



## Edmonton Islamic Academy 2021 - 2024

### School Education Plan

#### School Mission Statement

The Edmonton Islamic Academy offers a high-quality education embedded in Islamic values, to enable students to become  
**\*Respectful \*Responsible \*Successful**  
 leaders and contributors to society

#### School Vision Statement

EIA students achieve their maximum potential in an environment of intercultural and interfaith understanding and respect, and use their leadership skills and intellect for the betterment of humanity

#### School Context

School Profile			
<b>Enrolment</b>	1450	<b>Grade Levels</b>	Pre-K – Grade 12
<b>Number of Teachers</b>	89	<b>Number of Support Staff</b>	34

School History
The Edmonton Islamic Academy was established in 1987. Today more than 1400 students attend EIA. EIA follows the Alberta curriculum in all core subjects. In addition, our students are also taught Islamic, Quranic and Arabic Studies.

Philosophy
EIA's purpose is the necessity of raising a generation of Canadian Muslims that is conscious of its creator. We believe that this message is achieved through intellectual growth, community service and upstanding citizenship that is integral to both Islam and our Canadian mosaic.

#### Accountability Statement

The Education Plan for the three years commencing September 1, 2021 for the Edmonton Islamic School Society, was prepared under the direction of the Board of Trustees in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. In addition, this document was developed in the context of the provincial government's assurance model and business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies within to improve student learning and achievement results. The Board of Trustees approved this Three-Year Education Plan on May 31, 2021.

Khalid Tarabain

May 31, 2021

Chair of the Board

Signature

Date

## Recent Successes

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Successful development and implementation of COVID-19 Re-Entry Plan</li> <li>• Successful Anti-Racism policy, including a strong education component and implementation</li> <li>• According to Fraser Institute, a publicized measuring tool used by parents, EIA elementary has improved from 684/812 to 180 rank. 2020 high school rankings placed EIA at 7th overall in Alberta and 3<sup>rd</sup> in Edmonton. Although this is not a formally accepted publication by Alberta Education nor is it highly valued by educators, it has resulted in lifting the profile of EIA amongst key stakeholders</li> <li>• University Magazine has recently ranked EIA as 3rd ranked High School in Edmonton</li> <li>• <a href="http://www.eightleaves.com">www.eightleaves.com</a> has recently ranked EIA in top 3 schools within Edmonton. These are great accolades for our staff and students and assists with staff and student retention and recruitment.</li> <li>• EIA has now adopted multiple strategies to market our school for current and prospective families. We have introduced social media campaigns, introduced a new Digital Magazine that promotes school success, launched a new and improved school website, and a introduced a student led newscast!</li> <li>• Cross moderation of student assignments in our English department is becoming more and more the norm at all grade levels (grades 6 – 12) in our secondary program. We have successfully introduced an English Coordinator to assist in leading this department. The English coordinator supports all secondary teachers and ensures that assessment alignment exists in all grades and that best teaching practice is consistent from classroom to classroom.</li> <li>• Nominated math coordinator to assist in school wide goal of aligning assessment and learning outcomes. This has led to improved communication and consistency in the math department. More importantly, we have observed improvement in secondary math scores.</li> <li>• In elementary, Literacy Coaches were established. While it was challenging to execute these roles amongst the many cohorting restrictions we have faced this year, we look forward to maintaining these internal, mid-level leadership positions in the coming years. The Literacy Coach is key in supporting elementary teachers in achieving literacy goals and establishing strong literacy programs.</li> <li>• Student Council provides various leadership opportunities at a local level</li> <li>• Initiated and led several clubs such as STEAM club, Quran Club, and One Ummah presentations.</li> <li>• Introduced a new School Resource Officer to assist with safety protocols and security. This has been a great fit for EIA.</li> <li>• Staff salaries (including teachers and support staff) increased by another 3% and now have increased health benefits for all staff. This puts EIA in alignment with most school authorities in the region and is a major accomplishment for our organization.</li> <li>• Six \$1000 scholarships were awarded to Gr. 12 students who attained top academic results.</li> <li>• ISLAM Awards recognized the high achievers (grade 7 – 12) in academics and leadership.</li> <li>• Every grade 12 student was accepted into a university program for 2020-2021.</li> </ul> | <ul style="list-style-type: none"> <li>• Purchased Chromebooks to improve technology in school. In addition, all Grade 4 – 12 students require a chrome book to develop technological skills and stay connected with their teacher when self-isolating. This was integral in allowing EIA to maintain a high-quality program.</li> <li>• Although COVID led to challenges, EIA and Edmonton Christian School (ECS) will continue to collaborate on the development of each school’s respective religious curriculum. EIA and ECS agreed that both spiritual curriculums needed to focus on the heart, mind and actions of students.</li> <li>• EIA raised \$5,000.00 for Nisa Homes (Edmonton-based woman shelter) to support local families through our annual SPARK’s Run.</li> <li>• EIA elementary students prepared masks and meals and handed them out to the homeless on Boyle Street during Ramadan</li> <li>• Introduced Project-Based Learning and many successful initiatives took place. Project-based learning is a pedagogical shift for the faculty and will mold future programming at EIA based on inquiry, multi-disciplinary integration, and faith.</li> <li>• Grade 7 held a PBL bottle drive in collaboration with Human Concern. They collected nearly \$7000 which went towards building mobile medical clinic for Syrian refugees.</li> <li>• EIA students participated in the Edmonton school-based Heritage Fair.</li> <li>• EIA students from grade 4 – 12 participated in the Edmonton Regional Science Fair. They achieved high awards at each competition. Over 30 students received an award for their projects.</li> <li>• EIA students collected food for Islamic Family and Social Services Association in Ramadan.</li> <li>• Organized virtual Remembrance Day assembly, which focused on the importance of freedom and peace in Islam and observed a moment of silence for all those who lost their lives in ensuring Canada’s democracy. Students also focused on the many Muslim soldiers who participated and lost their lives in these historic events.</li> <li>• Athletic camps took place after school when COVID restrictions allowed it.</li> <li>• EIA student council (grade 3 – 12) was organized and formalized as voices of the students for the school’s decision-making process.</li> <li>• Organized outdoor One Ummah event which aims at bringing all nationalities together and promotes peace and harmony for all. This was extra special as we were able to include parents in a One Ummah parking lot parade. Including parents was a significant challenge this year and we are pleased to have had an opportunity to celebrate with them.</li> <li>• The ability to hold a Grade 12 Graduation under COVID restrictions was a highlight to end 19-20.</li> <li>• EIA students participated in AP Chemistry and Calculus found great success</li> <li>• While operating the STEAM Room was a challenge, we are pleased to had the opportunity to offer several classes and options that allowed students to develop skills in the STEAM Room.</li> </ul> |
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Education Plan Planning Process	Education Plan Review Process
<p>The planning process of the Education Plan document will go through five phases:</p> <pre> graph TD     A[Review of strengths and areas of growth using previous EP, AERR, stakeholder feedback, &amp; achievement data] --&gt; B[Identify priorities and develop strategies to improve the growth areas and set SMART targets]     B --&gt; C[Create action plans to set performance indicators and strategies aimed at meeting SMART targets. Section leaders responsible for implementation.]     C --&gt; D[Create monitoring and reporting strategy to ensure accountability and assurance. (BOT/Principal responsibility)]     D --&gt; E[EP implementation plan and monitoring documents presented to key stakeholders (parents, staff and BOT) by the Principal.]     E --&gt; A           </pre>	<p>The principal will lead an EP review process before the end of the academic year. In this review, section leaders will use the following five steps review framework:</p> <pre> graph TD     A[Which KPI/targets were implemented successfully and which one needs attention?] --&gt; B[How much evidence can we present and reflect upon?]     B --&gt; C[What more can school leaders and key staff do to achieve the KPI's/targets?]     C --&gt; D[What more can principal and/or BOT do to support meeting targets?]     D --&gt; E[What priorities will we need to focus on in next years EP?]     E --&gt; A           </pre>
<p><b>Education Plan Presentation to Board of Trustees and Parent Body</b></p>	
<p>EP implementation updates will take place at the end of each quarter. This will be coordinated by the school principal. The principal, in collaboration with the BOT, will present the EP and results at the Annual General Meeting. In addition, the EP will be posted on the school’s website.</p>	
<p><b>Stakeholder Engagement: What Perceptual Data was Used to Create EP?</b></p>	



