



5/13/2022

# MAC Islamic School Calgary Education Plan 2022-2025



MAC ISLAMIC SCHOOL CALGARY

## Muslim Association of Canada (MAC)

The Muslim Association of Canada (MAC) is a Canadian, independent, national, faith-based, charitable organization, that provides spaces, services and programs for holistic education and personal development for Canadian Muslims. In addition, MAC focuses on building communities and strengthening neighborhoods nation-wide, through services and collaborations with groups from different religious, ethnic, and racial backgrounds.

MAC offers an approach that emphasizes the holistic message of Islam within the context of a pluralistic society and hence, a message that respects all faiths and Canadian institutions, traditions, and values. MAC believes that the personal development of every individual is key to a real and fruitful involvement in the community. It brings a balanced, constructive and engaged understanding of Islam that aims to inspire Muslims in Canada and throughout the world.

Over the past two decades MAC has grown to be the largest grassroots Muslim organization with a national reach rooted in strong local chapters in 14 cities across Canada. MAC has 50 institutions ranging from full-time school, community centers, weekend school, and child-care centers. In all, MAC serves more than 50,000 community members weekly.

Providing parents with excellent educational alternatives is paramount. It is fundamentally important that parents have as much ability to choose the path in the education of their children. We take this very seriously and over the years we structured many options for parents to choose from.

MAC constructed its educational model on two main ideals: Firstly, the premise that every youth has the potential to be a leader. This premise is encompassed in the noble prophetic tradition “all of you are a guardian and are responsible for what is entrusted with”. Equally important, the second premise, which is the basis of community capacity building, is that no one is without capacity. It just often needs to be developed. Our educational program was developed for nurturing and developing this potential through fostering the development of agency, connectedness, and competence in children as they pass through the phases of becoming youth and then young adults.

Integrated within this curriculum is:

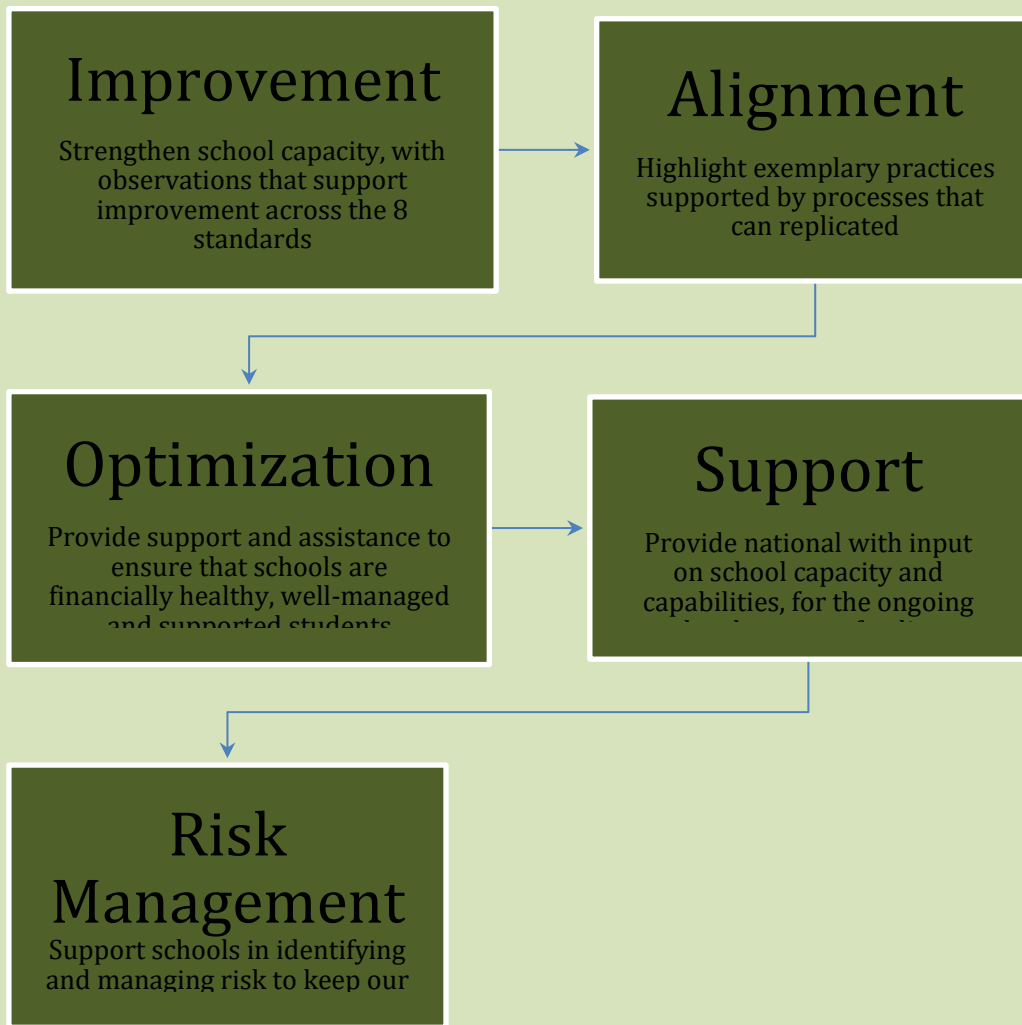
- To continuously enhance the student learning outcomes.
- To ingrain a greater spiritual awareness that leads to a meaningful connectedness to Allah (God) and His creation.
- To build a stronger moral foundation.
- To cultivate a greater sense of civic responsibility. To inculcate a deeper connection to the community.

