

THREE YEAR EDUCATION PLAN 2024-2027



16/06/2025



ACCOUNTABILITY STATEMENT

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The Three-Year Education Plan for Aflah Academy, commencing September 9, 2024, has been prepared under the direction of the Board of Directors in alignment with its responsibilities as outlined in the *Private Schools Regulation* and the *Education Grants Regulation*. This plan reflects the provincial government's assurance framework and considers relevant business and fiscal priorities.

As a newly accredited independent school, Aflah Academy has drawn on preliminary performance insights and stakeholder input to inform its priorities and strategies. The Board is committed to the implementation of this plan and the continuous improvement of student learning outcomes. As formal performance data becomes available, it will be incorporated into future planning cycles to ensure evidence-informed decision-making. This plan is approved by the Board of Directors on June 16, 2025.

Kamal Abdiqadir

Chair of the Board

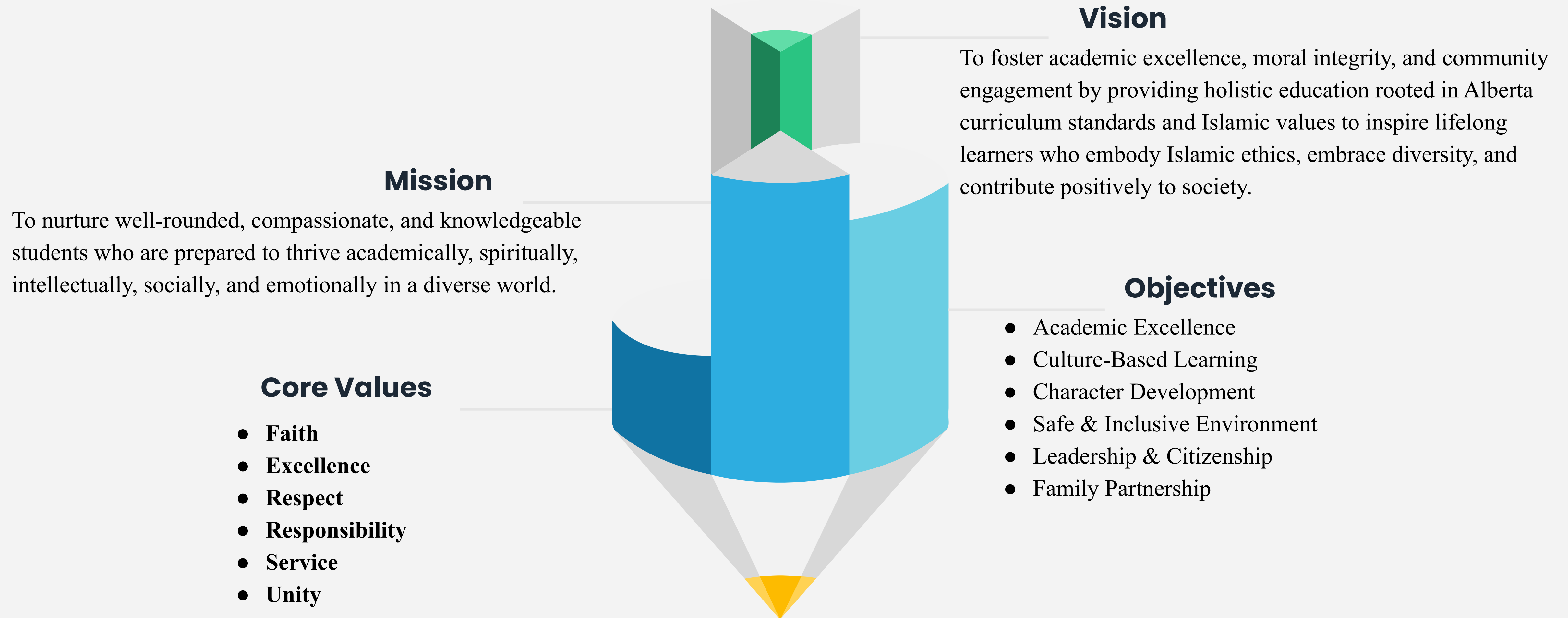
Signature

June 16, 2025

Date

FOUNDATIONAL STATEMENTS

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STATEMENT OF DISCLOSURE

Introduction and Contextual Overview

This document presents Aflah Academy's inaugural **Three-Year Education Plan**, which includes our mission, vision, objectives, values, and strategic goals. It also features our **audited financial statements** and a summary of **key performance highlights from our first year of operation**, accompanied by photographic documentation.

