



EDUCATION PLAN

2021-2025 FOUR YEAR PLAN



The Whole Child, The Whole Way

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اللهم صلِّ على سيدنا
محمد وعلى آل سيدنا
محمد

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“We believe that acquiring knowledge is a foundational attribute of the human being and that every student has the capacity to learn and grow.”



Statement of Purpose

At the Calgary Islamic School, 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 ﷺ (God bless him and give him peace), and as such, our teachers strive to follow in his footsteps ﷺ, are cognizant of their professional role, religious responsibility, and spiritual significance to students, staff and the school.

The purpose of this document is to set out the path and objectives that will ensure all teachers are united in creating a safe and caring learning environment for all stakeholders, and that our students are given every possible opportunity to be people of Ihsan (Spiritual Excellence), in all their endeavours.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ



Vision, Mission and Values

Vision

To build and maintain a learning community that produces leaders through faith, knowledge, and ingenuity.

Mission

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

Values

At Akram-Jomaa, we endeavour to be people of Ihsan (Spiritual Excellence) by embodying these seven core values:

Sincerity, Trustworthiness, Compassion, Courage, Patience, Gratitude, Humility

Our Beliefs

Our Beliefs

We believe that God is One in being without partner, Unique without peer, Ultimate without opposite, Alone without equal. He is One, Pre-Eternal, Beginninglessly 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 aeons 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 exist 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.

Our School

Our School

Calgary Islamic School (CIS) was founded in 1992 as a full-time private school serving the Muslim Community of Calgary. CIS provides an Islamic learning environment with a commitment to using effective teaching pedagogy to cultivate and advance a comprehensive academic program, which is fully compliant with the Alberta curriculum of studies. CIS is a K-12 school with two campuses and a wide array of resources designed to foster student achievement that will prepare students to pursue higher education and be successful in their careers. It is our aim to empower our students by cultivating their interests and honing their academic skills as strong Canadian Muslims.

In July of 2015 the Calgary Islamic School and the Muslim Community Foundation of Calgary (MCFC) entered into an agreement with Palliser Regional Schools to become an alternative program school within Palliser. The partnership has brought forth great opportunities for the Calgary Islamic School to better enhance the educational opportunities for our students while respecting our religious and cultural beliefs and values.

Our Staff & Students

Our Staff

The Calgary Islamic School-Akram Jomaa campus employs over 60 full time certificated teachers, instructors and support staff. The diversity of the staff in experience and qualification is a great strength that ensures support and effective collaboration. Personnel turnover has greatly subsided over the past few years, especially after the partnership with Palliser Regional Schools. Stability and growth is an important factor that will ensure continuous student learning.

Our Students

At the Calgary Islamic School - Akram Jomaa campus, over 1000 students are in attendance from K-12. The student population is highly diverse. Many students originate from many Middle Eastern countries and South Asian countries. Students come from a variety of socio-economic backgrounds and are highly motivated to learn and achieve their academic and religious goals. Students at CIS have a variety of learning needs and many students are English Language Learners (ELL). Students are actively involved in extra-curricular activities after school and many co-curricular activities within school. Finally, successful students at CIS are accomplished learners who embody excellence in character and devotion to their religion.

Providing Assurance

Alberta Education’s Assurance Framework provides the structure for building and enhancing public trust and confidence in the education system. Through the guiding principles, domains and processes, each school demonstrates that it is meeting the needs of students and that students are successful

Assurance occurs when we support stakeholders to engage across the five domains:

1. Student growth and achievement;
2. Teaching and leading;
3. Learning supports;
4. Governance; and
5. Local and societal contexts.



The Education Plan and the Annual Results Report are essential components for Akram Jomaa in demonstrating planning, monitoring results, assessing progress and adapting future plans all with the goal of providing assurance to all stakeholders.

Alberta Education has grounded this approach within the philosophy of a “continuous improvement cycle”. The continuous improvement cycle is embedded in the plan as we continue to evaluate, collect feedback and improve and optimize student learning.

Palliser School Division’s priorities in Wellness, Literacy and Numeracy drive the focus for Akram Jomaa’s Education Plan which is, in turn, grounded in research based practices that respond to student needs. The key components of the improvement cycle include:

Explore:

Accessing, analyzing and interpreting accurate and relevant data and, identifying and understanding an issue, concern or problem.