Through our planning cycle, we built our strategy around these objectives.

1. Building Inclusive and safe learning Spaces:
  - Secure modern infrastructure through acquisition or lease arrangements to operate schools that meet community needs.
  - Create a safe and inclusive environment that is conducive to learning.
2. Ensure fiscal responsibility and stability:
  - Ensuring implementation of the financial procedures and guidelines for budgeting, reporting, and auditing.
  - Resource allocation.
  - Securing additional revenue to cover any financial deficits.
3. Fostering a collaborative culture of high expectations for teaching and learning which nurtures our Islamic values.
  - Optimize and expand programs to build a students' school and classroom leadership.
  - Enhance programs to build academically engaged students that demonstrate pathway thinking.
  - Enrich and improve programs to integrated character education program.
  - Enhance recruitment, retention, engagement, capacity and leadership of highly effective staff.
4. Encouraging good stewardship of resources by building leadership and management capacity through:
  - Leveraging and sharing best practices
  - Identifying opportunities for continual improvement

The process for continuous improvement is highlighted in the chart below:

### Continuous Improvement Process



## Message from the Leadership Team

MAC Islamic School (MIS) is located in Bridgeland, Northeast of Downtown Calgary. Bridgeland is known for the TELUS Spark science center, its interactive exhibits, and the world-famous Calgary Zoo. MIS serves students from all areas of the city.

MIS will fulfill its students' physical, emotional, social and intellectual needs in a safe, caring and supportive environment by implementing a unique Islamic program with the Alberta Program of Studies to nurture their skills. We believe when there is strong parental support for structured and all-encompassing education, our students will pursue and succeed in post-secondary programs and lifelong learning.

The 2018 school year ended with a total of 39 students from Kindergarten to Grade 3 who all successfully completed their programs of studies. The total of the previous year (2017) was 9 students. Enrollment in September 2019 was 98 students from KG to grade 6. In September 2021 our enrollment numbers increased significantly and so did the classes we offered. This showed substantial growth of our school.

In our continuous effort to meet the needs of every child and provide enriched academic and extra-curricular programs, we are committed to providing outstanding educators. All children are viewed as remarkable individuals with great potential who must be challenged in a multitude of areas by inspiring teachers who attempt to promote a love of learning, developing skills, and building Islamic characters.

The MIS Team regularly reviews and contributes new ideas that are combined with Islamic studies and Arabic curriculum with the Alberta Programs of Studies. The MIS programs will continue to reflect the needs, skills and abilities of our high achieving students.

