



# **MAC Islamic School Calgary**

## **Education Plan**

### **2023 - 2026**

### **Year 3**

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## Accountability Statement

The Education Plan for the Muslim Association of Canada commencing September 1, 2023 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.

The Board approved the 2023/2026 (Year 1) Education Plan on May 29, 2023.

The Board reviewed and approved the 2023/2026 (Year 3) Education Plan on May 29, 2025.

MAC Islamic School Calgary's 2023/2026 Education Plan can be accessed from [www.macislamicsschool.ca](http://www.macislamicsschool.ca).

Mourad Mhiri

MAC Board Chair

[The signed copy is available at the school office]

## 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 nationwide 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 schools, community centers, weekend schools, and child-care centers. In all, MAC serves more than 55,000 community members weekly.

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

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 to nurture and develop this potential by fostering the development of agency, connectedness, and competence in children as they pass through the phases of becoming youth and then young adults.

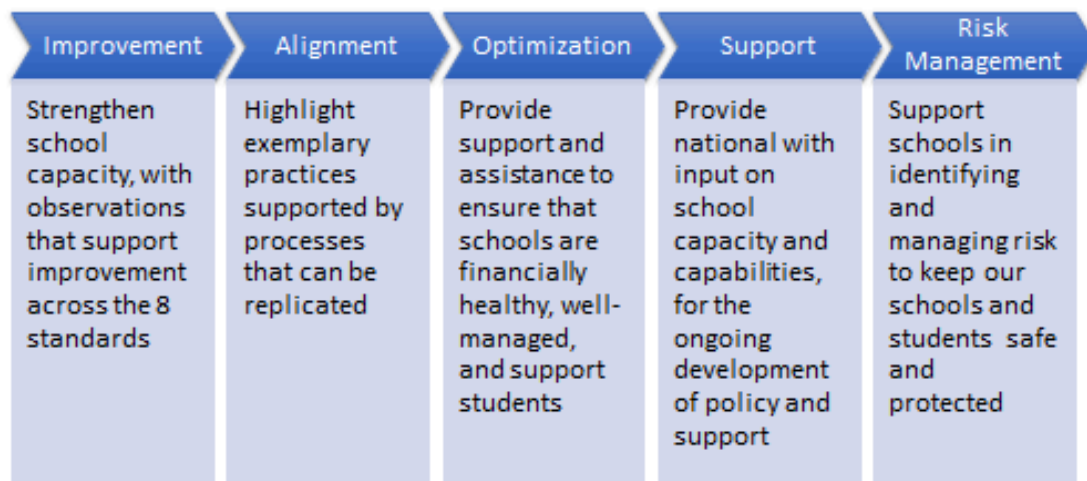
Integrated within this curriculum are:

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

## Process for Continuous Improvement



## Foundation Statements

Confident, strong, healthy children are the cornerstones 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 to create student growth opportunities. 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 an 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 our MAC Schools Tarbiya Framework. This is a research-intensive, evidence-based, and community-driven integrated character education program, where students will learn to embody Islamic values rooted in

developing a strong relationship with Allah while acquiring relevant life skills to help them meet the challenges of the 21st century. The students will demonstrate this:

- 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

## MAC Islamic School Calgary

MAC Islamic School Calgary (MIS Calgary) is an independent, Alberta-accredited K-9 school established by the Muslim Association of Canada (MAC) in 2017 to serve the educational needs of Calgary's growing Muslim community. MIS Calgary is dedicated to delivering high-quality education that not only meets but surpasses the expectations of the Alberta Curriculum. Alongside daily lessons in Quran, Islamic studies, and Arabic language, MIS Calgary emphasizes character building and healthy living. We aim to inspire a love of learning while nurturing Islamic character, preparing graduates to become confident, proud citizens who contribute positively to society.

## Vision

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

## Values

- Respect
- Responsibility
- Collaboration
- Patience
- Excellence

## Education Plan and Assurance Framework

MAC Islamic School Calgary's Education Plan shares strategic priorities to support continuous improvement and provide successful experiences for all students.

The Education Plan is integral to the Assurance Framework and reflects stakeholder feedback and data-informed decision-making. Data collected in the 2023 - 2024 Annual Education Results Report (AERR) has guided the formation of this Education Plan. Furthermore, the Educational Plan is aligned with MAC Islamic School Calgary's 2025 - 2026 Budget. More information regarding the 2025 - 2026 budget can be accessed in the School Office. Thoughtful actions and reflections regarding the five interconnected domains of the Assurance Framework guide our Education Plan.

