



***"A Premier Islamic School"***

# **Al Qaim International School Three Year Education Plan 2025-2028.**

## **Our journey toward excellence**

The Board reviewed and approved the 2025–2028 Education Plan in May 2025.  
(Reviewed annually after 2024)

Effective engagement of staff, parents, and the Board remains central to fostering a thriving school community. The collaboration among these key stakeholders creates a dynamic environment that positively influences the educational experience for students. When staff are actively engaged, they contribute significantly to both academic achievement and the overall school culture. Providing professional development opportunities, maintaining open lines of communication, and recognizing staff contributions ensures they feel valued and motivated.

Parents continue to play a vital role in the educational journey of their children. Strengthening partnerships through regular communication, parent-teacher conferences, and active involvement in school events builds a supportive network that promotes student growth. Actively involving parents in decision-making processes and welcoming their input on school initiatives cultivates a shared sense of responsibility and commitment.

As the governing body, the Board plays a critical role in guiding the strategic direction of the school. Maintaining open and transparent communication between

the Board and other stakeholders helps align goals and priorities. Board members can engage with staff and parents through scheduled meetings, forums, and committee participation, fostering trust and collaboration. This approach strengthens the bond between school leadership and the wider school community.

In summary, the success of the school is closely tied to the meaningful engagement of staff, parents, and the Board. When these groups work in harmony, they create a supportive and collaborative ecosystem that enhances the educational experience for students and promotes continuous school improvement.

The Education Plan for Al Qaim International School commencing in May 2025 was prepared under the direction of the Board of Directors, in accordance with its responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in alignment with the provincial government's business and fiscal plans. The Board has drawn on performance results to inform the plan and remains committed to implementing the outlined strategies to improve student learning and outcomes.

Board Chair  Syed Abbas

Date: May, 2025

## **School's Background and Future Prospects**

Al-Qaim International School is an accredited, rich learning environment taught by Alberta-certificated teachers. Its philosophy focuses on strong academics in an Islamic environment encouraging well-rounded personalities with strong character building in the guidance of teachings of the Quran and Ahlul Bayt (AS).

The school's first year of operations was 2022-2023 for K-6. For the 2023-2024 school year, the school is growing and will include Junior High operating as a K-9 school. Subsequently, and as promised, the school will for year 2024-2025, add grade 10. The school's growth continues and for year 2025-2026 it added grade 11. There are no tuition or registration fees to ensure families have choice in education.

Al Qaim School is founded on the belief that every child and youth has the potential to learn, grow, and thrive. As a safe and caring environment, Al Qaim is committed to nurturing the whole child—academically, socially, and emotionally. The school:

- Establishes clear behavioural expectations and supports students through compassionate guidance, helping them develop self-awareness, accountability, and a lifelong mindset of personal growth.
- Works in close partnership with parents, recognizing them as vital collaborators in the educational journey. This partnership fosters a shared responsibility in inspiring a love of learning and supporting student success both at school and at home.
- Actively engages with current academic research to inform and refine teaching practices, ensuring that instruction is grounded in methods proven to be most effective for student learning and development.
- Celebrates achievements and embraces challenges as opportunities for reflection and improvement, cultivating a resilient and growth-oriented school culture.

Looking ahead, Al Qaim School is committed to expanding its innovative practices, deepening parent and community engagement, and enhancing student supports to meet the evolving needs of learners. By remaining focused on student-centered growth and continuous improvement, the school strives to empower its students to become confident, compassionate, and capable contributors to a rapidly changing world.

### **School's Motto**

- Actions speak louder than words

### **School's Vision**

- AL-QAIM International School learners are knowledgeable, ethical, and entrepreneurial leaders of tomorrow.

