



"A Premier Islamic School"

Al Qaim International School Three Year Education Plan 2024-2027.

Our commitment to improvement

The Board reviewed and approved the 2024/2027 Education Plan in May, 2024. (Annually after Year 2023)

Effective engagement of staff, parents, and the board is paramount to fostering a thriving school community. The synergy among these key stakeholders creates a collaborative environment that positively influences the educational experience for students. Engaged staff members contribute not only to the academic success of students but also to the overall school culture. By providing professional development opportunities, open communication channels, and recognizing their contributions, staff feel valued and motivated.

Parents play a crucial role in the educational journey of their children. Establishing strong partnerships with parents through regular communication, parent-teacher conferences, and involvement in school events creates a supportive network that enhances student learning and development. Engaging parents in decision-making processes and seeking their input on school initiatives fosters a sense of ownership and commitment.

The board, as the governing body, plays a pivotal role in shaping the strategic direction of the school. Open communication between the board and other stakeholders ensures alignment of goals and priorities. Board members can actively engage with staff and parents through meetings, forums, and committees, promoting transparency and collaboration. This collaborative approach strengthens the connection between the school's leadership and its broader community.

In summary, a school's success is intricately linked to the engagement of its staff, parents, and board. When these stakeholders work together cohesively, they create a supportive ecosystem that enhances the educational experience for students and contributes to the overall success of the school.

The Education Plan for Al Qaim International School commencing May 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

Board Chair  Syed Abbas

Date: May, 2024

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. There are no tuition or registration fees to ensure families have choice in education.

Al Qaim school is based on the belief that all children and youth can learn and grow. Al Qaim is a safe and caring school. This means that the school:

- Sets behaviour expectations and gently guides children to self-improvement and self-accountability
- Works closely with parents to support learning with a strong belief that parents are partners in education and can help inspire a love of learning in their children
- Seeks out contemporary academic research that discusses and addresses students' best teaching and learning practices that are conducive to ultimate students' learning
- Celebrates success and learns from challenges

Motto

- Actions speak louder than words

Vision

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

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

Core Values

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



ECS, Grades 1-6 2022-2023, Gr7-9 included in 2023-2024, and a grade 10 students in 2024-2025. As an accredited school, programming is based on the Alberta Programs of Study with faith-based programming-Islamic curriculum and basic Arabic learning. Clubs help students learn new skills. A variety of experiences through fieldtrips such as skiing, swimming, Science Centre, Zoo visits, and out of town field trips have allowed students this year to see themselves as part of learners and learn about the community at large. The parents survey in June 2023 recognizes fieldtrips as one of the school strengths. Subsequently, in May 2024, in responding to one of the questions, the parents continued with their support and were pleased with the academic field trips that the school has organized for the students.

Pedagogy

Basic premise

Al Qaim school is a learner centred environment guided by direct instruction and coaching from teachers to develop age-appropriate competencies (critical thinking, problem solving, physical moral development), master objectives, and achieve or surpass personal learning goals in a learner centred environment.

At AL-QAIM School learners are placed in small classes so that teachers can individualise programming and actively engage each student in learning the curriculum appropriate for their level-supporting them from where they are to reach their highest potential. In line of supporting this strategy, in 2024 the school has hired experienced staff to support the students in their learning of their numeracy skills. Ongoing professional learning for the teachers in the school is an integral part for the success of the students. For that, Alberta certificated teachers develop teacher growth plans which helps them see themselves as learners as well. Multiple opportunities for professional development support teachers in their learning journeys. During the first year of the school, teachers and staff had the opportunity to learn from expert guests about regulation to support students in conflict. With the support of a specialist, teachers had opportunities to develop skills teaching physical education with a focus on designing activities to support skill development. All teachers were released during a Professional Development Day to attend the AISCA New Teacher Day. Professional development was also accessed through the regional consortiums. As we roll into the second and the third year, teachers will continue with their professional development that will be focused on inclusiveness in their teaching practices. Further, there will be a focus on acquiring knowledge and understanding of the First Nations, Metis, and Innu history and wisdom.