## Stakeholder Engagement

Evidence-based decisions and reflections on various sources of data inform our Education Plan. This document is in response to the Annual Education Results Review (AERR), feedback from stakeholders via formal and informal surveys, the School Management Committee, Parent Advisory Council, MAC Calgary Chapter Council, and staff collaborative meetings.

## Planning and Priorities

Our strategic plan is implemented by acknowledging and addressing the diverse needs of our students, as well as the context of Islamic education within an accredited school system. The curriculum is designed and implemented in accordance with the guidelines provided by Alberta Education. MAC Islamic School Calgary promotes high academic standards that are developmentally appropriate and supports students in reaching their personal best. Mastery of foundational knowledge in various subject areas, character development and community service are important features of our overall program planning. Our students thrive in a learning environment that promotes civic participation and respect for diversity.

We continue to build capacity within our school community and make decisions that are responsive to the needs of the community. Data gathered from various provincial and local measures guides the strategies for implementation within each Assurance Domain and key priorities. Moreover, implementing a continuous improvement cycle of inquiry, research, strategic actions, and reflective evaluation will strengthen the impact of our Education Plan.



## Reflections on Last Year's Goals

**Goal #1:** Enhance experience and instruction: Quran, Arabic, Islamic Studies (QAIS) and Tarbiya/iRISE

**Reflections:**

- This goal has remained central to our school's mission and continues to be a defining strength of our educational program.
- Our focus on QAIS and Tarbiya is not due to a weakness, but rather a recognition of their success and positive impact on students.
- These areas have consistently yielded high parental satisfaction and are especially valued within the school's societal context and in parent choice.
- We are proud of what has been accomplished and see this as an opportunity to build on that momentum.
- The goal will carry forward into the next school year to deepen, enrich, and elevate what we already do well.
- Areas of improvement: from parent-driven to student satisfaction and enhanced teacher buy-in for the Tarbiya framework.

**Goal #2:** Implement the new curriculum, rigorous assessment and effective discipline

**Reflections:**

- The efforts laid the foundation for stronger instructional practices and greater alignment among schools, teachers, students, and parents. Also, better data-driven teaching and an orderly learning environment.
- Attempts to implement rigorous assessment revealed other areas or prerequisites that should have been in place before this. Pre- and post-requirements and conditions were identified as missing or weak in our implementation. Also, there is a need for regular data checks and progress monitoring.
- This year, we compared various resources that were available to support the implementation of the new curriculum. We carefully selected the best available resources, organized them, and provided them to teachers. The implementation of the new curriculum was fairly smooth due to these efforts.
- Although the resources selected for the new curriculum were fairly effective, we identified areas where they need to be adapted.
- Participating in field tests has proven to be highly effective in acquainting students and teachers with the format of the tests and expectations with regard to the new curriculum.
- We also piloted the Intensive Program (IP) to help at-risk students who are struggling academically in literacy and numeracy.
- While we observed some individual student successes, the IP could not adequately help the scope of need, especially among the learners with foundational learning

<p>deficits.</p> <ul style="list-style-type: none"> <li>• The Student Management (discipline) framework helped reduce classroom disruptions, allowing more students to take an active role in their learning and make better choices.</li> <li>• However, we still need to complement the implementation of the SM framework with approaches that improve how students experience teacher authority, fairness and relationships at the school.</li> </ul>
<p><b>Goal #3:</b> Enhance professional development and teacher training</p>
<p><b>Reflections:</b></p> <ul style="list-style-type: none"> <li>• Despite offering teachers a professional development (PD) allowance last year and an increased budget this year, the funds have not been utilized as much as we had expected. To improve on this, we will regularly discuss and suggest PD opportunities to teachers.</li> <li>• We will also utilize part of our professional development (PD) budget to bring in experts to discuss various topics that will benefit all teachers on our professional development days.</li> <li>• The Islamic Schools Association of Canada (ISAC) Conference was very beneficial. It provided teachers the opportunity to network with other teachers from across the province and gain valuable insights from the speakers</li> </ul>
<p><b>Goal #4:</b> Enhance student involvement in the operation of MIS Calgary</p>
<p><b>Reflections:</b></p> <ul style="list-style-type: none"> <li>• This year, we introduced 'prefects' as an integral part of our day-to-day school operations.</li> <li>• Overall, the initiative has been a success. Prefects have taken on various responsibilities throughout the school.</li> <li>• In addition to involving students in the operation of the school, this also provided students with opportunities to develop their leadership and problem-solving skills.</li> </ul>
<p><b>Goal #5:</b> Enhance academic resources and support collaborative learning, physical activity and overall student well-being.</p>
<p><b>Reflections:</b></p> <ul style="list-style-type: none"> <li>• Our new Learning Commons has become a central part of our school. Students from all grades enjoy their weekly visits to the Learning Commons.</li> <li>• The Learning Commons is also used for various other purposes, including staff meetings, tests, special events, guest speakers, and more.</li> <li>• Adding soccer nets, a new basketball net, and a gaga ball pit has made our outdoor space much more enjoyable for students.</li> </ul>