## Section 2: Accountability Pillar Reports

### Accountability Pillar Overall Summary 3-Year Plan - May 2020

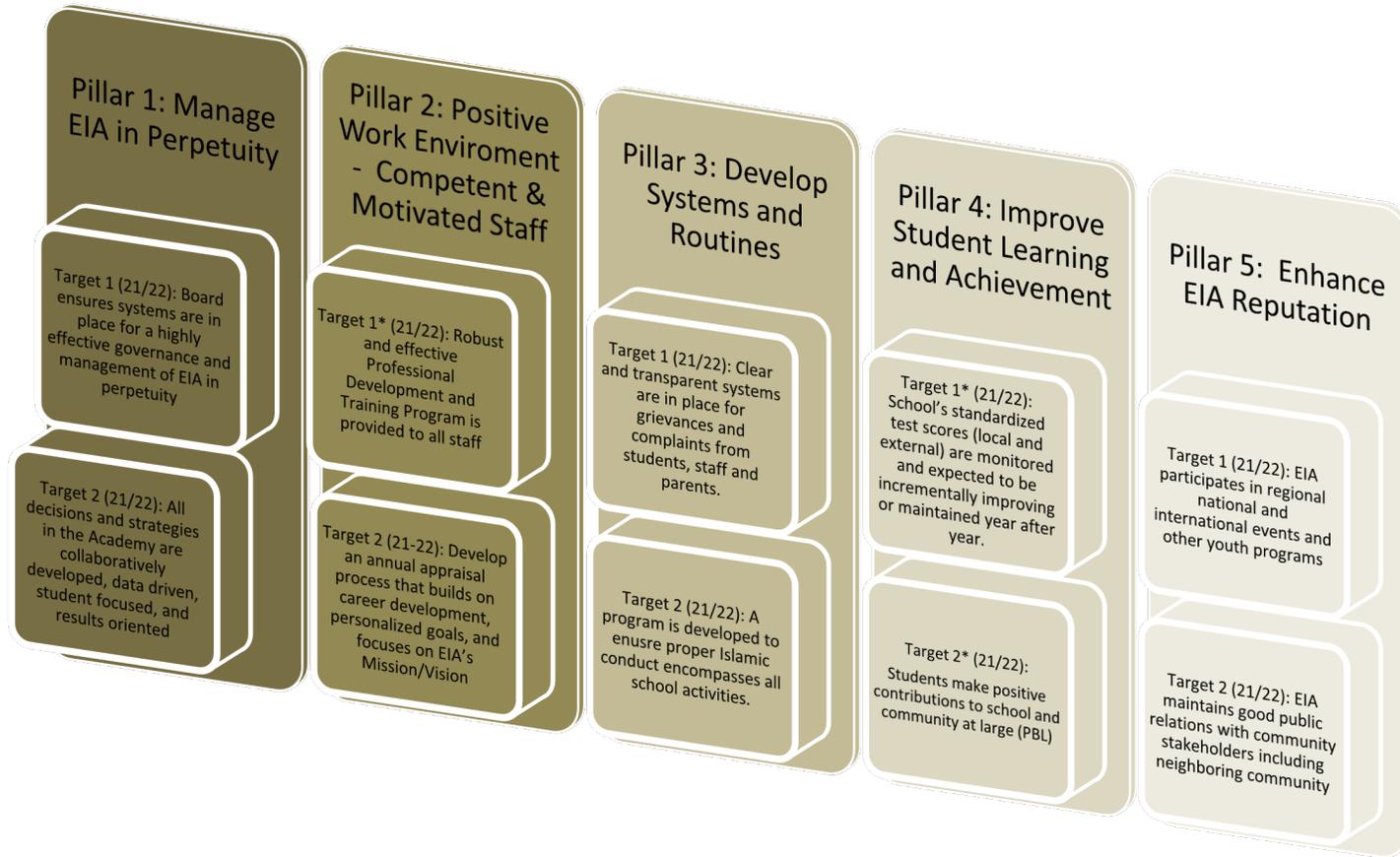
Authority: 9269 Edmonton Islamic School Society