Develop:

Identifying a problem or challenge that can be addressed, identifying potentially successful strategies and developing an action plan.

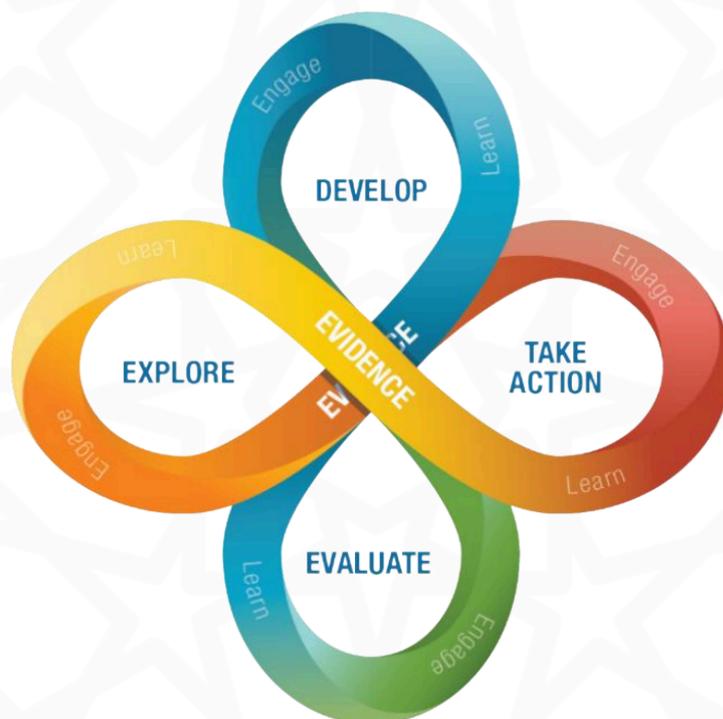
Take action:

Continuing to learning while implementing the plan and making adjustments through formative feedback.

Evaluate:

Evaluating the impact of the plan on the desired outcomes.

Continuous improvement is dependent upon the collection of evidence, engaging stakeholders and building capacity.



Our Four-Year Education Plan

Our Four-Year Education Plan is organized around the five primary domains within with a targeted focus on Student Growth and Achievement and Teaching and Leading.

The Calgary Islamic School - Akram Jomaa campus has aligned school goals with those established by Palliser School Division.

Palliser School Division goals are:

- Students will become literate in mental health
- Students will engage in intentional and meaningful literacy learning
- Students will engage in intentional and meaningful numeracy learning

The Calgary Islamic School - Akram Jomaa campus priorities are:

Wellness

Akram Jomaa students will demonstrate knowledge, skills and experiences required to improve their health and well-being in all five domains:

- Spiritual
- Intellectual
- Physical
- Social
- Emotional

Literacy

Akram Jomaa students will demonstrate literacy competencies to participate fully and successfully in living, learning and work.

Numeracy

Akram Jomaa students will demonstrate the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living.

To achieve our Education Plan, we will work towards achieving the following desired states with regards to Student Engagement and Teachers and Leaders:

Student Engagement:

- Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.
- Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

Teachers and Leaders:

- Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.
- Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism



Our Work in Literacy & Numeracy

District Goal:

All Palliser students will engage in meaningful and optimal learning where the foundational skills of literacy and numeracy are emphasized across all aspects of daily living.

School Priorities:

Akram Jomaa students will demonstrate literacy competencies to participate fully and successfully in living, learning and work.

Akram Jomaa students will demonstrate the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living.

Teaching and Leading Desired States

Desired State: Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism

Desired State: Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.

Literacy Strategies:

- Build a shared understanding of literacy with students and parents
- Create opportunities to share and celebrate literacy learning.
- Implementation of a Balanced Literacy Diet in all grades and subjects
- Provide more frequent opportunities for students to develop Oral Language skills.
- Improving digital literacy to help students gain the confidence and skills they need to engage with our increasingly digital world

Our Work in Literacy & Numeracy

Literacy Strategies (cont'd):