### **School's Mission**

- At Al-QAIM International School, learners are active members of a community that:
- fosters high learning standards
- develops entrepreneurial leaders
- nurtures respect for everyone
- cultivates a positive sense of self and resilience
- inculcates character education

### **School's Core Values**

- Respect
- Honesty and truth
- Moral development
- Strong self-identity
- Belonging and connection
- Respect, Resiliency, Self-Regulation
- Learning excellence
- Learning from mistakes
- First Nations (FNMI), Respect for Diversity



As part of its three-year education plan (2025–2028), Al-Qaim International School continues to expand its programming in alignment with the Alberta Programs of Study, integrating faith-based instruction through Islamic Studies and basic Arabic language learning. Since its inception, the school has grown in a phased manner—serving **ECS to Grade 6 by 2022–2023**, adding **Grades 7–9 in 2023–2024**, introducing **Grade 10 in 2024–2025**, and planning to offer **Grade 11 in 2025–2026**. This steady growth has been complemented by enriching academic and co-curricular programming.

The school's holistic approach includes clubs that allow students to explore new skills and interests, as well as a range of experiential learning opportunities. Through thoughtfully designed field trips—such as skiing, swimming, visits to the Science Centre and Calgary Zoo, and out-of-town excursions—students are engaged in authentic learning experiences that help them see themselves as part of both the school community and the broader society.

Feedback from the **June 2023 parent survey** recognized these field trips as one of the school's key strengths. In the **May 2024 Alberta Education Assurance Survey**, parents reaffirmed their satisfaction with the school's academic excursions, noting their value in supporting student learning, social development, and community awareness. These experiences not only enhance curricular outcomes but also support the school's goals of student engagement, citizenship development, and personal growth, as reflected in the school's improving results in the **Student Learning Engagement (82.2%)** and **Citizenship (74.7%)** measures in the 2025 APORI report.

## **Pedagogy**

### **Basic premise**

Al Qaim School is a learner-centred environment where teachers use direct instruction and coaching to help students develop age-appropriate competencies such as critical thinking, problem-solving, and moral development. Students are placed in small classes, allowing for individualized programming that supports each learner from their current level toward reaching their full potential.

To enhance academic success, the school hired experienced staff in 2024 to strengthen students' numeracy skills. Ongoing professional development is key to student success, with Alberta-certified teachers creating growth plans and engaging in various learning opportunities. During the first year, staff received training from experts on behaviour regulation and skill-based physical education. Teachers also participated in the AISCA New Teacher Day and accessed training through regional consortiums. In the coming years, professional development will focus on inclusive practices and deepening understanding of First Nations, Métis, and Inuit history and perspectives.

Student mental health is supported systemically through a culture of respect. Providence Team specialists provided training on behaviour regulation, helping students—particularly post-COVID—rebuild social skills aligned with societal and religious expectations.

Since 2022–2023, Al Qaim has seen steady enrolment growth. From 27 students and four certified teachers in its first year, the school grew to 95 students in 2023–2024, supported by expanded bussing across the city. For 2024–2025, enrolment reached 110. The school is projecting a 10 percent enrolment for year 2025-2026. The school has participated in teachers' career's fair in order to hire full staff including certified and non-certified teachers and educational assistants. The



school's current capacity is 130 students, and ongoing growth is expected in the coming years.

Al Qaim does not charge tuition or registration fees, supporting accessibility for families seeking education aligned with Islamic values. Students come from diverse socio-economic backgrounds and cultural heritages, primarily Middle Eastern, South Asian, and Gulf States. Many are multilingual, and the school provides EAL and speech support through individualized assessments and instruction.

As part of its expansion plan, Al Qaim is actively recruiting subject-specialist teachers, especially in core subjects. The school will participate in job fairs and partner with academic institutions to host student-teachers—both to raise its profile and to attract future staff. With new grades (7–10) launching in 2024–2025, and with the addition of grade 11, the number of certified staff is increasing to support junior high and high school programming.

Parent feedback from May 2024 indicates high satisfaction with the school's safe, caring, and academically strong Islamic environment. Parents appreciate the welcoming, family-like atmosphere and frequent field trips. Many hope for a future facility with outdoor space and a playground.

To support science learning, the school purchased and will add mobile science labs to offer hands-on learning experiences. Additionally, the Board of Directors is actively seeking a larger facility to meet the demands of the growing student population and enhance learning opportunities.