The MIS Leadership Team

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## Accountability Statement

The Education Plan commencing September 1, 2022, for **MAC Islamic School Calgary** was prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this Three-Year Education Plan for 2022/2025 on May 31, 2022.

## Required Financial Resources

Some strategies outlined in this plan depend on funding. The strategies will be implemented as funding becomes available. Some items may not be fulfilled in their entirety and will be completed progressively as according to our school's financial capability.

The amount of funding required has not yet been finalized for some of the strategies in this plan. As such, the specific amounts required may not be stated for those respective strategies at this time.

## Engagement

The three-year education plan was developed with the input of all stakeholders through multiple methods. Regular meetings throughout the year were conducted with parents and the parent's council to collect input and feedback. Surveys were developed and distributed to engage parents, students, donors, and volunteers on school improvement. A focus group from teachers and administration set up the framework of the plan and analyzed data from the surveys. Teachers worked collaboratively to identify the school's priorities based on survey results and student performance. Factors such as survey results and student assessment results were considered when setting the priorities. The local management committee and School Board were engaged collaboratively in the preparation of this document. After engaging all stakeholders in the planning process, the focus group finalized the document.

## Foundation Statements

Confident, strong, healthy children are the cornerstone for a bright and prosperous future. Built around an integrated educational model at the school and beyond, our programs create many growth opportunities.

MAC school programs are built within an integrated educational model aimed to create growth opportunities for students across. We strive to:

- Provide high quality and viable alternatives for parents
- Enhance academic achievement
- Develop attitudes and behaviors for healthy living
- Enrich the curriculum through:
  - Getting children physically active by helping them explore their abilities in sports and build their passion for physical fitness;
  - Providing students with comprehensive exposure to science, technology, and the world at work, including appreciation for the environment;
  - Developing students' artistic and creative talents;
  - Developing strong leadership skills and instilling a strong social and community consciousness.

Another foundational aspect of our educational program is the character-leadership initiative known as MAC iRISE. This is a research-intensive, evidence-based and community-driven integrated character education program whereby students will learn how to embody Islamic values, rooted in developing a strong relationship with Allah, while acquiring relevant life skills to help students meet the challenges of the 21st century. This will be demonstrated by the students:

- embodying the Islamic character;
- being inspired to reach their full potential;
- having a strong sense of responsibility and care, exercised through ethical engagement as global citizens;
- being prepared to RISE above the challenges that they will most certainly face.

***Vision:***

To inspire a love of learning while building Islamic character to please Allah (SWT).

***Mission:***

MAC Islamic School provides students the necessary tools to be righteous Muslims, innovative thinkers, and successful lifelong learners through quality inclusive education in an Islamic environment.

The purpose of our mission stems from our bearing witness to the Oneness of Allah (God), the Creator of all things and the teachings of Prophet Mohammad (PBUH). Our curriculum is informed by these Islamic moral and ethical imperatives. Those moral values are the foundation of the character-building mandate entrusted to us and expected by our parent community. Through it, our students will develop a strong Muslim-Canadian identity, embody universal values and acquire relevant life skills to meet the 21st-century challenges.

***Values:***

- Respect
- Responsibility
- Collaboration
- Patience
- Excellence

***Motto's (DNA):***

- iLEARN – I will retain knowledge in all academics
- iDISCOVER – I will develop learning and life skills
- iRISE – I will have Islamic character to please Allah (SWT)



**Objectives**

- To deliver a high standard of holistic education and develop the knowledge, understanding, skills, values and attitudes for success in our community
- To promote a high level of proficiency in English and Arabic.
- To nurture and develop intellectual curiosity, creative and critical thinking and an enthusiasm for lifelong learning
- To nurture the whole child and develop his or her intellectual, social, emotional, physical, character and aesthetic development
- To foster understanding, appreciation and respect for individual and cultural differences, and celebrate and share our individual and cultural diversity

**Priorities**

- To provide high quality learning opportunities
- Optimize and Expand Programs to Build Students' Islamic Character & Mindset
- Support the holistic health and wellbeing of students.
- MAC Islamic School Calgary is well governed and managed.