Despite the natural learning curves of a newly established school, Aflah Academy experienced a strong and inspiring first year. September began with exceptional momentum, as our enrollment nearly doubled before the registration deadline. Throughout the year, our monthly school assemblies engaged students meaningfully on a wide range of topics including **Orange Shirt Day, Remembrance Day, Thanksgiving, Science Awareness, and Academic Excellence** with full student participation marked by enthusiasm and respect.

STATEMENT OF DISCLOSURE

Parental engagement, historically low in our community context, was notably strong. **Meet the Teacher Night, Parent-Teacher Conferences, a visit from the Mayor, Alberta Education Monitoring Parent Interviews, and a community Iftar Night** were well attended and celebrated. These events clearly demonstrate the strength of communication and trust between the school and its families.

Instruction across grades aligned well with Alberta curriculum standards. Teachers actively participated in targeted professional development throughout the year, translating new knowledge and practices into effective classroom instruction. The professional culture within the staff is collaborative and growth-oriented, which positively influenced both student outcomes and school climate.

Students were assessed through three reporting periods and, where eligible, participated in **Provincial Achievement Tests (PATs)**.

STATEMENT OF DISCLOSURE

English Language Learners (EAL) showed significant growth in both language acquisition and cultural integration, as evidenced by day-to-day observations and **benchmark testing results**. The academic and personal development of our students was further supported by a strong sense of pride and belonging within the school community. Although detailed results analysis is not yet available due to this being our first year of operation and the diverse academic backgrounds of incoming students qualitative indicators suggest a promising foundation has been laid. Many students entered Aflah Academy with complex educational needs, including interrupted or inconsistent schooling. The school has served as a safe and structured environment where these learners have regained confidence and made meaningful academic gains. Moving forward, Aflah Academy will build on this momentum by formalizing data collection processes, further engaging stakeholders, and refining instructional and support strategies to ensure student success. The PAT and benchmark data collected this year will serve as a baseline for future growth and evaluation.