As part of its 2025–2028 Three-Year Education Plan, Al-Qaim International School will continue its phased expansion by adding Grade 11 in 2025–2026 and Grade 12 in 2026–2027, completing the full K–12 continuum within a faith-based, academically rigorous framework aligned with the Alberta Programs of Study. To further support student success, the school is planning to join Alberta's Dual Credit Programs, the Registered Apprenticeship Program (RAP), and CAREERS: The Next Generation, offering students access to college-level and career-focused courses, opportunities to earn both high school and post-secondary credits, and hands-on, work-integrated experiences that enhance engagement, readiness, and real-world application.





## SCHOOL GOALS 2025-2028

Since the upcoming year is its third year in operation, the surveys conducted by Alberta Education in 2022-2023 did not clearly reveal the needs that the school needs to improve in its operation. However, in year 2023-2024, the students have completed the surveys as per Alberta Education mandate. Subsequently, the school will have a clearer outlook on the needs that the school will have to address in its following three-year plan. Thus, in the meantime, Al-Qaim school has selected three goals that it wants to emphasize with the students and the school's stakeholders as part of its plan for the next three years. For that these three goals are reflective of the school's belief that it is essential to articulate clear and achievable goals that address key areas of citizenship, educational improvement, and the importance of understanding the First Nations Metis and Inuit (FNMI) history and wisdom. Thus, here are three strategic goals that can form the foundation of a comprehensive three-year school plan

### Goal 1: Citizenship

Develop well-rounded citizens in a safe, caring, and welcoming environment that promotes active participation, high academic achievement, and Islamic religious values and learning for all students.

#### Rationale:

According to the 2025 Alberta Education Assurance Measure (AEAM), Al-Qaim International School improved its **Citizenship score from 52.6% to 74.7%**, indicating substantial progress. However, it remains slightly below the **provincial average of 79.8%**, highlighting the need for continued focus. Citizenship at Al-Qaim is deeply rooted in nurturing character, service, empathy, and active involvement—values aligned with both Alberta Education expectations and Islamic principles.

#### Objective 1:

Parents and students report satisfaction with the school's approach to fostering a **safe, caring, and welcoming environment** that supports citizenship development.

#### Measures of Success:

- Increase Citizenship indicator on AEAM to **at least 80% by 2027**
- Maintain a low number of student behaviour incident reports (year-over-year tracking)
- Positive trends in parent and student feedback (school-based surveys and Alberta Education Assurance Surveys)
- Minimum 75% of students report feeling safe and included at school
- Minimum 80% parent satisfaction in school climate questions

## Strategies and Actions:

### A. Building Positive Student Culture

- Fall review of Safe, Caring, and Welcoming School Policy with staff
- Post school policies online and communicate updates regularly
- Foster positive student-teacher relationships by:
  - Creating safe, inclusive classrooms
  - Practicing active listening and individualized support
  - Using positive behaviour reinforcement over punitive approaches
- Promote positive behaviour:
  - Establish and display clear classroom and school-wide rules
  - Recognize positive behaviours through "Value of the Month" certificates
  - Encourage participation in interest-based student clubs and leadership groups
  - Introduce **Student Council** to promote voice, agency, and shared decision-making
  - Integrate Islamic values into character education and assemblies

### B. Promoting Active Citizenship

- Engage students in **community service** projects to build empathy and responsibility
- Host guest speakers and organize assemblies on citizenship, justice, and social contribution
- Encourage technology use for documenting and sharing citizenship learning (e.g., digital portfolios)

### C. Strengthening Family and Community Partnerships

- Build strong relationships with parents by:
  - Holding regular **Parent-Teacher Conferences**
  - Maintaining an open-door policy and timely response to concerns
  - Involving parents in classroom activities and inviting them to share expertise (e.g., career talks)
  - Establishing **clear and consistent communication channels** (newsletters, app messages, meetings)
  - Hosting inclusive school events that bring students, staff, and families together
  - Co-celebrating student achievements through assemblies and newsletters

This integrated approach to Goal 1 will allow Al-Qaim International School to continue building a thriving, respectful, and inclusive school culture. Through explicit teaching, stakeholder engagement, and values-driven leadership, students will grow into responsible, engaged citizens guided by both provincial learning outcomes and Islamic ethics.



