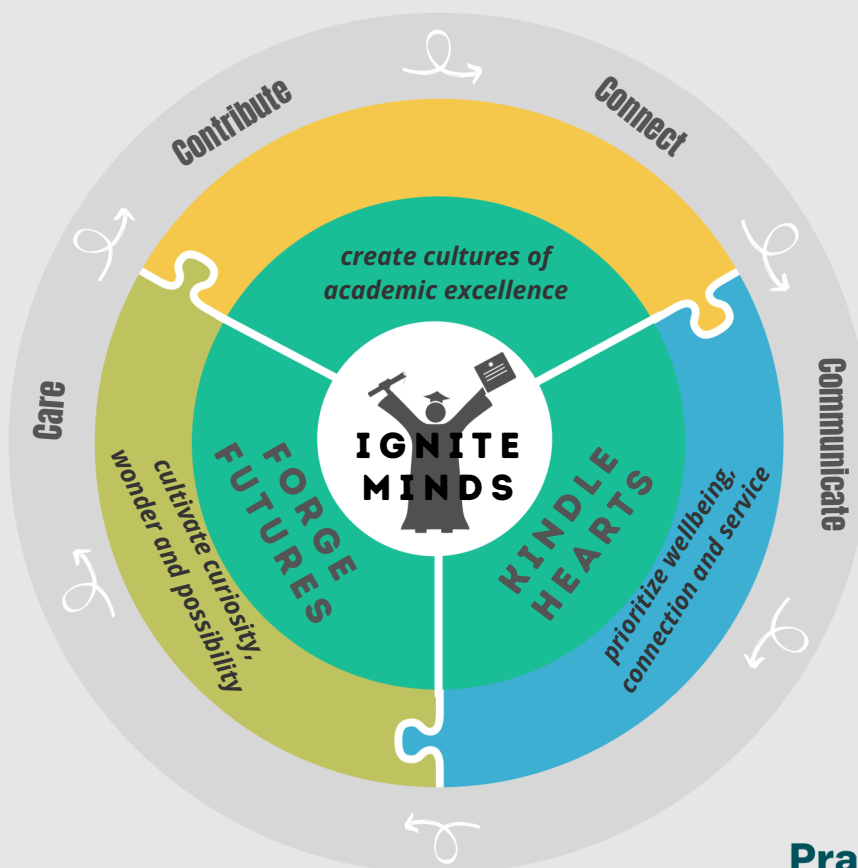
Students and PRPS staff develop an internal drive and desire to overcome obstacles and maximize performance through personal responsibility, resilience and initiative.



Prairie Rose Public Schools Learning Model

Essential insights were gained from our results analysis that resulted in our newly adopted Learning Model and Core Principles. For example finding school work to be clear, challenging, interesting and useful is emphasized by our Forge Futures priority. We also heard from parents the importance of communication between school and home as well as opportunities to connect with each other. The model you see below was created through multiple iterations driven by feedback from stakeholders.

Ignite Minds Kindle Hearts Forge Futures



PRPS GOAL 1: IGNITE MINDS

Background: We will ignite minds by creating cultures of academic excellence

- Conceptual understanding, deeper learning and transfer are evident in all Prairie Rose classrooms
- Students have the background knowledge they need to be grounded, the scaffolding they need to be supported and the academic courage they need to explore possibilities
- All students have the foundational knowledge in literacy and numeracy from which deeper learning grows
- PRPS Core Principles are evident in the intellectual and academic pursuits of students and staff

PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

- Staff and students take care of themselves and others
- Staff and students engage in contribute and create belonging
- Environments are cultivated that inspire people to show up as their best selves
- PRPS Core Principles are evident in our culture

PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

- We offer programs and instruction that stretch what staff and students thought possible and sets PRPS apart
- Students are engaged, motivated and resilient
- Future prospects for PRPS students are abundant
- PRPS Core Principles are evident in the initiatives and endeavors of students and staff
- PRPS provides personalized, place based and multiple pathways to meet the diverse needs of families
- Empower students to be confident communicators in a variety of formats
- Strong partnerships with the families, businesses, nonprofits, and local government in the communities we serve

PRPS GOAL 1: IGNITE MINDS

Background: We will ignite minds by creating cultures of academic excellence

SCHOOL BASED STRATEGIES

Goal 1: Strengthen Foundational Literacy and Numeracy Skills

- use tools like F&P, HLATs, CC3, ESL Benchmarks, and MAP to gather evidence and inform practices
- Implement Targeted Literacy Programs- Base literacy instruction on the science of learning (e.g., UFLI) and structured writing methods. Academic vocabulary and writing strategies and skills.
- Academic vocabulary and writing strategies & skills
- Reading - allow kids to read on a daily basis by conducting reading sessions (led, guided, independent to allow kids to experience a variety of written texts)
- Provide Intensive Intervention - Deliver regular Leveled Literacy Intervention (LLI) sessions and one-on-one/small group support for struggling and English Language Learner (ELL) students
- Enrich math literacy and equip students with critical thinking skills to approach math problems