On a second note, mental health for our students will be addressed systemically in order to create a culture of respect with all students, Providence Team specialists provided professional development on behaviour regulation at the start of the year. Students returning from Covid are focusing on developing social skills and catching

up on learning how to relate to one another in alignment with societal expectations and religious beliefs.

Since 2022-2023 school year, students were bussed in from the NE quadrant of the city with some families from all quadrants of the city and Rocky View choosing Al Qaim as the school of choice and dropping off and picking up students daily. The student population is growing from 27 students (and four full time certificated teachers in 2022-2023) in grades K-6 to approximately 75 students in the 2023-24 school year thanks in part to the bussing extended to all quadrants of the city after a successful first year. In 2023-2024, the number of students has surpassed the projected number of students attending the school and has reached to around 95 students (and five full time certificated teachers, one non-certificated teacher, and one Educational Assistant). For year 2024-2025, the school continues to grow with the number of students and staff.

Subsequently, the school is anticipating that the number of students is projected to reach 120, up from its current number of 95 students. Thus, there will be over 100 students attending the school along with five certified staff members, two non-certified, and one educational assistant for the school year 2024-2025 and the outlook looks bright as the anticipation that the number of students who will attend the school in the upcoming years to reach the school's current capacity, which is currently sitting at 130 students.

To support families with education of choice for their children and youth, the school does not charge tuition or registration fees. The programming is fully compliant with the Alberta Program of Studies. Students in the school come from a variety of socio-economic backgrounds with the commonality of Islamic faith. There is a mix of first-generation Canadians students with parental heritage mostly from Middle Eastern, South Asian, and Gulf-States countries. Students are often multilingual. As expected, English as an Acquired Language (EAL) and speech learning needs are assessed and addressed through assessment and one on one individualised instruction. As part of its growth plan, Al-Qaim School will strive to recruit and hire teachers who are specialized in their specified subject areas, especially the four core subjects, Mathematics, Science, Language Arts, and Social Studies. The school will participate in Jobs Exhibitions Fairs, where possible, at academic institutions. Further, as part of its quest for exposure as a successful education institution in Alberta, the school will reach out to academic institutions to provide space for student-teachers. The school believes that such an approach will allow the school to be more visible with academic institutions and hence encourage successful student teachers to become part of its family.

Moreover, the number of certificated teachers employed at Al Qaim is growing during the 2024-25 school year to facilitate programming for the new grade 7, 8, 9 and 10 classes. The third year of the school is expected to be as successful as the first and

the second with high academic values, religious instruction, a stable environment and continued growth into high school for the 2024-2025 school year.

The results of a parent survey in May 2024 indicate that parents are happy with the school in general. They find the staff cares for their children and provide a safe and caring environment with good education standards in an Islamic setting which is in alignment with their beliefs. Parents point out that one of the positives about the school is the number of fieldtrips and the “family” feel of the school. They hope the school will grow in numbers and change to a location that allows for a playground and outdoor space.

The school believes that in order for students to be successful in their learning of science, they must have the opportunity to physically experiment scientific topics being learnt at school. In order to achieve this strategy, the school board has decided to purchase science mobile labs that will be utilized to enrich our students with their science academic learning. In addition, the school’s board of directors is diligently seeking a facility that will house the growing number of the students and that will address their educational needs.



SCHOOL GOALS 2024-2027

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.

Objective 1: Parents and students report satisfaction with the strategies that the school is implementing in its approach for having a safe and caring school.

Measures: Department surveys and school-based surveys, parent and student comments, and number of behaviour incident reports

Strategies/Action:

- Fall review of safe, caring and welcoming environment policy with teachers
- Post policy on website
- Build positive relationships with students
- Creating a positive classroom environment.
- Fostering a safe and inclusive space where students feel comfortable.
- Listening actively and engage in meaningful conversations.
- Providing individualized support, using positive reinforcement.