Provincial Domain	Outcomes	Strategies	Responsible Person	Financial/Required Resources	Measures
<b>Student Growth and Achievement</b>  <b>Teaching and Learning Supports</b>	1) Learners reach and/or exceed literacy and numeracy levels according to the Alberta Program of Studies.  (Ongoing)	<ul style="list-style-type: none"> <li>● Collaborative PLC Meetings provide information for responsive instruction in the areas of literacy and numeracy.               <ul style="list-style-type: none"> <li>○ Teachers share experience and knowledge</li> <li>○ Teachers research topics and present to the staff</li> <li>○ Workshops from other professionals from outside of the school</li> </ul> </li> <li>● Responsive instruction to meet student needs.</li> <li>● A focus on purposeful summative and formative assessment practices to improve student achievement in numeracy.</li> <li>● Diagnose all students, by using Fountas and Pinnell Benchmark Assessment and local exams. Use the data/results from these assessments to plan for student learning.</li> <li>● Lens and CC3 assessment.</li> <li>● Participate in the International Math Kangaroo Contest, Calgary Regional and National Science Fairs, and local spelling competitions to promote academic excellence.</li> <li>● Teachers will prepare students for the SLA and PATs by:               <ul style="list-style-type: none"> <li>○ Enriching the Language Arts and Math programs.</li> <li>○ Provide all students with The KEY study guide (PATs).</li> <li>○ Working collaboratively with parents throughout the year, and host “meet the parent nights,” to prepare the students for the PATs, and to provide the students and parents with strategies for successful test writing.</li> </ul> </li> <li>● Develop and implement a guided reading program for all grades</li> <li>● Monitor and follow-up on the implementation of the guided reading program and Empowering Writers program.</li> <li>● Teachers use Bloom's Taxonomy model in teaching and assessments to assess higher order thinking skills (HOT).</li> <li>● Teachers coach students on how to be independent in their own learning and monitor their own work ethic.</li> <li>● Emphasize the school’s mission and vision to all parents and students through the Open House, and parent-teacher conferences.</li> </ul>	All teachers  All teachers + Admin  Homeroom teachers + math teachers for grades 4-9  Admin  Grade 6 and Grade 9 teachers  Grade 6 and Grade 9 teachers  Guided reading  Homeroom teachers  Wellness/health teacher  Admin + homeroom teachers  Librarian	<ul style="list-style-type: none"> <li>- Raz Kids premium account</li> <li>- More chapter books for older kids</li> <li>- Literacy Specialist   Or Literacy Lead</li> <li>- LENS</li> <li>- Key books for PATs</li> <li>- For students in grades 6 and 9</li> <li>- Access to exam bank for students in higher grades</li> <li>- Cozy reading spots</li> <li>- Fidgets, noise canceling headphones, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provincial Measures</b></li> <li>● Provincial Achievement Test results (grade 6 - May-June))</li> <li>● SLA (grade 3- October)</li> <li>● <b>Local Measures</b></li> <li>● LENS Assessment (K-2)</li> <li>● CC3 Assessment (1-3)</li> <li>● MIS Entrance Exams (Math and Language)</li> <li>● ESL Benchmarks</li> <li>● Anecdotal Evidence (PLC Meetings)</li> <li>● Fountas and Pinnell Benchmark Assessments results</li> <li>● Raz Kids Benchmark Assessments (K-6)</li> <li>● Math Prodigy Assessments (K-6)</li> <li>● Math Strands summative assessment tools</li> <li>● Pre-assessment for literacy &amp; numeracy</li> </ul>