Measure Category	Measure	Edmonton Islamic Sch Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.3	89.1	87.3	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	71.9	67.7	62.7	82.4	82.2	82.0	Low	Improved Significantly	Good
	Education Quality	90.9	90.5	86.5	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	0.0	0.0	0.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	97.6	88.7	87.7	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	91.7	93.2	88.1	73.8	73.6	73.6	Very High	Improved	Excellent
	PAT: Excellence	34.0	29.4	26.8	20.6	19.9	19.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	93.8	90.5	86.2	83.6	83.7	83.1	Very High	Improved	Excellent
	Diploma: Excellence	53.3	44.6	38.7	24.0	24.2	22.5	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	97.6	85.7	84.3	56.4	56.3	55.6	Very High	Improved Significantly	Excellent
	Rutherford Scholarship Eligibility Rate	97.5	100.0	93.0	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	89.9	97.4	99.1	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	90.9	84.4	83.6	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	85.3	83.3	80.9	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	84.9	78.9	79.9	81.8	81.3	81.2	Very High	Improved	Excellent

Continuous Improvement	School Improvement	83.7	80.7	78.8	81.5	81.0	80.9	Very High	Improved Significantly	Excellent
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## Summary of Priorities (2021-2024)

<b>Pillar 1</b>	Manage EIA in Perpetuity
<b>Pillar 2</b>	Provide a Positive Work Environment where Faculty & Staff are Competent and Highly Motivated
<b>Pillar 3</b>	Develop Systems and Routines that Enhance EIA's Mission/Vision
<b>Pillar 4</b>	Improve Student Learning and Achievement
<b>Pillar 5</b>	To Enhance and Develop EIA's Reputation



\*Despite many other goals within the 3-year plan, EIA will put most emphasis on these targets in 2021-22.

\*\*Action Plans are in Appendices

## **Section 3: Three-Year Plan and Desired Outcomes**

### **Pillar I: Manage EIA in Perpetuity**

#### *Foundational Expectations*

#### **A. Fiduciary Responsibility**

1. Financial policy establishes guidelines for ordering and procuring materials and services
2. New assignments/appointments are ratified by the Board of Trustees
3. Capital and asset replacements are covered by a dedicated fund
4. Annual budget needs to be presented based on line items for every cost of the school's operations and capital expenditures
5. Annual and operational budgets are presented and maintained in accordance with Board approval
6. Automated process for collecting of fees needs to be in place.

#### **B. Strategic Responsibility**

1. Board reviews strategic vision and expectations annually
2. Principal and his leadership team develop annual action plan that deliver on the Board's Strategic Goals
3. Board identifies resources required to deliver on strategic vision and the PRINCIPAL's approved action plan
4. Decisions and strategies in the Academy are data driven, student focused, and results oriented
5. Discussions and decisions are in alignment with the school's Mission and Vision
6. Establish a faith-based policy that aligns with the Mission of the school

#### **C. Leadership Responsibility**

1. Board ensures systems are in place for a highly effective governance and management of EIA in perpetuity
2. Board recruits a highly qualified and capable PRINCIPAL to manage the day-to-day operations of EIA

3. Board regularly provides feedback to the PRINCIPAL to ensure he is delivering on the school's Mission/Vision and the Board's strategic goals
4. Board conducts an annual review of its performance based on good governance practices

## **Pillar II: Provide a Positive Work Environment where Faculty and Staff are Competent and Highly Motivated**

### *Foundational Expectations*

#### **A. Recruit and Retain Highly Effective Faculty and Staff**

1. Competitive salary and benefit packages are offered to all EIA employees
2. EIA is recognized locally, nationally, and globally by highly qualified teachers and educational leaders
3. Principal attends various recruitment fairs across Canada to recruit and promote EIA
4. Robust and effective Professional Development and Training Program is provided to all staff (Oct 1 - PD Plan)
5. Annual survey of staff provides feedback on school's successes and areas that require attention
6. Collaborate with post-secondary institutes across Alberta to recruit new teachers to EIA

#### **B. Optimize Work Conditions for Professional and Personal Fulfillment**

1. Leadership team invites staff input on decision making when appropriate
2. Clear and encompassing communication channels and protocols are maintained
3. Staff achievements are recognized and celebrated in relation to EIA's Mission/Vision
4. Staff involvement in maintaining a collaborative and positive school culture is regularly asked for and encouraged by the leadership team
5. Initiatives and strategies to enhance and maintain high staff morale is a leadership priority

### **C. Design Faculty Appraisal Processes that help develop Professional Growth**

1. EIA employees have one-line manager
2. The annual appraisal process is collaborative and focuses on EIA's Mission/Vision
3. Professional Growth Plans will align with Mission/Vision and be supported by PGP Rubric
4. Newly hired staff are mentored and observed during the probationary period (of 3 months)
5. Professional feedback for all EIA employees is ongoing, documented (when necessary), and motivating
6. Staff in crisis are identified by LT and placed on a Teacher Support Plan with SMART goals, regular documentation, and consistent feedback. The TSP is intended to support underperformers.
7. Appraisal process, professional development and consistent feedback is in place for all staff

## **Pillar III: Develop Systems & Routines that Enhance EIA's Mission/Vision**

### *Foundational Expectations*

#### **A. Establish Effective Systems and Procedures**

1. Board policy reflects the diverse demographics needed to establish a balanced student population
2. Systems and procedures are in place for transportation, student supervision, security, public announcements, maintenance, student accountability, parent accountability, and staff and faculty accountability
3. Institutional records are electronically organized, archived, and retrieved efficiently
4. Faculty respect Islamic values and traditions and use available resources to integrate relevant knowledge across the curriculum (develop committee)
5. All personnel work in an environment where responsibilities are clear and accountability is fully accepted
6. An automated business office program is installed to help establish efficient and accurate accounting practices
7. All parent complaints are channeled through the proper channels and only after they have met with the required teacher, Assistant Principal, Vice-Principal or Principal and they remain dissatisfied, should parent complaints be dealt with by the Board

## **B. Establish Clear Admission Requirements**

1. Admission tests are approved and considered alongside student report cards
2. Probation periods are set for students who may not be able to succeed due to special resources at EIA<sup>6</sup>.
3. The Principal has the authority to deny admission to a student if he deems it necessary
4. Class sizes will not exceed 25 students
5. A new Admissions and Acceptance procedure is in place with clear criteria and is followed consistently and objectively

## **C. Establish Clear Policy to Ensure Islamic Conduct maintains status as a Priority**

1. The school will introduce Discipline Policy that is aligned with Islamic Conduct
2. Develop initiatives to ensure Islamic Conduct is engulfed throughout the entire school and led by the school Imam.