## SUBGOAL

### 1a. ISLAMIC RELIGION COMPONENT

Foster a deep understanding and embodiment of Islamic values, ethics, and practices—alongside proficiency in Quranic literacy and Arabic language—within a respectful, inclusive school environment. The goal is to nurture spiritually grounded students who demonstrate integrity, compassion, and a commitment to community service in accordance with Islamic teachings.

#### Measures of Success:

- Regular assessments of students' ability to read, recite, and comprehend selected Quranic verses
- Evaluation of student behavior for alignment with Islamic values such as **honesty, empathy, humility, and responsibility**
- Observable development of ethical traits (e.g., **trustworthiness, fairness, self-discipline**) through student reflections, teacher reports, and peer feedback
- Student participation in acts of service and their contributions to the school and local community

- Demonstrated growth in Arabic language skills through written and oral assessments

### Strategies:

1. Deliver a rich and age-appropriate **Islamic Studies curriculum** grounded in the Quran, Sunnah, and prophetic character.
2. Integrate **Arabic language instruction** as a bridge to both linguistic competence and deeper Quranic understanding.
3. Host **Islamic celebrations and spiritual events** (e.g., Ramadan programs, Eid festivals, Seerah week) to promote identity, joy, and unity.
4. Encourage student-led discussions and reflections on Islamic ethics, current events, and social responsibility through classroom activities, journaling, and assemblies.
5. Involve students in **community engagement and charitable initiatives** (e.g., food drives, volunteering, environmental stewardship) to connect faith with action.
6. Promote cross-cultural and interfaith understanding by creating safe spaces for **dialogue around values, ethics, and faith-based experiences**.

### Planned Actions:

- Implement the existing **comprehensive Islamic Studies curriculum** with consistent assessment cycles and differentiated content based on grade level
- Teach Quran with proper **Tajweed, memorization, and comprehension**, supported by digital tools and oral recitation practice
- Incorporate **Arabic language instruction** focused on both functional literacy and connection to the Quran and Hadith
- Organize meaningful events during Islamic holidays and observances—such as Ramadan reflections, Eid celebrations, and Islamic Heritage Month—with the active involvement of students, parents, and local imams or scholars
- Invite guest speakers, faith leaders, and alumni to share insights and experiences tied to Islamic values and social justice
- Maintain a **faith-based character development program**, tracking student progress through behaviour rubrics, self-assessments, and teacher feedback
- Encourage parent involvement through volunteering, storytelling, and presentations during Islamic studies or Arabic classes
- Display student work (e.g., Quranic reflections, Arabic calligraphy, service journals) throughout the school to celebrate faith learning

This comprehensive approach ensures that students not only gain knowledge of Islam but live its principles in a way that strengthens their identity, uplifts their character, and prepares them to be responsible, ethical members of both the Muslim community and broader society.



## **Goal 2: Literacy and Language Development**

Ensure that all students—particularly English as an Additional Language (EAL) learners—develop strong literacy and language skills to support their academic success, meaningful communication, and social-emotional growth.

### **Rationale:**

The 2025 Alberta Education Assurance Measure (APORI) results show significant improvement in Student Learning Engagement (from 49.2% to 82.2%) and Education Quality (from 53.5% to 80.2%) at Al-Qaim International School. While these results are promising, the school's predominantly EAL student population necessitates a continued and targeted focus on foundational literacy. Improving language skills is crucial to ensure academic achievement and foster lifelong communication and critical thinking skills.

### **Objective:**

Improve student proficiency in reading, writing, speaking, listening, and comprehension—fostering fluency, confidence, and the ability to express ideas meaningfully across all grade levels.