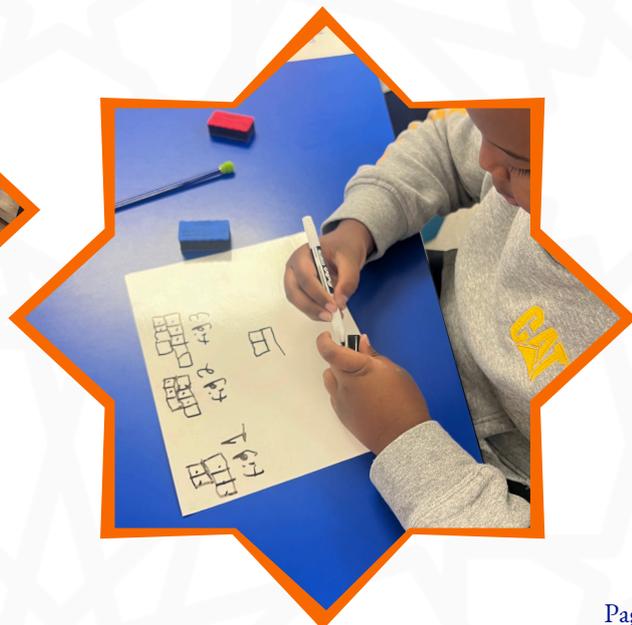
- Disciplinary Literacy recognizes that reading, writing, thinking, reasoning, and creating within disciplines are unique and that different fields and academic disciplines acquire, construct, and communicate meaning uniquely.
- Writing is a multifaceted process that allows for unconstrained literacy skills to communicate. Establishing a clear voice, incorporating purposeful organization, choosing precise vocabulary, and constructing effective sentences are essential components to skilled writing.
- Effective use of the Response to Intervention (RTI) model to help at-risk students read, write and think at grade-level
- Develop and utilize aligned assessment practices and rubrics.
- Utilize grade and subject-appropriate diagnostic assessments to inform instruction for all learners
- Engage in professional learning opportunities that develop excellence in teaching literacy
- Engage in professional learning to support implementation of new curriculum (K-6)
- “*Creating Cultures of Thinking*” Book Study and implementing thinking routines in daily lessons to “make thinking visible.”



Our Work in Literacy & Numeracy

Numeracy Strategies:

- Build a shared understanding of numeracy with students and parents
- Identify and share best numeracy practices and instructional strategies with parents.
- Create opportunities to share and celebrate numeracy learning.
- Effective use of the Response to Intervention (RTI) model to help at-risk students develop numeracy skills at grade level.
- Use manipulatives and inquiry to strengthen number sense and fluency, mathematical reasoning, visual mathematics, and problem-solving.
- Increase the rigor (high-level cognitive demand/abstract thinking) of learning tasks to help students make meaningful connections across mathematical concepts.
- Building capacity to effectively integrate numeracy into all subjects/grades
- Use of Pearson Numeracy Progressions data to inform instruction at all grade levels and develop interventions
- Engage in ongoing collaborative assessments with grade/subject team.
- Engage in professional learning opportunities that develop excellence in teaching numeracy.
- *“Building Thinking Classrooms in Mathematics”* Book Study



Our Work in Wellness

District Goal:

All Palliser students will engage with the foundational elements supporting wellbeing to provide them with the tools and confidence to live a healthy life.

School Priorities:

Akram Jomaa students will demonstrate knowledge, skills and experiences required to improve their health and well-being in all five domains:

- Spiritual
- Intellectual
- Physical
- Social
- Emotional

Student Engagement Desired States

Desired State: Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem-solving, critical thinking, creativity and communicating.

Desired State: Students will be able to identify their emotions so they can react appropriately, helping them to self-advocate and make good decisions.

Wellness Strategies:

- Ensure that students and parents have a shared understanding of mental health/illness and ways to access support.
- Ongoing and intentional learning opportunities to support students in becoming spiritually mature young men and women whose decisions are guided by a noble purpose and not dominated by emotions, impulses or desires.
- Build student understanding on the centrality of the spiritual heart in Islam and ways in which the spiritual heart is kept pure and free from spiritual diseases

Our Work in Wellness

Wellness Strategies (cont'd):

- Involve students in community initiatives that focus on service and goodwill as a fundamental aspect of faith.
- Create intentional learning opportunities to eradicate anti-black racism.
- Regular use of restorative circles as a strategy toward a culture of inclusion, belonging and healing
- Involve students in self-assessments, surveys and opportunities to share and reflect on their faith and their overall experience at school
- Implementation of age appropriate Social Emotional Learning programs

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