## **Pillar IV: Improve Student Learning and Achievement**

### *Foundational Expectations*

#### **A. Ensure Curriculum Alignment**

1. Teaching practices and assessment strategies in all classes (including the Arabic Language) are fully aligned with the Alberta Curriculum Plan of Study
2. Newly graduated teachers receive sufficient coaching and mentoring in the areas of curriculum alignment, assessment practices, classroom management, and unit planning
3. Teachers collaborate and plan as a team across the elementary grades and across subject areas in the secondary grades
4. Appraisal process for faculty reflects curriculum alignment and valid student assessment
5. External and internal assessments are *continually analyzed* for the purpose of improving instruction and student achievement
6. Evidence that curriculum alignment is in place is provided by faculty during their annual Teacher Performance Reviews
7. Professional Development provides faculty with guidance on how to differentiate literacy curriculum to ensure all students have the opportunity to reach their maximum potential

## **B. Provide Necessary Resources to Enhance Student Achievement**

1. EIA provides appropriate resources (including technology and literacy resources) to compliment the teaching and learning domains
2. Instruction is differentiated to challenge high achieving students
3. Underachieving students are supported and engaged in learning
4. Parents are involved in their children's education
5. Ensure a productive and meaningful volunteer program addresses student learning both in and outside the classroom
6. Ensure the PE and Outdoor Pursuits program have the equipment and resources needed to provide a high quality PE program from Kindergarten to grade 9 and Outdoor Ed in Jr. High
7. Ensure students in grades 6, 9 and 12 are provided the necessary resources and support to successfully challenge provincial exams
8. Ensure all grade 12 students have university guidance and assistance for their applications
9. Introduce new electives in Junior High are well equipped and resourced to find success
10. Strategically set schedule to allow all homeroom teachers and Arabic teachers in elementary to provide additional academic support
11. Introduce Literacy Coaches and Subject Coordinators to support staff and students.
12. Introduce a mandated High School Islamic Course; required for enrollment

## **C. To Establish Data-Driven, Measurable, and Shared Academic Goals**

1. Elementary faculty will establish shared literacy goals, driven by common assessments, shared data, and shared strategies
2. Islamic department will establish Quran memorization goals that are directed at achieving Juz 'Amma in (KG-6) and Juz Tabarak in Grade 6 - 9.
3. Invest in common assessments throughout the faculties to ensure authentic, reliable, and consistent data is collected and regularly analyzed

## **D. To Develop Respectful, Responsible, Successful Muslim Leaders**

1. Friday sermons motivate students to become leaders and contributors to society
2. Students have a sense of pride in their identities as Canadian Muslims

3. Quran and Islamic studies are delivered in alignment of an approved curriculum which significantly contributes to the achievement of the vision, mission and philosophy of the Edmonton Islamic Academy
4. Quran Club is established to promote and support Quranic teachings
5. Islamic Leadership Club is established to promote Islamic leadership inside/outside school
6. Faculty provide role model to students in professionalism and conduct
7. Student at EIA are independent learners
8. Students make positive contributions to school and community at large
9. Students develop healthy and environmentally friendly lifestyle
10. Students have the opportunity to travel globally in order to develop cultural and spiritual agility
11. Establish monthly Halaqaat for staff and parents to enhance Islamic environment
12. Re-structure role of Resident Imam to promote and monitor Islam within the school

## **Pillar V: To Enhance and Develop EIA's Reputation**

### *Foundational Expectations*

#### **A. Improve Communication with all Stakeholders**

1. Reporting procedures for students are meaningful, understandable, and relevant
2. Communication with parents is timely and built upon collaboration and cooperation
3. Communication with Alberta Education is respectful, collaborative, and timely
4. Communication with Edmonton Public and Edmonton Catholic Schools are open and collaborative
5. Neighborhood luncheon continues as an outreach to the secular community

#### **B. Develop Strong Ties with local, National, and International Bodies**

1. Alumni leaders establish and manage an active EIA Alumni Executive Council

2. EIA activities, assemblies, and events are of the highest quality
3. The EIA website (and the related social media) is updated to look professional, celebrates achievements, and is parent friendly which provides accurate and up-to-date information
4. EIA participates in regional and national sports events and other youth programs
5. EIA is a member of professional organizations (ie. AISCA) and it is represented at appropriate regional and national functions/meetings
6. Principal and/or his delegate represents EIA at relevant government functions and at recruitment fairs
7. Principal and/or his delegate is visible at major community events and functions

## Section 4: 2020-2021 Budget Summary

Revenue		
	Revenue	Budget 2020-21
	Alberta Education Grants	\$9,349,765
	COVID Grant	\$546,000
	Program Generated Funds	\$120,230
	Tuition K-12	\$3,734,125
	Transportation 1-9	\$130,000
	Cafeteria Sales	\$50,000
	Other Revenue	\$63,000
	<b>Total Revenue</b>	<b>\$13,993,120</b>

# Expenses

Instructional Costs		Budget 2020-21
Salaries and Benefits		\$8,518,037
Educational Resources		\$289,500
Program Expenses		\$141,000
<b>Total Instructional Costs</b>		<b>\$8,948,537</b>
Operational Costs		Budget 2020-21
Cafeteria		\$50,000
Professional Expenses (Legal/Accounting)		\$120,000
Administrative Expenses		\$265,000
Amortization		\$500,000
Rent		\$1,500,000
Rent Pre-School		\$104,220
Local Improvement		\$250,000
Other Operating Costs		\$140,000
Automotive and Building Insurance		\$177,600
Repair and Maintenance		\$330,000
Cleaning Contract		\$235,000
Transportation/Bus Maintenance & Fuel		\$105,000
Utilities		\$419,000
PUF Program		\$700,665
Mild/Moderate Program		\$154,179
<b>Total Operational Costs</b>		<b>\$5,050,664</b>
<b>Total Expenses</b>		<b>\$13,999,201</b>
<b>Surplus / (-Deficit)</b>		<b>-\$6,081</b>

# Appendix A

## Implementing & Monitoring Plan for 3 Year Education Plan (Working Document)

\*Blue = Board of Trustee Responsibility \*Grey = Principal Responsibility \*Yellow = Shared

### Pillar I: Manage EIA in Perpetuity

*Foundational Expectations*

#### A. Fiduciary Responsibility

Goals [What do you want to achieve?]	Target Date	Action Steps/Strategies [Steps you will take]	Performance Indicator [What will you see if the goal is being achieved?]	Status [Achieved, In-progress, Not Achieved?]
Financial policy establishes guidelines for ordering and procuring materials and services		1.	1.	
New assignments/appointments are ratified by the Board of Trustees				
Capital and asset replacements are covered by a dedicated fund				
Annual and operational budgets are presented and maintained in accordance with Board approval				
Annual budget needs to be presented based on line items for every cost of the school’s operations and capital expenditures				
Process for collecting of fees is efficient and streamlined.				
Funding sources are diversified.				