- Build positive relationships with the parents
- Hold Value of the month assemblies and reward desirable behaviour with certificates
- Foster interest-based student connections and friendships through clubs
- Outline classroom and school rules for positive behaviour and display in the classroom and common areas
- Use positive reinforcement not a punitive approach to behaviour when issues arise (behaviour regulation)
- Student leadership: establish student council leadership opportunities to encourage active involvement in decision-making processes for students within the school community.
- Engage students in various community service activities to develop empathy, compassion, and a sense of social responsibility in alignment with Islamic values
- Organise regular assemblies or guest speaker sessions to educate students about the importance of citizenship and their roles as responsible community members.
- Use computer technology to learn, conceptualise, document, and share learning
- Maintaining an open-door policy and approachability.
- Build positive relationships with parents by being as transparent as possible by listening to their concerns and in addressing their concerns.
- Parents are active participants in their child's education and they are encouraged to meet with teachers and leadership as needed
- Establish Clear Communication Channels. Parents are invited to speak about their careers to children in the school
- Hold Parent-Teacher Conferences.
- Collaborate on strategies to support the student's learning at home.
- Involve Parents in Classroom Activities.

- Invite parents to volunteer in the classroom or participate in special events.
- Address Concerns Promptly
- Listen actively to parents' concerns and address them promptly.
- Work collaboratively to find solutions and involve parents in decision-making.
- Celebrate Achievements Together: collaborate on recognizing and celebrating student achievements.
- Create a Welcoming School Environment:
- Organize events that bring parents, teachers, and students together.
- Foster a sense of community within the school.



SUBGOAL

1a. ISLAMIC RELIGION COMPONENT

Objective: Promote Islamic values, knowledge, and practices, in addition to Arabic Language, among students within an inclusive and respectful environment.

Measures: Assess students on their ability to read and understand Quranic Verses, evaluate students' adherence to Islamic ethics and morality in their behaviour and interactions, measure the development of qualities like honesty, integrity, and trustworthiness in students, and to evaluate students' commitment to serving their communities and contributing positively to society.

Strategies:

1. Offer Islamic curriculum and activities to educate students about Islamic beliefs, ethics, and practices.
2. Organise Islamic events and celebrations to foster a sense of cultural identity and pride.
3. Encourage dialogue and understanding of the Muslim faith and beliefs
4. Learn about the Quran and Arabic language
5. Participate in community events

Actions:

1. Use the existing comprehensive curriculum for Islamic studies to teach foundational Islamic knowledge, morals, and teachings relevant to different grade levels along with Quran and Arabic language.
2. Arrange special events during Islamic holidays and observances, such as Ramadan and Eid, involving students, parents, and the wider community.
3. Facilitate dialogues, panel discussions, or presentations to promote mutual understanding and respect for faith learning.
4. Invite parents to school Islamic events

Goal 2: LITERACY

Students, supported by their teachers develop strong literacy skills as linked to learning, communication, academic achievement and social emotional expression.

Objective: improve students in developing appropriate reading, writing, speaking, listening and fluency skills as well as comprehension and meaningful expression.

Measures:

- EAL data collected on all students in the 2023-24 school year compared with subsequent years
- Literacy reports and assessments from teachers on individual students by using The Fountas & Pinnell Benchmark Assessment Systems.
- Student portfolios

Strategies/Actions

- Reading assessments: Administer reading assessments at the beginning of the school year to identify students' reading levels and design appropriate interventions.
- Reading buddies' program: Pair older students with younger ones for regular reading sessions, fostering mentorship and building reading skills.
- Author visits and book clubs: Invite authors to conduct sessions with students, encouraging dialogue and engagement with literature.
- Establish book clubs to facilitate discussions and promote reading as a social activity.
- Writing contests and publications: Organize writing contests within the school and publish selected pieces in a school magazine or newsletter.
- Parent involvement: Conduct literacy workshops for parents to support reading and writing at home and encourage family reading time.
- Teachers engage in professional development to increase their ability to meet and enrich individual student needs in literacy
- Introduce school wide assessment practices to ensure collected evidence-based data is meaningful across the school