Goal 2: Advance Critical Inquiry and Meaningful Learning

- Use research informed teaching strategies on purpose—like helping students discover ideas and practice remembering them—to make sure they properly understand concepts and can apply them in different situations.
- Consistently prompt students to answer the "why" behind concepts, moving beyond rote memorization of "what"
- Focus instruction on providing a connection to real/everyday life so students understand the importance of their learning
- Work towards developing 21st-century essential skills

Goal 3: Enhance Instructional Quality and Staff Capacity

- Implement a whole staff initiative focused on establishing and clearly communicating objectives and success criteria to students
- Center professional conversations during staff meetings and SI days around instructional strategies and teaching quality standards
- Increase leadership capacity through focused meetings and opportunities for growth and collaboration among staff

SCHOOL BASED PERFORMANCE MEASURES

Local Monitoring and Continuous Improvement

- ✓ PRPS Surveys (parents, students, staff)
- ✓ Report Card Results
- ✓ Attendance data
- ✓ Professional learning opportunities and participation rates
- ✓ Staff professional growth plans
- ✓ Student Services referrals
- ✓ Goals achieved in ISP's
- ✓ MAP Testing

Provincial Monitoring and Continuous Improvement

- ✓ Alberta Assurance School Survey
- ✓ TQS, LQS and SQS
- ✓ Provincial Achievement Exams
- ✓ Lens, CC3, Numeracy Assessment 1-3

PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

SCHOOL BASED STRATEGIES

Calgary Islamic school will promote and prioritise holistic wellness and well-being among students and staff.

- Regular assemblies, team building activities and wellness days
- K-9 Student recognition via awards and celebrating successes
- Regular staff collaborative meetings during and after school
- Establishing sports teams/clubs at all levels
- Mental Health awareness presentations
- Emphasis on teaching executive functioning skills to all grade levels
- Advocate for mental health – help give students mental health strategies and explain WHY these strategies are important
- Screen-free activities that promote relaxation and mental clarity
- Collaborating with community partners beyond school programs(food bank drives, sponsoring orphans)

SCHOOL BASED PERFORMANCE MEASURES

Local Monitoring and Continuous Improvement

- | | | |
|---|---------------------------------------|---------------------------------|
| ✓ Feedback from the DEHR Committee | ✓ Student to school-based staff ratio | ✓ Suspension rates |
| ✓ Academy HONE results | ✓ Professional Learning feedback | ✓ Staff absence rates |
| ✓ Data from benefit providers | ✓ Universal supports data | ✓ Critical response data (VTRA) |
| ✓ PRPS surveys (students, parents, teachers, community members) | ✓ FSLW referrals and wait times | |



PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

SCHOOL BASED STRATEGIES

- Continue to build and promote experiential/place based learning
- Celebrate the school virtues by studying the lives of the prophets (PBUT)
- Systematically incorporate Islamic values and teaching across subjects to provide a holistic education that merges religious and academic growth
- Engage students in community service projects and volunteer opportunities that reflect the Islamic values of service and charity (Sadaqah)
- Use studies of the Qur'an and Hadith to instill Islamic values and principles, teaching perseverance and how to overcome obstacles through exemplary narratives of faith.



SCHOOL BASED PERFORMANCE MEASURES

Local Monitoring and Continuous Improvement

- ✓ Registration and completion in dual credit, placed-based and apprenticeship opportunities
- ✓ PRPS Surveys
- ✓ Ratio of devices to students
- ✓ MOU's that support student learning
- ✓ Budget to Actuals comparison
- ✓ Data from communication tools
- ✓ Participation & sustainability rates in Prairie Rose Possibilities and academies