		<ul style="list-style-type: none"> <li>● Reading power – revised and expanded edition &amp; non-fiction reading by Adrienne Gear</li> <li>● Provide junior high students with high school transition strategies.             <ul style="list-style-type: none"> <li>○ Orientation</li> <li>○ Teach goal setting/planning skills</li> <li>○ Arrange a visit to a high school</li> </ul> </li> <li>● Provide at-risk students with services to help them overcome all challenges, i.e. LAP, Language Support, Speech Pathology, etc.</li> <li>● Create opportunities for community partnerships that provide literacy support for students and families.</li> <li>● Create opportunities to share and celebrate literacy learning in the form of literacy fair days, school-wide poetry competitions, and reading awards.</li> <li>● Early screening prior to grade 1 to detect early academic and behavior challenges.</li> <li>● Utilize the Fountas &amp; Pinnell Leveled Literacy Intervention (LLI) to help provide effective small-group instruction for at-risk students in grades 1-3             <ul style="list-style-type: none"> <li>○ Teachers will be trained on how to use the F&amp;P LLI system</li> <li>○ All teachers will be assigned to specific students in their assigned duty block - <i>Learning Empowerment Program (LEP)</i></li> </ul> </li> <li>● Effective use of Response to Intervention (RTI) teaching strategies to help at-risk students close the gap.</li> <li>● Provide the students with clear and consistent expectations in the form of rubrics and marking schemes.</li> <li>● Integrate explicit literacy skills and strategies in all subject areas and grades.</li> <li>● Implement the UDL (Universal Design for Learning) to create resourceful, knowledgeable, strategic, goal directed, purposeful and motivated learners, teachers must:             <ul style="list-style-type: none"> <li>○ Provide Multiple Means of Representation</li> <li>○ Provide Multiple Means of Action and Expression</li> <li>○ Provide Multiple Means of Engagement</li> <li>○ <u>UDL (Arabic)</u> (<a href="https://www.youtube.com/watch?v=hCNifeULjvo">https://www.youtube.com/watch?v=hCNifeULjvo</a>)</li> <li>○ <u>UDL (English)</u> (<a href="https://www.youtube.com/watch?v=bDvKnY0g6e4&amp;feature=emb_title">https://www.youtube.com/watch?v=bDvKnY0g6e4&amp;feature=emb_title</a>)</li> </ul> </li> </ul>	<p>School career counsellors/mental health counsellors</p> <p>Behavior specialists, Occupational therapists</p> <p>All teachers</p> <p>All teachers</p>	<p><b>Finances required</b></p>	
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	<p>2) Learners are educated in an environment that respects diversity and is inclusive (safe and caring environment) (Ongoing)</p>	<ul style="list-style-type: none"> <li>Continue to support and promote a Culture of Wellness within the Quality Learning Environment.</li> <li>Students celebrate Orange Shirt Day and National Indigenous Day as a school to build FNMI awareness and empathy.</li> <li>Students celebrate multicultural day (One Ummah Day) to celebrate their own culture in school.</li> <li>Give students the opportunity to link their cultures to concepts being learned in class (all subjects).</li> <li>Truth &amp; Reconciliation Month (September)</li> <li>History Month (June)</li> <li>Invite Indigenous leaders (elders)</li> <li>Black Islamic History Month (February) speaker, inclusive environment iRISE and Islamic connections</li> <li>Women’s History Month (International Women’s Day March 8th)</li> <li>World Hijab Day</li> <li>Mental Health Week (May)</li> <li>School expectations promote respect and inclusion</li> <li>iRISE and WEP programs nurture a safe and caring environment.</li> <li>THE GREEN SQUARE CAMPAIGN (January 23rd-29th): The Green Square Campaign takes place in the week leading up to January 29th every year to remember the victims and survivors of the Quebec City mosque attack. The green square represents the green carpets of the Quebec City mosque, where the victims last stood to pray. It symbolizes the fact that the deceased are, God willing, in a green garden, in a better place since they left us that night. Wear the green square in solidarity with the six widows, the seventeen children left fatherless, Aymen Derbali who is left paralyzed for life, and every single person suffering the consequences of this hateful and despicable act of violence. (Activities: School vigil/mural commemorating victims of Islamophobia in Canada and globally.</li> <li>World Hijab Day (February 1st): World Hijab Day is an annual event founded by Nazma Khan in 2013, taking place on 1 February each year in 140 countries worldwide. Its stated purpose is to encourage women of all religions and backgrounds to wear and experience the hijab for a day and to educate and spread awareness on why hijab is worn</li> </ul>	<p>field trips</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers, iRISE and WEP</p>	<p>field trips (all grades)</p> <p>Bring in elders to teach about FNMI principles</p>	<p><b>Provincial Measures</b></p> <ul style="list-style-type: none"> <li>Survey measure of Safe and Caring</li> <li>Survey measure of <i>Student Inclusion and Access to Supports and Services*</i></li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>MIS Student Survey</li> <li>Parent feedback</li> </ul>
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<p><b>Teaching and Leading</b></p>	<p>3) Learners have excellent teachers, leaders, and school authority leaders.  (On going)</p>	<ul style="list-style-type: none"> <li>Teachers are supervised and/or evaluated using the Alberta Education Teaching Quality Standard.</li> <li>MIS Leadership Team offers mentoring and coaching to its teachers new to the profession.</li> <li>MIS offers a variety of professional learning opportunities to build the capacity of school staff.</li> <li>MIS offers a variety of professional learning opportunities to build and enhance leadership capacity of its school administration.</li> <li>MIS provides teachers with trained support staff to meet literacy and numeracy goals</li> </ul>	<p>Admin  Admin  Admin  Admin</p>	<p>More useful workshops that will benefit us and letting us go home early when needed</p> <p>More resources for PLCs, more resources for teachers to access</p> <p>Having more substitutes and sick days; taking days off when needed</p> <p>Admin should create a positive and welcoming environment to promote the school and attract teachers and parents</p>	<ul style="list-style-type: none"> <li><b>Provincial Measures</b></li> <li>Survey measure of Education Quality</li> <li><b>Local Measures</b></li> <li>Principal's observations and evaluations of teachers</li> <li>MIS Teacher Questionnaire</li> </ul>
<p><b>Learning Supports</b></p>	<p>4) Improve and enhance student learning  (In 3 years)</p>	<ul style="list-style-type: none"> <li>Facilitate access to various resources to support diverse learners: <ul style="list-style-type: none"> <li>Standardized assessment tools throughout the school</li> <li>Provide teachers with varied and up to date resources.</li> <li>Complete the project of Smartboards in every class</li> <li>Build Science lab</li> <li>Chromebooks/laptops</li> <li>Complete library set up</li> <li>English as an Additional Language (EAL) in-classroom/ support</li> <li>Reaching out to supports from Alberta Education, Renfrew</li> <li>Support from providence on IPP/individual plans</li> </ul> </li> <li>Engage in school wide educational activities: <ul style="list-style-type: none"> <li>Science fair</li> <li>Athletics</li> <li>Math Fair</li> <li>Spelling Bee</li> <li>Literacy fair</li> </ul> </li> <li>Participate in province wide educational fairs and competitions.</li> <li>Dedicate a team lead for the literacy and numeracy departments.</li> <li>Provide students with inquiry-based learning opportunities and projects to allow students to take initiative in their own learning.</li> <li>Use learning resources such as Raz Kids, to support diverse learners.</li> </ul>	<p>Admin needs to ensure that these resources are accessible to teachers</p> <p>All teachers</p> <p>All teachers</p> <p>Admin</p> <p>All teachers</p> <p>All teachers</p>	<p>Admin should take responsibility for creating educational activities</p> <p>More science equipment: beakers, space to be able to do experiments And more hands-on activities</p> <p>More manipulatives for math and Literacy</p>	<ul style="list-style-type: none"> <li><b>Local Measures</b></li> <li>Our School Survey</li> <li>Focus Groups</li> <li>Availability and use of resources (science lab, computer lab, EAL support)</li> </ul>