## B. Strategic Responsibility

<b>Goals</b> <i>[What do you want to achieve?]</i>	<b>Target Date</b>	<b>Action Steps/Strategies</b> <i>[Steps you will take]</i>	<b>Performance Indicator</b> <i>[What will you see if the goal is being achieved?]</i>	<b>Status</b> <i>[Achieved, In-progress, Not Achieved?]</i>
Strategic plan is reviewed (and revised if needed) regularly (at least every three years). The school Mission and Vision is kept at the forefront when considering and revision or changes. The strategic plan is the responsibility of the Strategy Development Subcommittee and Board of Trustees at large.				
Action Plan is developed yearly (August) and reviewed (May) to reflect the steps being taken to achieve the goals set in the strategic plan. The action plan includes steps that are a shared responsibility between the Principal (Leadership Team) and the Board of Trustees.	August 2020	<ol style="list-style-type: none"> <li>1. Attain triangulated data (Perceptual, Achievement, Performance)</li> <li>2. Attain BOT direction and mandates</li> <li>3. Create propose 3-year Plan</li> <li>4. Creat 3YP Action Plan</li> <li>5. Implement &amp; report back to BOT</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased student achievement</li> <li>2. Increased Parent/Student/Staff satisfaction</li> <li>3. Increased performance on accountability report and other educational rankings.</li> </ol>	Achieved
Board and Principal identifies resources required to deliver on strategic vision and the Principal’s approved action plan				
Decisions and strategies in the Academy are collaboratively developed, data driven, student focused, and results oriented	August 2020	<ol style="list-style-type: none"> <li>1. LNA to identify target areas</li> <li>2. Establish data protocols based on triangulation methods</li> <li>3. Create an electronic Data Wall to store, measure, and analyze data</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence of growth/ improvement</li> <li>2. Track records/archives</li> <li>3. Goal setting</li> <li>4. Transparency</li> <li>5. School improvement</li> </ol>	Not Started
Discussions and decisions are in alignment with the school’s Mission and Vision	August 2020	<ol style="list-style-type: none"> <li>1. Include M/V in communications, logos, images, emails, etc. to make part of school ethos</li> <li>2. Include M/V in morning assembly</li> <li>3. Include M/V in leadership meetings and staff meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Mission and Vision coming to life</li> <li>2. Quality of Education</li> <li>3. Retention/recruitment of staff and students</li> </ol>	In progress

### C. Leadership Responsibility

<b>Goals</b> <i>[What do you want to achieve?]</i>	<b>Target Date</b>	<b>Action Steps/Strategies</b> <i>[Steps you will take]</i>	<b>Performance Indicator</b> <i>[What will you see if the goal is being achieved?]</i>	<b>Status</b> <i>[Achieved, In-progress, Not Achieved?]</i>
Board ensures systems are in place for a highly effective governance and management of EIA in perpetuity				
Board recruits a highly qualified and capable PRINCIPAL to manage the day-to-day operations of EIA				
Board regularly provides feedback to the PRINCIPAL to ensure he is delivering on the school’s Mission/Vision and the Board’s strategic goals				
Board conducts an annual review of its performance based on good governance practices				

## Pillar II: Provide a Positive Work Environment where Faculty and Staff are Competent and Highly Motivated

### Foundational Expectations

#### A. Recruit and Retain Highly Effective Faculty and Staff

Goals [What do you want to achieve?]	Target Date	Action Steps/Strategies [Steps you will take]	Performance Indicator [What will you see if the goal is being achieved?]	Status [Achieved, In-progress, Not Achieved?]
Competitive salary and benefit packages are offered to all EIA employees		Aim to meet or exceed Edmonton Public School Standard teacher salary (within 3 years) Salary		
EIA is recognized locally, nationally, and globally by highly qualified teachers and educational leaders	2023	<ol style="list-style-type: none"> <li>1. Introduce Project Based Learning initiative which enables students to participate in local/worldly humanitarian projects.</li> <li>2. Introduce a local <i>Award Program</i> to facilitate a culture of excellence.</li> <li>3. Principal attends various recruitment fairs across Canada to recruit/promote EIA</li> <li>4. Annual survey of staff provides feedback on school's successes and areas that require attention</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased Staff retention</li> <li>2. Increase in interested quality candidates to apply at EIA</li> <li>3. Increased staff satisfaction</li> <li>4. Increase in staff morale and staff performance</li> </ol>	Ongoing
Robust and effective Professional Development and Training Program is provided to all staff	2021	<ol style="list-style-type: none"> <li>1. Establish a Fund or Grant for Teachers to attend Provincial or National Conferences</li> <li>2. Establish a budget to complement and enhance PD Plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased teacher performance</li> <li>2. Success in implementation of Whole School Approaches and programs</li> <li>3. Increased student achievement</li> </ol>	In progress

## B. Optimize Work Conditions for Professional and Personal Fulfillment

<b>Goals</b> [What do you want to achieve?]	<b>Target Date</b>	<b>Action Steps/Strategies</b> [Steps you will take]	<b>Performance Indicator</b> [What will you see if the goal is being achieved?]	<b>Status</b> [Achieved, In-progress, Not Achieved?]
Leadership team invites staff input on decision making when appropriate	August 2020	1.Create staff surveys seeking input 2.Establish open door policy 3.Invite input in Briefings 4.Create committees that involve staff	1.Increased staff buy in  2.Opportunities for teacher leadership and development	Ongoing
Grievances are organized by clear and fair Board policy				
Clear and encompassing communication channels and protocols are maintained	August 2020	1.Create org chart with communication channels 2.Establish protocols 3.Deseminate protocols to staff and parents	1.Increased communication which parlays to better performance 2.Less complaints; increased parent/staff satisfaction 3.Efficiency in all areas 4.Increased staff morale	Ongoing
All EIA stakeholders model respect, responsibility and success in their mutual dealings				Achieved
Staff involvement in maintaining a collaborative and positive school culture is regularly asked for and encouraged by the leadership team	August 2020	1.Establish social committee events on calendar 2.Include staff acknowledgements in meetings 3.Thursday – Collaborative meetings scheduled <b>4. Horizontal and vertical meetings</b>	1.Greater staff performance 2.Increased staff morale 3.Evidence of regular positive feedback from SLT	On going
All personnel work in an environment where responsibilities are clear and accountability is fully accepted	August 2020	1.Contracts are issued 2.Staff Handbook is completed, presented, and signed off by all staff 3. PGP are completed and measured for accountability <b>4. Introducing a formal performance appraisal</b>	1.Staff accountability 2. Enhanced communication 3. Consistent and efficient production	Not Achieved
Initiatives and strategies to enhance and maintain high staff morale is a leadership priority	August 2020	1.Weekly Staff acknowledgements 2.Reward for PBL results 3.Positive messages to be sent to individual teachers 4.Establish Social Committee 5.Include Team Building Activities in PD 6.Enhance New Staff Orientation 7. Stay Interviews	1.Increased teacher performance 2. Increased staff retention 3. Increased student achievement 4. Increase in student and parent satisfaction 5.Positive image of EIA and staff	Achieved