### **Measures of Success:**

- Improvement in reading levels through the Fountas & Pinnell Benchmark Assessments (minimum of one level growth per term for EAL students)
- Year-over-year analysis of EAL language acquisition data (baseline established in 2023–24)
- Development and review of student literacy portfolios documenting growth in writing, speaking, and comprehension
- Percentage of students meeting or exceeding grade-level benchmarks in reading and writing
- Student engagement in literacy events and feedback from self-assessments and teacher observations

### **Strategies and Actions:**

#### **A. Instructional Practices and Assessment**

- Implement beginning-of-year diagnostic reading assessments to tailor interventions
- Embed comprehension strategies using guided reading and EAL-focused scaffolds
- Teach vocabulary and academic language across subject areas
- Use annotated portfolios to track literacy growth and plan personalized supports

## **B. Student Engagement and Enrichment**

- Launch a "Reading Buddies" mentorship program between older and younger students
- Organize writing contests and publish winning entries in newsletters or a school magazine
- Establish book clubs and reading circles to promote oral language skills
- Use technology tools (e.g., digital portfolios, audio books, speech-to-text apps) to support multimodal literacy development

## **C. Family and Community Involvement**

- Host workshops for parents on supporting literacy at home in English and native languages
- Promote family reading time and share strategies through newsletters and meetings
- Invite guest speakers and authors to inspire students and enhance engagement with literature

## **D. Staff Capacity Building**

- Offer ongoing professional development on literacy instruction and EAL pedagogy
- Implement a consistent school-wide assessment and moderation process for literacy
- Facilitate collaborative teacher planning sessions to analyze data and adapt instruction

## **E. Learning Environment and Resources**

- Continue expanding the school library with leveled readers, bilingual texts, and culturally diverse books
- Display student writing and literacy projects throughout the school to boost pride and ownership.

This goal will be reviewed annually as part of the School Development Plan cycle. Adjustments will be made based on literacy data, student needs, and ongoing consultation with staff and families.



### **Goal 3: Numeracy**

Support all students in developing strong numeracy skills and a deep understanding of the importance and applicability of Mathematics in everyday life, aligned with their individual learning levels.

#### **Rationale:**

The APORI 2025 report identifies continued progress in Student Learning Engagement and Education Quality at Al-Qaim International School. With a diverse learner profile, including many English as an Additional Language (EAL) students, there is a critical need to strengthen numeracy skills through engaging, level-appropriate instruction and real-world application. Developing mathematical fluency and problem-solving ability is essential for students' academic success and functional competence in society.

## Objective:

Create a rich, engaging learning environment that enhances students' mathematical understanding, fluency, and critical thinking. Ensure instructional alignment with students' abilities—whether they are working above at, or below grade level.

## Measures of Success:

- Pre- and post-year assessments using the **Math Intervention/Programming Instrument (MIPI)** to establish baseline data and track individual student growth
- Continuous assessment using teacher-created math assessments, aligned with grade-level and modified outcomes
- Collection of student work samples throughout the year to demonstrate progression in numeracy and problem-solving skills
- Increased student participation in enrichment opportunities such as math clubs and competitions
- Evidence of improvement in mathematical confidence and language through student reflections and teacher observations

## Strategies and Actions:

### A. Instructional Practices and Assessment

- Administer MIPI at the start, mid-year, and end of year to assess progress and adjust instruction accordingly
- Use ongoing formative assessments (quizzes, performance tasks) to identify student needs and modify instruction
- Maintain dated samples of student work to monitor development and target interventions

### B. Enrichment and Differentiation

- Implement a **school-wide math enrichment program** including leveled instruction, manipulatives for younger learners, and challenge tasks for advanced students
- Establish a **Math Club** and organize intra-school competitions to promote deeper engagement and critical thinking
- Use **project-based learning (PBL)** to explore mathematical concepts through real-world problems (e.g., budgeting, architecture, coding)

### C. Professional Learning and Collaboration

- Provide teachers with **ongoing professional development** in math pedagogy, problem-solving instruction, and technology integration
- Conduct collaborative planning meetings to align strategies and review student data to refine math instruction