Priority #2: Optimize and Expand Programs to Build Students' Islamic Character & Mindset					
Provincial Domain	Outcomes	Strategies	Responsible Person	Financial/Required Resources	Measures
<p><b>Local and Societal Context</b></p> <p><b>Student Growth and Achievement</b></p>	<p>1) Learners live and love Islam (students model Islamic Character)</p> <p>(On going)</p>	<ul style="list-style-type: none"> <li>Maintain the faith-based morning assembly by involving students in reciting Quran and hadith</li> <li>Expand the iRISE framework to the rest of the school to educate our students on the Islamic attitude and moral.</li> <li>Incorporate student-led initiatives to focus on the iRISE values</li> <li>Invite speakers to conduct iRISE workshops</li> <li>Teach Islamic Values and Quran daily</li> <li>Learn a second language, Arabic – language of Quran</li> <li>Pray daily at school</li> <li>Integrate Islamic perspective and Prophet Mohammed (peace be upon him) traditions on daily lessons</li> <li>Character acknowledgment of iRISE assemblies                             <ul style="list-style-type: none"> <li>Align with the sub-values being covered in class</li> </ul> </li> <li>Discipline policy is Islamic based                             <ul style="list-style-type: none"> <li>Problem-Solving Form will require students to reflect on which iRISE value they need to work on</li> </ul> </li> <li>Our attire represents Islamic Values</li> <li>Have an Annual Quran Challenge and Hadith competitions</li> <li>Celebrate Ramadan and 'Eid</li> <li>World Hijab Day</li> <li>Educate students about a special day in Islam; such as Israa and Miraj</li> <li>Host school sleepover camp event to promote Islamic character</li> <li>Provide students with an orientation about building Islamic Character and how it can benefit students</li> <li>Invite parents to volunteer for Islamic events</li> <li>Sexual Education For grade 4 and up</li> <li>Make Tafakur field trip and camp</li> <li>Alfbata Website Subscriptions, and Muslim Kidz TV.</li> <li>Eid Celebration.</li> <li>Anti-Bullying initiatives</li> </ul>	<p>Quran, and Islamic Studies teacher</p> <p>All teachers</p> <p>All teachers</p> <p>Quran, and Islamic Studies teachers</p> <p>All teachers</p> <p>All teachers</p> <p>Administration, All teachers</p> <p>All teachers</p> <p>Quran, and Islamic Studies teachers</p> <p>Quran, and Islamic Studies teachers</p> <p>Quran, and Islamic Studies teachers</p> <p>Quran, and Islamic Studies teachers</p>	<p>Need budget for booking bus and campsite</p> <p>Invite guest Speakers</p> <p>Need Budget for subscription</p>	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>Percentages of teachers, parents and students who are satisfied that students model the Islamic character (survey)</li> <li>Students displaying muraqabah/resilience/Growth Mindset/Grit</li> </ul>