Staff achievements are recognized and celebrated in relation to EIA's Mission/Vision	June 2020	<ol style="list-style-type: none"> <li>1. Recognize Years of Service (BOT)</li> <li>2. Formal letters of recognition</li> <li>3. Seek staff input</li> </ol>		Not Started
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### C. Design Faculty Appraisal Processes that help develop Professional Growth

<b>Goals</b> [What do you want to achieve?]	<b>Target Date</b>	<b>Action Steps/Strategies</b> [Steps you will take]	<b>Performance Indicator</b> [What will you see if the goal is being achieved?]	<b>Status</b> [Achieved, In-progress, Not Achieved?]
EIA employees have one-line manager.	August 2020	1.Establish Organizational Chart	1.Improved communication	Achieved
Employees are committed to their own professional growth and follow Professional Growth Plans aligned with EIA’s Mission/Vision and Alberta Education TQS and/or LQS	November 2020	1.Establish PDP format 2.Introduce long range plan for teacher development 3.Support teachers and monitor PDP	1.Increased teacher performance 2.Teacher feedback on PDP is generally positive	Ongoing
The annual appraisal process is collaborative and focuses on EIA’s Mission/Vision	June 2021	1.Establish a formal appraisal plan 2.Schedule evaluation periods in yearly calendar	1.Regular feedback 2.Performance improvement 3.Performance Data	Not Started
Newly hired staff are mentored and observed during the probationary period (of 3 months)	November 2020	1.Implement Support Plan for Probationary staff 2.Assign mentor teachers to new staff	1.Highly successful orientation to EIA 2.Parent satisfaction 3. Increase in student achievement	Not Started
Professional feedback for all EIA employees is ongoing, documented (when necessary), and motivating	August 2020	1.Create Professional Growth Rubric and provide PD on it 2.Create shared formal observation template	1.Feedback equates to increased teacher performance 2.Performance data collected	In Progress
Staff in crisis are identified and placed on a Teacher Support Plan	August 2020	1.Createa Teacher Support Plan 2.Identify teachers needing support 3.Implement plan 4.Evaluation to determine/measure growth	1.Teachers feel supported 2.Improved Evaluation process 3.Greater support from SLT	Achieved

# Pillar III: Develop Systems & Routines that Enhance EIA’s Mission/Vision

## Foundational Expectations

### A. Establish Effective Systems and Procedures

<b>Goals</b> <i>[What do you want to achieve?]</i>	<b>Target Date</b>	<b>Action Steps/Strategies</b> <i>[Steps you will take]</i>	<b>Performance Indicator</b> <i>[What will you see if the goal is being achieved?]</i>	<b>Status</b> <i>[Achieved, In-progress, Not Achieved?]</i>
Policy and planning around human resources allow for diverse, and balanced ethnic/gender representation in the leadership and staff reflecting the diversity of the student population.				
Systems and procedures are in place for transportation, student supervision, security, safety, public announcements, maintenance, student accountability, parent accountability, and staff and faculty accountability				
Systems in place to ensure that School is maintaining a standard of academic excellence.				
Clear and transparent systems are in place for grievances and complaints from students, staff and parents.				
Institutional Records organizes, archives, and retrieves information efficiently				

B. Establish Clear Policy to Ensure Islamic Conduct maintains status as a Priority

<b>Goals</b> <i>[What do you want to achieve?]</i>	<b>Target Date</b>	<b>Action Steps/ Strategies</b> <i>[Steps you will take]</i>	<b>Performance Indicator</b> <i>[What will you see if the goal is being achieved?]</i>	<b>Status</b> <i>[Achieved, In-progress, Not Achieved?]</i>
Proper Islamic conduct encompasses all school activities.	June 2021	1. Assign a person/ committee to lead. Committee should include SLT, teachers, students 2. Themes embedded within calendar	1. Islamic conduct in all facets of school life 2. Parent/student satisfaction	Not Started
The School and Al Rashid Imams are held as a key consultant where necessary.				
Systems and resources in place to ensure all Faculty and Staff are knowledgeable and respect Islamic values and traditions. This includes using available resources to integrate relevant knowledge across the curriculum				

## Pillar IV: Improve Student Learning and Achievement

### Foundational Expectations

#### A. Establish Clear Admission Requirements

<b>Goals</b> [What do you want to achieve?]	<b>Target Date</b>	<b>Action Steps/ Strategies</b> [Steps you will take]	<b>Performance Indicator</b> [What will you see if the goal is being achieved?]	<b>Status</b> [Achieved, In-progress, Not Achieved?]
A clear admissions and acceptance criteria are followed consistently and objectively				
Probation periods are set for new students in secondary.	August 2020	<ol style="list-style-type: none"> <li>1.Set Probation dates on calendar</li> <li>2. Set Probation criteria</li> <li>3. Establish orientation for new students</li> <li>4. Set support plans for new students</li> </ol>	<ol style="list-style-type: none"> <li>1.Increased success from new students</li> <li>2.New students report feel supported and orientation was informative and welcoming</li> </ol>	In progress  (Bahja)
Class size is maintained at optimal teacher-student ratio.				