- Maintain a portfolio of student work samples, dated to assess improvement and plan for improvement
- Help students understand how reading and writing are useful skills for success and for their future
- Teachers assess regularly and focus on incremental growth through portfolios
- Use technologies to learn, conceptualise, document, and share learning
- Enrich the school library with reading materials



Goal 3: NUMERACY

Students, supported by their teachers to develop strong numeracy skills and have a deep understanding of the importance of Mathematics in society

Objective 1: Create an engaging learning environment to improve students' Mathematical skills and problem-solving abilities at their level which may be higher or lower than their assigned grade.

Measures: Perform the MIPI (Math Intervention/Programming Instrument) at the start and at the end of the school year. Continuously use teacher drafted tests designed to assess numeracy skills at specific grade levels.

Strategies:

1. Implement a school-wide Math enrichment program that offers differentiated instruction and engages students in hands-on activities and use of manipulatives for younger students.
2. Provide ongoing professional development for teachers to enhance their Mathematic pedagogy.
3. Integrate real-life applications of Mathematics into the curriculum to demonstrate its relevance.
4. Use Project based learning to teach units with real life application
5. Use problem solving throughout curricular units to help students become critical thinkers when learning about Mathematical concepts
6. Maintain student work samples to demonstrate growth

Actions:

1. Design and implement a math enrichment program that includes workshops, a math club, and competitions to engage students in Mathematical thinking beyond the regular curriculum.
2. Facilitate professional development sessions focused on effective teaching strategies, problem-solving approaches, and utilising technology in Mathematics instruction.
3. Collaborate with teachers to incorporate real-life scenarios and projects into Math lessons to demonstrate practical applications of Mathematical concepts.
4. Use technologies to learn, conceptualise, document, and share learning

5. Hire a math specialist to assist the students in their learning of math concepts.

Note: *measurement data will be collected at the beginning, midyear and end of year to establish a baseline for each goal and to compare it with subsequent year of this plan. The plan can be tweaked throughout the year to ensure data collected is valid and actions are supportive of each goal. Teachers participate in data collection and plan formation. Regular assessment and evaluation of this plan's progress is conducted throughout the year to make necessary adjustments and improvements.*

Goal 4: First Nations, Metis and, Inuit (FNMI)

Creating a comprehensive three-year education plan to support Truth and Reconciliation for First Nations, Métis, and Inuit (FNMI) communities involves addressing various aspects of educational reform and community engagement. This plan should be rooted in the principles of the Truth and Reconciliation Commission of Canada (TRC) Calls to Action, particularly those related to education. As for year 2023-2024, the school has already acknowledged and celebrated FNMI ways of life and history such as organizing Orange Shirt Day activities to the students and highlighting the history and impact of Residential Schools on the FNMI culture.

Strategies:

1. Commemorate and celebrate First Nations, Metis, and Inuit (FNMI)
2. Seek professional development to the teachers in the context of FNMI ways of life, history, and their wisdom
3. Attempt to connect with FNMI leaders to advice the school's administration on strategies that will aid the school in bringing more FNMI perspectives to the school stakeholders.

Actions:

1. Search for FNMI resources that could be implemented with or aligned to Alberta Program of Studies.
2. Invite FNMI guest speakers to the school to bring awareness of the FNMI ways of life to the school's stakeholders and especially, the students.
3. Continue to celebrate FNMI during important dates such as Orange Shirt Days, FNMI Day and, Aboriginal Day.
4. Seek to find FNMI artist to be invited for a period of time to spend at school and share and teach his/her FNMI art to the students, staff, and if possible, the parents.