Provincial Monitoring and Continuous Improvement

- ✓ Alberta Assurance Measures Survey
- ✓ TQS, LQS and SQS

Supporting First Nations, Métis, Inuit Learners



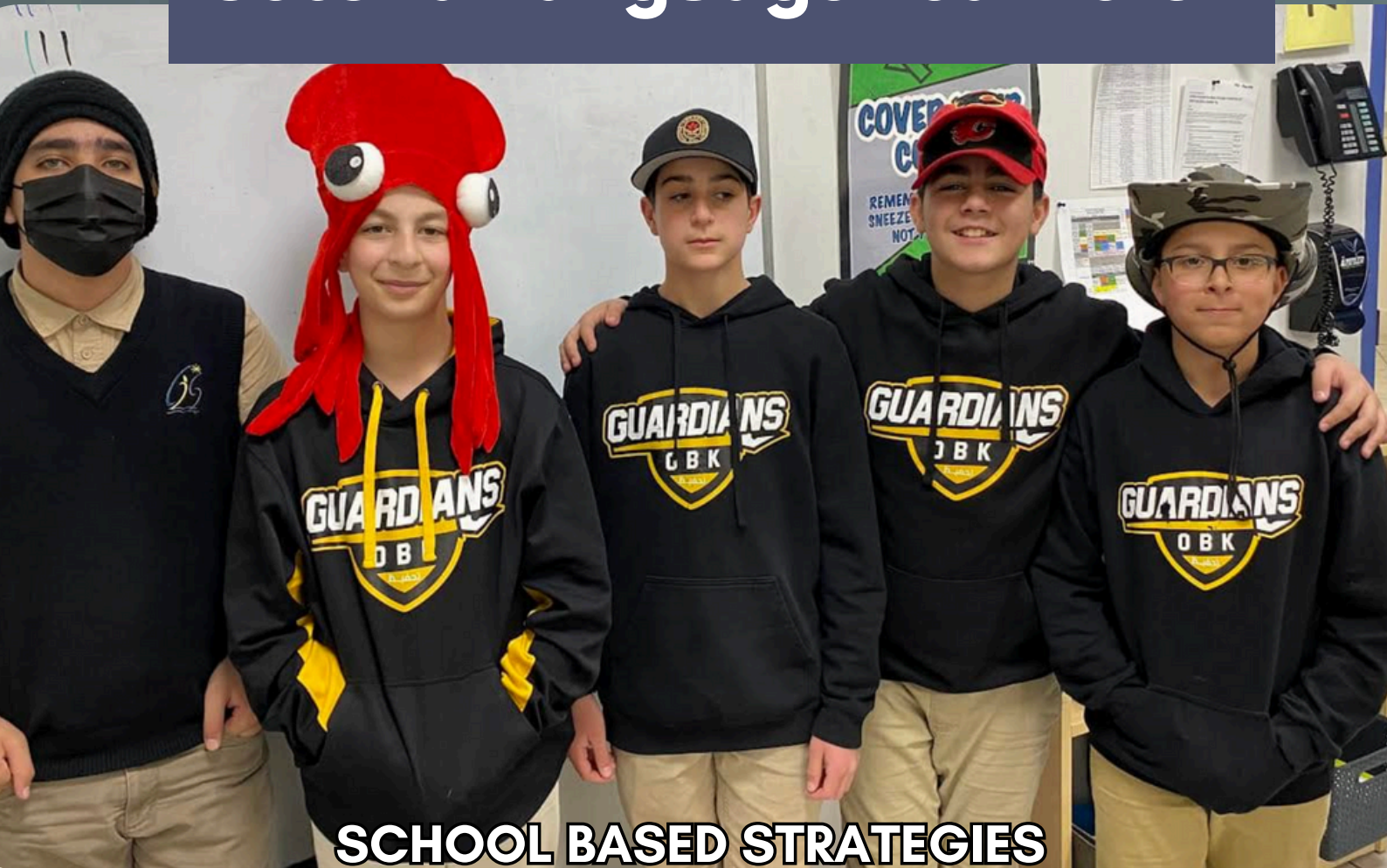
SCHOOL BASED STRATEGIES

- Calgary Islamic School OBK school will work partnership with PRPS dedicated professionals learning to increase the understanding of indigenous history and current perspectives.
- Calgary Islamic school OBK teachers will integrate Indigenous content into learning outcomes in their daily teaching
- Calgary Islamic school OBK will participate in celebrations that honour Indigenous cultures
- Facilitate collaboration among Calgary Islamic school and Indigenous Elders, leaders, organizations and community members to establish strategic policy directions in support of
- Engage with external Indigenous entities to align educational and support strategies, ensuring the well-being of Indigenous learners is prioritized.

OUTCOMES

- Teachers integrate Indigenous content into learning outcomes in their daily teaching. Students are taught about FNMI history, cultures, and residential schools in their daily learning
- OBK acknowledges and supports the implementation of the Truth and Reconciliation
- Commission Calls to Action and positive steps forward are taken OBK staff and students understand and integrate Indigenous perspectives into education and it is clear to stakeholders that this is a priority
- Teach students about their connection to the land, including Indigenous perspectives and environmental stewardship. This reflects the Islamic emphasis on guardianship (Khilafah)

Supporting English as a Second Language Learners



SCHOOL BASED STRATEGIES

- Apply culturally fair assessments and ensure appropriate accommodations to allow all students to fully demonstrate their competencies
- Combine the strategy of Delivering Targeted Small Group Instruction (e.g., LLI sessions for struggling readers, led by certified teachers with literacy expertise) with Differentiate Instruction (employing varied teaching instructions and tasks). This ensures that while all students receive explicit, expert guidance, the instruction is also tailored to meet the specific reading levels and learning needs of each ESL student.
- Focus a whole-staff effort on Maximizing Clarity of Objectives by establishing and clearly communicating learning objectives and success criteria to the entire class. This practice, along with the intentional use of High-Yield Strategies in every classroom, reduces the cognitive load for non-native English speakers by making expectations and the path to conceptual understanding explicit.
- Adapt appropriate instructional strategies to support ESL learners
- Implement Peer Support programs specifically to support reading and literacy development.

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