**Goal #6:** Maximize parent engagement and participation

**Reflections:**

Parent engagement continues to be an area of growth for our school. This year, the PAC introduced new initiatives such as the Cyber Safety and Winter Health sessions, exploring topics that had not been previously addressed. Additionally, parent contributions to the MAC Accreditation process were highly impactful and deeply appreciated.

**Goal #7:** Support school expansion and community engagement efforts

**Reflections:**

The new campus opening in September 2025 addresses the growing demand in the city's northwest quadrant and serves a new demographic in that area. It has helped reduce some pressure on the existing campus by accommodating a portion of our waitlisted students. However, a significant waitlist remains, highlighting the continued high demand at our current location. Negotiations and planning efforts will continue as we explore relocation or expansion options to meet the needs of our growing community.

**Goal #8:** Support the mental health and well-being of students

**Reflections:**

Student well-being was supported through increased WEP involvement and a wider range of extracurriculars. Ceremonies, intramurals, incentives, and positive reinforcement all contributed to a more positive and inclusive school climate.

# MAC Islamic School Calgary 2025-2026 Goals

**Goal #1:**

Enhance the effectiveness of QAIS and Tarbiya through improved instruction, targeted student support, and stronger parents' engagement, especially for learners with limited Arabic exposure at home.

**Assurance Domain:** Student Growth and Achievement; Local and Societal Context

**Outcomes:**

1. Enhanced instructional quality in QAIS through professional development, strong instructional leadership, and targeted classroom support.
2. Increased student engagement in the Quran Challenge and Islamic Knowledge Contest.
3. Improved Arabic language acquisition among students with limited Arabic exposure.
4. Deeper student understanding and application of Islamic teachings and conduct.
5. Stronger collaboration with parents to support QAIS learning and ensure early, responsive intervention when needed.

**Strategies:**

1. Assign a Head of Department (HoD) for Arabic to lead curriculum planning, teacher mentoring, and assessment design.
2. Enhance the Quran Challenge and Islamic Knowledge Contest by implementing clearer criteria, levelled difficulty, and broader participation.
3. Provide targeted professional development for QAIS instructors.
4. Introduce grade-appropriate Islamic training workshops focused on deepening students' understanding and practice of core acts of worship and Islamic conduct.
5. Continue promoting the Arabic language through extracurriculars, visual materials, bulletin boards, and Arabic book sections in the Learning Commons.
6. Strengthen communication with parents and ensure timely intervention for students requiring additional support.
7. Hold regular Tarbiya meetings and administrative follow-ups with QAIS instructors to ensure consistent implementation and alignment with expectations.

**Measures:**

1. Classroom observation and student work samples in Arabic and Islamic Studies
2. Student reflections on Tarbiya experiences
3. Student participation and performance in Quran and Islamic Knowledge competitions
4. Feedback from training sessions and follow-ups
5. Engagement data from platforms like Alefbata
6. Parent and student feedback surveys on QAIS and Tarbiya experiences

**Goal #2:**

Implement the new curriculum, rigorous assessment and effective discipline

**Assurance Domain:** Student Growth and Achievement; Teaching and Leading; Learning Supports

**Outcomes:**

1. Teachers will effectively teach lessons informed by authentic assessments in a safe, welcoming, and orderly environment.
2. Teachers will be confident in their teaching.
3. Students will have a deep understanding of all learning outcomes in the curriculum.
4. Students will feel safe, respected, and welcome.

**Strategies:**

**Resources:**

1. Explore new resources to support new curriculum implementation
2. Continue to consult with teachers about the quality and effectiveness of the provided curricular resources, and update as necessary
3. Utilize APLC's professional learning opportunities and resources for the new curriculum, particularly for the K-3 social studies curriculum.