STATEMENT OF DISCLOSURE

Data that will be used

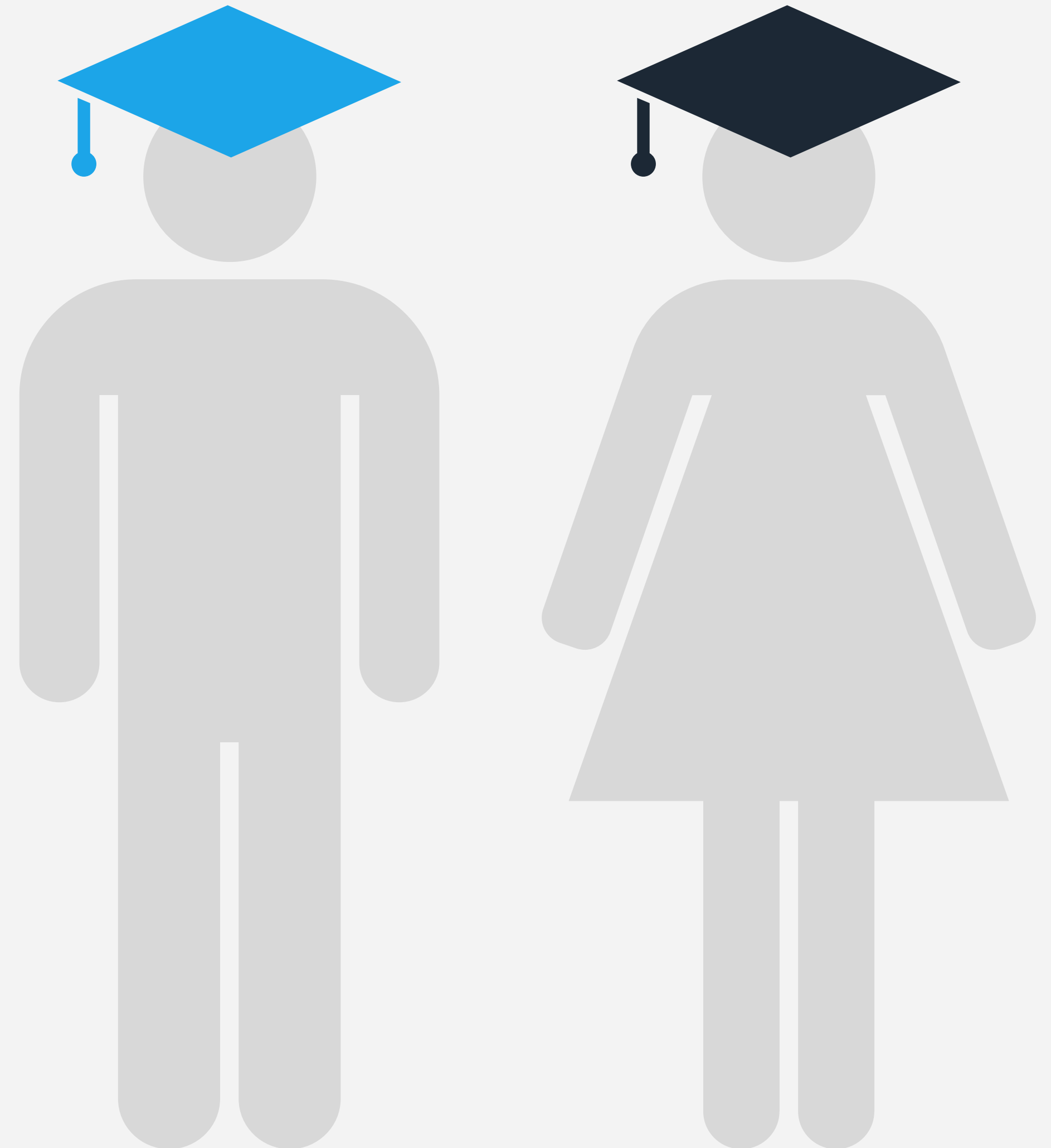
1. Surveys
2. Feedback information
3. Focus group results
4. Analysis of performance in specific areas of concern (when problems are identified)
5. Academic results

As a proud member of the **Association of Independent Schools and Colleges in Alberta (AISCA)**, Aflah Academy benefits from a range of professional services that enhance the quality of education and support provided to students. These services include **assistance with teacher certification**, access to **educational conferences and professional development**, as well as **student support services** such as **speech-language pathology and behavioral therapy**.

A PROFILE OF THE SCHOOL AUTHORITY

Aflah Academy is an accredited independent school in Edmonton, Alberta, offering a unique blend of academic rigor, culture and Islamic education for students from Grade 1 through Grade 9. Approved by Alberta Education, the academy provides a comprehensive curriculum that integrates the **Alberta Curriculum** with **Islamic, Qur'anic, and Arabic studies, fostering both intellectual and spiritual development.**

Aflah Academy also provides family social services to support integration, bridge generational gaps, and foster holistic growth. A strong sense of school pride and community continues to grow among students, staff, and families.



PROGRAMS AND OFFERING HIGHLIGHTS

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01

**Alberta
Curriculum
Excellence**

02

**Islamic, Qur'anic,
and
Arabic Integration**

03

**Technology-
Enhanced
Learning**

04

**Holistic Student
Development**

05

**Co-Curricular
and
Extracurricular
Activities**



1. Alberta Curriculum Excellence

Aflah Academy offers a comprehensive academic program aligned with the **Alberta Program of Studies**, ensuring students meet or exceed provincial learning outcomes. Core subjects include:

- ❖ **English Language Arts:** Emphasis on literacy, comprehension, and communication.
- ❖ **Mathematics:** Development of numeracy, problem-solving, and logical reasoning skills.
- ❖ **Science:** Hands-on exploration and critical thinking through inquiry-based learning.
- ❖ **Social Studies:** Understanding of history, geography, citizenship, and cultural diversity.