#### B. Ensure Curriculum Alignment

<b>Goals</b> [What do you want to achieve?]	<b>Target Date</b>	<b>Action Steps/ Strategies</b> [Steps you will take]	<b>Performance Indicator</b> [What will you see if the goal is being achieved?]	<b>Status</b> [Achieved, In-progress, Not Achieved?]
Teaching practices and assessment strategies in all classes (including the Arabic Language) are fully aligned with the Alberta Program of Study	November 2020	<ol style="list-style-type: none"> <li>1.Establish academic leaders to monitor and support</li> <li>2. Establish long range plan reviews</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased success in assessments, both internal and external</li> <li>2. Vertical Collaboration (math?)</li> </ol>	In Progress
Newly graduated teachers receive sufficient coaching and mentoring in the areas of curriculum alignment, assessment practices, classroom management, and unit planning	August 2020	<ol style="list-style-type: none"> <li>1.Assign mentor teachers to new teachers</li> <li>2.Monitor progress of new teachers</li> </ol>	1.Success from new teachers	Ongoing
Teachers collaborate and plan as a team across the elementary grades and across subject areas in the secondary grades	August 2020	1.Establish collaboration time on schedule	<ol style="list-style-type: none"> <li>1.Greater collaboration and grade level success</li> <li>2.Less parent concerns about teachers teaching different topics at different times</li> </ol>	
Appraisal process for faculty reflects curriculum alignment and valid student assessment	November 2020	<ol style="list-style-type: none"> <li>1.Review appraisal process</li> <li>2. Create assessment policy</li> <li>3.Inform teachers of expectations</li> </ol>	<ol style="list-style-type: none"> <li>1.Strong curriculum alignment</li> <li>2. Evidence of Authentic and in-depth assessment folders</li> </ol>	

External and internal assessments are continually analyzed for the purpose of improving instruction and student achievement	June 2021	1.Create long range schedule for leadership activities including data analysis 2.Include data analysis in PD	1.Stronger analysis equates to targeted action plans and goals 2. Student achieved increases	
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### C. Provide Necessary Resources to Enhance Student Achievement

<b>Goals</b> <i>[What do you want to achieve?]</i>	<b>Target Date</b>	<b>Action Steps/Strategies</b> <i>[Steps you will take]</i>	<b>Performance Indicator</b> <i>[What will you see if the goal is being achieved?]</i>	<b>Status</b> <i>[Achieved, In-progress, Not Achieved?]</i>
EIA provides appropriate resources (including technology) to compliment the teaching and learning domains	June 2021	1. Identify learning needs of students 2. Identify teaching needs and resources 3. Devise strategy to increase new resources and replacement strategy for asset management	1. Student learning in new areas and via new methods increased 2. Use of resources 3. Teacher satisfaction 4. Student achievement increased	Ongoing
Faculty are familiar with the relevant and current student information system	June 2020	1. Learning Needs Analysis 2. Plan PD sessions on SIS (Powerschool) 3. Include in orientation program	1. Powerschool fully utilized 2. Staff becomes dependent on SIS 3. Student information collected and recovered efficiently	Achieved
Highly achieving students are challenged and engaged in learning	June 2021	1. Research theories/ programs/strategies for engaging high achievers 2. Introduce Gift/ Talented Program 3. Introduce STEM clubs	1. Increased student engagement 2. Innovative and creative projects	In Progress
Underachieving students are supported and engaged in learning	June 2021	1. Introduce LST referral process 2. Create partnership with other schools to administer IPP implementation review 3. Ensure PD program includes topics related to inclusion 4. Introduce IPP review cycles & accountability measures	1. Successful and consistent IPP implementation 2. Increase in student achievement	Not Started
Parents are involved in their children's education	June 2021	1. Review implementation of Parent Volunteer Policy 2. Introduce school-wide approach for comms 3. Introduce monthly community-parent events	1. Increase in student achievement 2. Decrease in parent complaints 3. Decrease in student behaviour	In Progress

EIA manages a productive and meaningful volunteer program that addresses student learning both in and outside the classroom	June 2020	1.Review implementation of Parent Volunteer Program	1. Increased student behavior 2.Increased parent morale	Achieved
Students are provided the necessary resources and support to successfully challenge provincial exams	June 2020	1.Introduce PAT Prep program	1.Increase in PAT results 2.Increase in overall student achievement 3.Increased collaboration	Achieved
All grade 12 students have university guidance and assistance for their applications	June 2020	1.Assign guidance counselor	1.Increase student retention 2.Increase in stakeholder satisfaction	In Progress
EIA offers a wide range of properly equipped elective courses to Junior/Senior High students	June 2020	1.Seek student input 2.Review staff input 3.Seek parent input 4.Seek feedback and course review surveys	1. Decrease in behavior problems 2. School spirit increases 3. Increase in new learnings and competencies	Achieved
EIA provides a strong Athletic program for all grades.	June 2020	1.Establish relationship with metro 2.Seek volunteer coaches 3. Establish after school athletics program for secondary 4.Establish period athletic events for division 2	1.Increase in school spirit 2.Evidence of school pride 3.EIA known to other public schools for athletics	Achieved

#### D. To Develop Respectful, Responsible, Successful Muslim Leaders

<b>Goals</b> <i>[What do you want to achieve?]</i>	<b>Target Date</b>	<b>Action Steps/Strategies</b> <i>[Steps you will take]</i>	<b>Performance Indicator</b> <i>[What will you see if the goal is being achieved?]</i>	<b>Status</b> <i>[Achieved, In-progress, Not Achieved?]</i>
Friday sermons motivate students to become leaders and contributors to society	June 2021	1.Study and observe for trends, habits, and wins 2. Look to differentiate Friday sermon through grouping divisions to make topics more relevant to each child. 3.Calendar themes to ensure topics support Mission and Vision.	1.Increased Student engagement during Khutba 2.Increase in students applying sermon message 3.Greater cohesion and consistency in messages	In Progress
Students have a sense of pride in their identities as Muslims Canadians	January 2021	1.Develop project-based learning initiatives based around using faith in Canadian society 2. Bring in guest speakers or showcase models, examples, stories of successful Canadian Muslims	1.Students proudly practicing Islam in public	In Progress

		3.Look for opportunities to market student contributions to society		
Quran and Islamic studies are delivered in alignment of an approved curriculum which significantly contributes to the achievement of the vision, mission and philosophy of the Edmonton Islamic Academy	June 2021			
Faculty provide as role model to students in professionalism and conduct	June 2021	1.Establish code of conduct in key meetings (ie. Orientation, PD, briefings) 2. Acknowledge good examples of modeling Islamic conduct 3.Review handbook and implement policies	1.Policies followed accordingly 2.Less parent-teacher conflicts or complaints 3.Improved Islamic conduct amongst students	In progress
Student at EIA are independent learners	June 2021	1.Establish project-based learning	1.Interdisciplinary learning 2.Independent learning	Not Started
Students make positive contributions to the school and community at large	June 2021	1.Establish school-wide Project-Based Learning approach designed around students using intellects and skills for the betterment of humanity	1. Evidence of students being contributors and leaders on campus and within the community	In progress
Students develop healthy and environmentally friendly lifestyle	June 2022	1.Create health committee 2.Seek health program 3. Implement as prescribed by program	1.Cafeteria and home brought student lunches include healthy options 2.	
Introduce a mandatory High School Islamic Course; required for enrollment				