**Assessment:**

4. Refine pacing charts based on the past year's experiences to better support lesson planning and student assessment.
5. Include periodic assessment dates on the school calendar to ensure clarity for parents and students.
6. Add a "flex block" to the weekly timetable to accommodate periodic assessments and review sessions without interrupting other classes.
7. Follow up with students who score poorly on assessments
8. Streamline reteaching of concepts, make-up tests and retakes
9. Consistently assign homework to students in grades 3-9 as an opportunity for students to solidify their skills and for formative assessment.

**Student Management and Discipline:**

10. Give awards for student achievement, such as honour roll and citizenship awards, as a form of positive reinforcement.
11. Enhance student behaviour tracking to continue to support a data-rich environment.

**Measures:**

**Provincial Measures**

1. Results on the Provincial Achievement Tests (Grades 6 & 9)
2. Alberta Numeracy and Literacy Assessments (K-4)
3. EAL Benchmarks
4. Alberta Education Assurance Survey

**Local Measures**

5. Periodic tests and final exams, including unit tests and quizzes
6. Fountas and Pinnell's reading assessments
7. Weekly meetings with teachers
8. MAC Surveys
9. Student records (behaviour, incidents recorded through Student Management)

**Goal #3:**

Strengthen and expand our existing intervention program into a school-wide, tiered learning support system that ensures early identification and targeted support for students with foundational gaps in literacy and numeracy through proactive planning, timely intervention, and shared responsibility among teachers, support staff, and parents.

**Assurance Domain:** Student Growth and Achievement; Teaching and Leading; Learning Supports

**Outcomes:**

1. Students with significant learning gaps are identified early and receive timely, structured academic support.
2. Students in the Intensive Program demonstrate measurable progress toward grade-level expectations within two terms.
3. Teachers are supported and engaged in collaborative planning for intervention with at-risk students.
4. Parents of struggling learners are informed, engaged, and held accountable as active partners in the process to close learning gaps.
5. Foundational skills in literacy and numeracy improve, especially across early grades (K–5), reducing long-term academic challenges.

**Strategies:**

1. Use current-year performance data to pre-place returning students into Tier 1 (no extra support needed), Tier 2 (mild to moderate gaps), or Tier 3 (significant foundational gaps requiring intensive support).
2. Expand the Intensive Program to four sessions weekly, focusing on early grade learners (Grades 1–5).
3. Elevate the current Intensive Program Lead role into a Student Success Lead, responsible for overseeing all tiers of academic support, monitoring student progress, and coordinating with teachers, EAs, and parents.
4. Develop individualized learning goals and establish regular progress monitoring cycles for students in Tier 2 and Tier 3.
5. Provide professional learning opportunities for teachers and educational assistants (EAs) on identifying student learning needs, utilizing assessment data to inform instruction, and planning effective classroom and intervention strategies.
6. Implement a structured referral process with clear criteria, documentation, and tier transitions.



**Measures:**

**Provincial Measure**

1. PAT results
2. AB Education Literacy and Numeracy Assessments (K-4)
3. ELL benchmarks
4. Alberta Education Assurance Survey

**Local Measures**

1. Internal reading and math benchmarks (Razkids, F&P levels, math assessment)
2. Percentage of students exiting Tier 2 and Tier 3 after Term 2
3. Assessment data
4. Teacher observations

**Goal #4:**

Enhance professional development and teacher training

**Assurance Domain:** Teaching and Leading

**Outcomes:**

1. Teachers are equipped with the required skills and knowledge to teach their subjects.
2. K-6 teachers are familiar with the new curriculum and resources.
3. New teachers are acquainted with our school vision and model.
4. Students receive an excellent quality of education.
5. Teachers can effectively teach students about First Nations, Metis and Inuit history and the impacts of residential schools.

**Strategies:**

1. Ensure that PD sessions on key topics are scheduled and held at the beginning of the school year.
2. Connect with external experts to deliver sessions on relevant topics throughout the school year.
3. Facilitate PD sessions about the new curriculum to assist with implementation.
4. Make use of APLC professional learning opportunities and resources for all subjects, including the new curriculum
5. Send new teachers to the AISCA New Teachers Workshop.
6. Allocate a professional development (PD) allowance to each staff member, enabling them to enroll in new courses, attend workshops, and purchase resources for personal growth and development.
7. Continue to meet with teachers individually on a weekly basis to follow up, mentor, and provide guidance.
8. Provide feedback and assist teachers in achieving their goals outlined in their Teacher Growth Plans.
9. Provide teachers with resources and professional learning opportunities on First Nations, Metis and Inuit history and the history of residential schools.