Priority #3: Support the holistic health and wellbeing of students.					
Provincial Domain	Outcomes	Strategies	Responsible Person	Financial/Required Resources	Measures
<b>Student Growth and Achievement</b>  <b>Learning Supports</b>	1) Students demonstrate the knowledge, skills, and attitude required to improve their mental health and well-being.  (Ongoing)	<ul style="list-style-type: none"> <li>● Create opportunities for the Wellness Empowerment Program (WEP) to support the school community:               <ul style="list-style-type: none"> <li>○ Social and Emotional Learning skills will be taught.</li> <li>○ Health bus- mental health support (doctor on wheels).</li> <li>○ School Nurse</li> <li>○ Anti-Bullying initiatives</li> <li>○ Teachers' capacity to understand mental health/illness and how to support students.</li> <li>○ Parent information sessions on how to support positive mental health in their children.</li> <li>○ Support the mental health and wellbeing of staff and parents, as well as students.</li> </ul> </li> <li>● Build Mental Health Capacity in students, teachers and families to help develop mental health literacy.</li> <li>● Support students and parents to access health and community resources.</li> </ul>	Admin All teachers  Mental health specialist/counsellor  Admin/Wellness Coach-WEP  WEP Wellness coach  Wellness coach/ All teachers Wellness coach  Wellness coach All teachers  Admin/WEP	Continued WEP partnership funding  Mental health workshops for teachers and admin that focus on how to deal with students who are going through a crisis  Connecting students to mental Health resources provided by different organizations such as AHS and other youth resources  Mental health literacy training ASIST training Psychological First Aid training Anti-bullying initiative training Wellness Exchange sessions  Parent involvement in mental health programming and resources.	<b>Local Measures</b> <ul style="list-style-type: none"> <li>● MIS Student Survey</li> <li>● Parent feedback</li> <li>● Teacher observation of student behaviors with regards to social and emotional skills.</li> </ul>
<b>Student Growth and Achievement</b>	2) Students maintain regular physical health and develop positive habits for healthy lifestyles.  (On going)	<ul style="list-style-type: none"> <li>● Integrate physical activity throughout the week:               <ul style="list-style-type: none"> <li>○ During recess</li> <li>○ Physical Education classes</li> <li>○ Intramurals and sports clubs</li> <li>○ Body breaks during lessons</li> <li>○ After school programs</li> <li>○ Use the "Total Physical Response" method throughout the session.</li> <li>○ In-line Skating program</li> </ul> </li> <li>● Promote a healthy and balanced diet.</li> <li>● Collaborate with the Brown Bagging for Calgary Kids program in order to ensure that students nutritional needs are met at school.</li> </ul>	All teachers  All teachers  Admin		<b>Local Measures</b> <ul style="list-style-type: none"> <li>● Availability of supplies/resources for physical activities</li> <li>● Availability of opportunities for students to participate in physical activities</li> </ul>