## E. Encourage Excellence

<b>Goals</b> <i>[What do you want to achieve?]</i>	<b>Target Date</b>	<b>Action Steps/Strategies</b> <i>[Steps you will take]</i>	<b>Performance Indicator</b> <i>[What will you see if the goal is being achieved?]</i>	<b>Status</b> <i>[Achieved, In-progress, Not Achieved?]</i>
Regular assessment of School's standing on Fraser Institute Ranking	June 2020	<ol style="list-style-type: none"> <li>1.Create longitudinal data to measure and look for trends</li> <li>2.Explore top schools and investigate success stories</li> <li>3.Report to all stakeholders</li> </ol>	<ol style="list-style-type: none"> <li>1.Increase in EIA profile and reputation</li> <li>2.Stakeholder satisfaction</li> <li>3.Decrease of students pulled from EIA</li> <li>4. Increase in enrollment</li> </ol>	In Progress
School's standardized test scores (PAT and Diplomas) are monitored and expected to be incrementally improving or maintained year after year.	June 2020	<ol style="list-style-type: none"> <li>1. Create documentation plan</li> <li>2. Mock PAT Plan</li> <li>3. Measure and Report to BOT at end of semester(s)</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in student achievement</li> </ol>	Achieved
High School Students are achieving high rate of acceptance in post-secondary school of their choice	June 2020	<ol style="list-style-type: none"> <li>1. Monitor student acceptance rate in post-secondary</li> <li>2. Report to BOT</li> <li>3. Investigate reasons for high/low acceptance rate (SWOT)</li> </ol>	<ol style="list-style-type: none"> <li>1. Student success</li> <li>2. Establishment of effective Alumni</li> </ol>	Achieved
High School Students are receiving appropriate guidance on post-secondary admissions and scholarship applications.	June 2020	<ol style="list-style-type: none"> <li>1. Assign Academic Guidance Counsellor</li> <li>2. Design 3 Year Plan for HS Students</li> <li>3. Offer support and guidance services to grade 12 students</li> </ol>	<ol style="list-style-type: none"> <li>1.Increased reports of students successfully transitioning to post-secondary</li> <li>2. Increased parent and student satisfaction</li> </ol>	In Progress
High School Students are receiving a high rate of University Entrance Scholarships	June 2020	<ol style="list-style-type: none"> <li>1.Monitor student acceptance rate in post-secondary</li> <li>2.Report to BOT</li> <li>3.Investigate reasons for high/low acceptance rate (SWOT)</li> </ol>	<ol style="list-style-type: none"> <li>1.Student success</li> <li>2.Establishment of effective Alumni</li> </ol>	Achieved
Valid and reliable student assessments are collected and regularly analyzed	June 2021	<ol style="list-style-type: none"> <li>1.Create localized standardized assessment in Arabic and Islamic</li> <li>2.Commit to annual baseline assessments to measure growth</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased student achievement</li> <li>2. Data driving program decisions</li> <li>3. Intervention plans for identified struggling students</li> </ol>	In Progress



## Pillar V: To Enhance and Develop EIA's Reputation

### Foundational Expectations

#### A. Improve Communication with all Stakeholders

<b>Goals</b> <i>[What do you want to achieve?]</i>	<b>Target Date</b>	<b>Action Steps/Strategies</b> <i>[Steps you will take]</i>	<b>Performance Indicator</b> <i>[What will you see if the goal is being achieved?]</i>	<b>Status</b> <i>[Achieved, In-progress, Not Achieved?]</i>
Reporting procedures for students are meaningful, understandable, and relevant	June 2020	1.Introduce Student-led Conferences in K- 5 2.Assessment folders are made mandatory and show case evidence of student learning 3. Review Report Cards Annually	1.Parent-Teacher communication increased 2.Increased student achievement	Achieved
Communication with parents is timely and built upon collaboration and cooperation	June 2020	1.Establish Communication Policy in Staff and Parent Handbooks 2.Mandate school-wide communication approach 3.Seek regular parent and/or teacher feedback on communication in attempts to make better and efficient	1.Parent-Teacher communication increased 2.Increased student achievement	Achieved
Communication with all EIA stakeholders is timely				
Establish a trusted partnership with suppliers and influencers based on mutual commitment to operational efficiency				
Communication with Alberta Education is respectful, collaborative, and timely				
Communication with Edmonton Public and Edmonton Catholic Schools are open and collaborative				
EIA maintains good PR with neighboring community				



## B. Develop Strong Ties with local, National, and International Bodies

<b>Goals</b> [What do you want to achieve?]	<b>Target Date</b>	<b>Action Steps/Strategies</b> [Steps you will take]	<b>Performance Indicator</b> [What will you see if the goal is being achieved?]	<b>Status</b> [Achieved, In-progress, Not Achieved?]
Alumni leaders establish and manage an active EIA Alumni Executive Council				
EIA activities, assemblies, and events are of the highest quality	June 2021	<ol style="list-style-type: none"> <li>1.Set an event criterion with leadership team</li> <li>2.Ensure activity compliments Mission and Vision</li> <li>3.Seek feedback from staff and students and look for improvement</li> </ol>	<ol style="list-style-type: none"> <li>1.Increased teacher and student satisfaction</li> <li>2.More inquiries and requests for events</li> </ol>	Ongoing
The EIA website (and related social media) look professional, celebrates achievements, and provides accurate and up-to-date information				Achieved
EIA participates in regional national and international events and other youth programs	June 2022	<ol style="list-style-type: none"> <li>1.Establish a committee</li> <li>2.Research and explore youth programs that are suitable for EIA</li> </ol>	<ol style="list-style-type: none"> <li>1.Increase in student leadership</li> <li>2.Increase in networking opportunities with other organizations</li> <li>3.Increase in student achievement</li> </ol>	Not Started
EIA is a member of professional organizations and it is represented at appropriate regional and national functions/meetings				
Principal (or delegate) represents EIA at relevant government functions and at recruitment fairs	June 2020	1.Provide marketing and promotional opportunities for EIA	1.Greater public understanding and support for our goals and visions.	Ongoing
Principal (or delegate) is visible at major community events and functions	June 2020	1. Provide marketing and promotional opportunities for EIA	1.Greater public understanding and support for our goals and visions.	Ongoing