#### D. Real-Life Application and Technology Integration

- Design math lessons around **real-life scenarios**, demonstrating the relevance of math to daily decisions and careers
- Use **technology tools** (e.g., virtual manipulatives, graphing software, math games) to support concept development and engagement

#### E. Targeted Support and Staffing

- Employ a **math specialist** to work with students and staff, providing individualized support and instructional coaching
- Offer small-group intervention sessions for students requiring remediation or enrichment

#### Monitoring and Evaluation:

- Measurement data will be collected three times annually (start, mid-year, end) to track progress on all targets
- Teachers are active participants in data collection, planning, and reflective analysis
- The plan is iterative and will be adjusted as necessary based on data trends, student needs, and teacher feedback

This goal ensures that every Al-Qaim student develops the mathematical skills and confidence necessary to succeed academically and apply numeracy in everyday life.

#### Goal 4: Truth and Reconciliation through FNMI Education

Promote understanding, respect, and meaningful reconciliation by embedding First Nations, Métis, and Inuit (FNMI) perspectives, histories, and contributions into the life of Al-Qaim International School.

#### Rationale:

In alignment with the Truth and Reconciliation Commission of Canada (TRC) Calls to Action, especially those concerning education, Al-Qaim International School is committed to fostering awareness of the lived experiences, wisdom, and traditions of FNMI communities. In 2023–2024, the school initiated this commitment by organizing activities such as **Orange Shirt Day** and educational sessions on the history and legacy of **Residential Schools**. This plan outlines the next phase of intentional actions to deepen FNMI integration across curriculum, school culture, and community engagement.

## **Objective:**

Develop an inclusive, respectful, and culturally responsive learning environment where students and staff engage meaningfully with FNMI content and actively support the spirit of reconciliation.

## **Measures of Success:**

- Annual increase in student awareness and understanding of FNMI history and culture (measured through student reflections, teacher feedback, and school-based surveys)
- Completion of professional development related to FNMI perspectives by 100% of teaching staff by 2026–2027
- Evidence of FNMI content in at least one unit per core subject by 2026–2027
- Documented participation in FNMI-focused events and guest speaker sessions throughout the school year

## **Strategies and Actions:**

### **A. Cultural Recognition and Celebration**

- Commemorate key events such as **Orange Shirt Day**, **National Indigenous Peoples Day**, and **Treaty Acknowledgment activities**
- Create a school calendar that includes FNMI dates of significance and integrates student participation

### **B. Curriculum Integration and Resource Development**

- Audit and align existing curriculum with FNMI content in the **Alberta Program of Studies**
- Source and incorporate FNMI-authored literature, multimedia, and visual art into language arts, social studies, and art lessons

### **C. Community Engagement and Elder Involvement**

- Invite FNMI **guest speakers**, **knowledge keepers**, and **artists** to share stories, teachings, and cultural practices with students, staff, and families
- Establish relationships with local FNMI communities and leadership to guide school efforts in reconciliation and authenticity
- Seek the opportunity to host an **artist-in-residence program** focused on Indigenous art, music, or storytelling

### **D. Staff Professional Learning**

- Provide **targeted professional development** for teachers focused on FNMI ways of knowing, being, and understanding, as outlined in the **Teaching Quality Standard (TQS)**
- Facilitate workshops and learning circles for staff to reflect on their role in reconciliation and build cultural competence

## E. School Culture and Environment

- Include daily or weekly **land acknowledgments** in assemblies or classrooms
- Display FNMI art and student-created projects throughout the school
- Maintain a growing FNMI resource section in the library and digital platforms

### Monitoring and Evaluation:

- The implementation of this goal will be reviewed annually with updates provided to stakeholders
- Data collection will include teacher PD records, event participation logs, student reflections, and classroom documentation
- The plan is flexible and may be adapted to reflect FNMI community feedback, staff readiness, and student needs

Through these actions, Al-Qaim International School seeks to honor the past, build cultural bridges in the present, and empower students to contribute to a future shaped by reconciliation, respect, and shared understanding.