**Measures:**

**Provincial Measures**

1. Alberta Education Assurance Survey
2. Provincial Achievement Tests (PATs – Grades 6 & 9) and Field Tests
3. Alberta Literacy and Numeracy Assessments (K–4)

**Local Measures**

4. Student assessment results
5. Annual teacher evaluations
6. Weekly meetings with teachers
7. MAC Survey
8. Focus groups

**Goal #5:**

Enhance the student experience and deepen community engagement at the school

**Assurance Domain:** Student Growth and Achievement

**Outcomes:**

1. Streamline school activities and events to ensure better planning, consistency, and follow-through.
2. Strengthen student leadership by increasing Prefect involvement in meaningful school roles.
3. Enhance parent engagement through regular volunteer opportunities and a stronger connection with the Parent Advisory Council (PAC).
4. Foster alumni involvement by reconnecting graduates and providing opportunities for them to contribute.
5. Increase boys' participation in extracurricular activities and school programs.
6. Grow after-school sports offerings to support student interest and well-being.
7. Enhance field trip coordination to ensure experiences are fair, smooth, and accessible for all grade levels.

**Strategies:**

1. Hire an Activities Coordinator to help streamline, organize and budget events.
2. Assign the Activities Coordinator to oversee school events, ceremonies, field trips, sports, and extracurricular programs.
3. Use a shared calendar and reflection templates to help plan, track, and improve regular activities.
4. Develop a clear rubric and mentorship model to guide and support Prefects in their leadership and school management roles.
5. Keep regular communication with PAC and involve them in school events and planning where possible.
6. Manage volunteering opportunities for parents, students, and alumni to match school needs throughout the year.
7. Build a basic alumni list and reach out with updates and simple ways for graduates to stay involved.
8. Identify gaps in boys' engagement and introduce clubs, sports, or leadership roles that better reflect their interests.
9. Expand and support after-school sports programs, with input from students on what they would like to see.
10. Coordinate field trips centrally to ensure fairness in frequency and overall quality of experiences.

**Measures:**

1. Number of activities, events, and ceremonies organized through the Activities Coordinator.
2. Use of the school calendar and reflection tools to plan and review events.
3. The tracking of Prefect involvement through a simple rubric and staff feedback.
4. PAC involvement in meetings and school events.
5. Parent and student volunteer hours.
6. Alumni participation in school events or support activities.
7. Boys' (increased) participation levels in extracurriculars and sports.
8. Number and quality of after-school sports programs.
9. Field trip records show fair frequency across all grades.

**Goal #6:**

Maximize parent engagement and participation

**Assurance Domain:** Governance

**Outcomes:**

1. Parent satisfaction with their experience at MIS Calgary is increased.
1. Students' learning experiences through active parent engagement are enhanced.
2. Parents are more receptive to school routines, expectations, and decisions

**Strategies:**

1. Encourage more parents to participate in the Parent Advisory Council (PAC)
2. Ensure timely communication of all important events and incidents to parents, including incident reports.
3. Continue to host a parent orientation at the beginning of each school year to welcome parents and inform them of our school's vision, culture, and available support.
4. Continue to host a QAIS parent information session
5. Update the school website to reflect the values, vision, and spirit of the school

**Measures:**

**Provincial Measures:**

1. Alberta Education Assurance Survey

**Local Measures:**

2. MAC survey
3. Parent participation in PAC

**Goal #7:**

Ensure the successful launch and sustainable growth of the new campus while also planning to expand the current campus to meet the growing demand.

**Assurance Domain:** Local and Societal Context; Governance

**Outcomes:**

1. Smooth and successful launch of the new K–3 campus with strong leadership, systems, and instructional quality from day one.
2. Alignment between the new and existing campuses in terms of policies, culture, instructional practices, and school operations.
3. A clear, actionable plan for expanding the current campus through options such as land purchase, facility expansion, or relocation.
4. Stronger financial readiness to support future expansion plans.

**Strategies:**

1. Create a shared vision, procedures, and expectations to ensure consistency across both campuses.
2. Continue building fundraising capacity and engaging the community to support the long-term vision for growth and expansion.
3. Establish a network of supporters and advocates to champion the school's expansion plans.

## Budget Summary for 2025-2026

MAC Islamic School Calgary will continue to fund strategies outlined in the Education Plan. More specifically, learning support programs, teaching methods, assessments, educational assistants, and increased salaries will continue to be funded, enhancing teacher growth, learning supports, student growth and achievement, and teaching and leading. We will ensure financial support for resources, staffing, and programs to accommodate a growing school population.