<p><b>Learning Supports</b></p>	<p>3) Students are able to access the support that they need to be successful in their holistic wellbeing at school. (Ongoing)</p>	<ul style="list-style-type: none"> <li>• Develop means through which to further support students who struggle with mental and behavioral wellness through increasing capacity of classroom strategies.</li> <li>• Identify students who are struggling with their mental wellbeing and facilitate early intervention by referring these students and their families to the appropriate support services.</li> </ul>	<p>admin School counsellor Teachers (small role) WEP Wellness coach</p>	<p>Have a school counsellor Provide training focusing on situations of crisis or a list of resources Referral to psychologists and OT</p>	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>• Students demonstrate knowledge of tools/strategies and apply them when needed</li> </ul>
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Priority #4 MAC Islamic School Calgary is well governed and managed.					
Provincial Domain	Outcomes	Strategies	Responsible Person	Financial/Required Resources	Measures
<b>Governance</b>	MAC Islamic School Calgary provides enhanced educational services as a result of effective strategic direction, policy implementation and management of fiscal resources	<ul style="list-style-type: none"> <li>• Implementation of MAC Islamic Schools vision and mission</li> <li>• Ongoing and open communication with stakeholders</li> <li>• Clarity in the roles and responsibilities of governing partners</li> <li>• Fiscal resources are effectively managed and allocated according to priorities</li> <li>• Continuous improvement is supported by evidence-based decisions</li> <li>• Engage stakeholders with advisory committees, focus groups and surveys</li> <li>• Review feedback and adjust policies and practices</li> </ul>	All teachers Principal Board of Directors Admin Board of Directors Board of Directors Board of Directors Admin	Finances not required	<ul style="list-style-type: none"> <li>• Provincial student, parent, teacher survey</li> <li>• MAC National student, parent, staff survey</li> <li>• MAC Islamic School Calgary student, parent, staff survey</li> <li>• Stakeholder (students, staff, families, volunteers, community members) feedback</li> </ul>

### **Whistleblower Protection**

MIS has drafted a Whistleblower policy using a template offered by AISCA (Association of Independent Schools & Colleges in Alberta). This policy may be subject to modification in the future to reflect the particular needs of MIS. Staff members have been apprised of this policy. There are no disclosures to report.

## **MAC Islamic School Calgary Education Plan 2022-2025**

For more information regarding the *2022-2025 Education Plan*, please contact:

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