Assessment tools, regular reporting, and targeted supports are used to monitor progress and promote academic achievement.

2. Islamic, Qur'anic, and Arabic Integration

Faith is central to Aflah Academy's educational approach. Students receive daily instruction in:

- ❖ **Islamic Studies:** Covering topics such as Aqeedah (belief), Fiqh (Islamic rulings), Seerah (Prophet's life), and Akhlaaq (character).
- ❖ **Qur'anic Studies:** Focused on proper recitation (Tajweed), memorization (Hifz), and basic understanding (Tafsir).
- ❖ **Arabic Language:** Enabling students to read, write, and understand Modern Standard Arabic and Qur'anic vocabulary.

This integration nurtures students' Muslim identity while promoting respect, ethics, and spiritual development.

3. Technology-Enhanced Learning

Classrooms are equipped with **interactive whiteboards, Chromebooks**, and access to digital learning platforms. Technology is used to:

- ❖ Differentiate instruction for diverse learners.
- ❖ Promote digital literacy and research skills.
- ❖ Support blended and collaborative learning environments.

Students are taught to use technology responsibly in accordance with Islamic values and digital citizenship principles.

4. Holistic Student Development

Aflah Academy supports the growth of the whole child—intellectually, spiritually, emotionally, and physically—through:

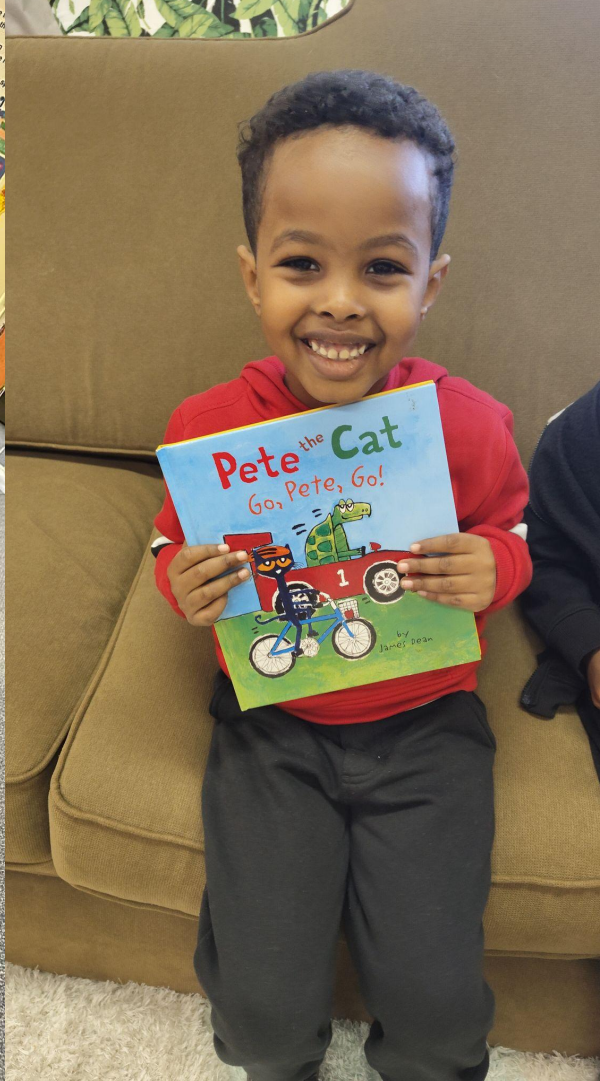
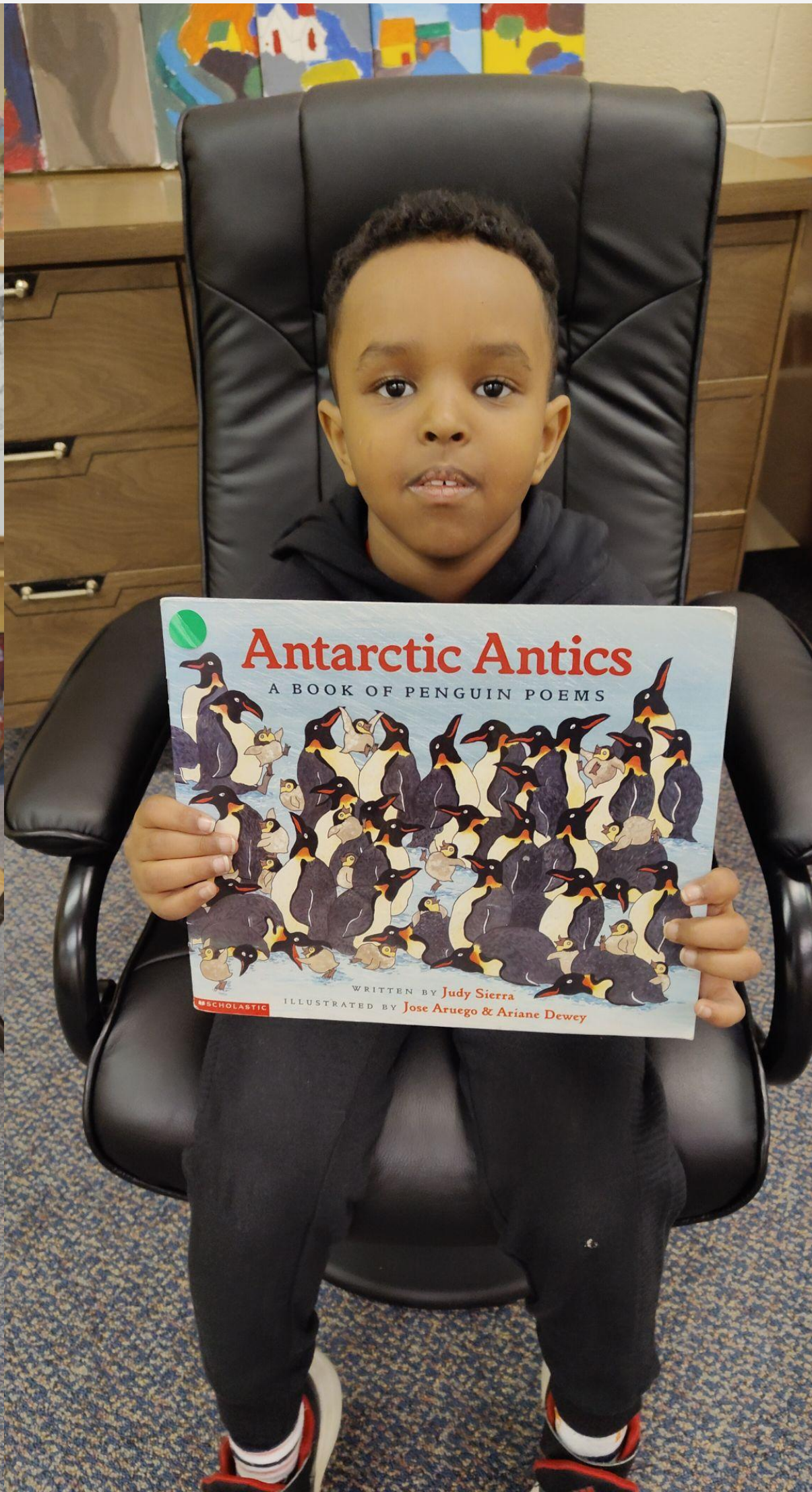
- ❖ **Character education programs** embedded in daily routines and assemblies.
- ❖ **Cultural and spiritual events** such as Ramadan programming, One Ummah Day, and Islamic Awareness Week.
- ❖ **Student leadership opportunities** via student council, event committees, and Salah leadership.

5. Co-Curricular and Extracurricular Activities

Beyond academics, the school offers a growing range of enrichment activities to build confidence, collaboration, and creativity. Examples include:

- ❖ **Clubs:** English Reading club, Chess club, Drawing club, Board Games club, Qur'an Club, Arabic Reading Club, Environmental Club, Debate & Public Speaking club.
- ❖ **Sports & Fitness:** Intra-school tournaments, wellness days, and active recess programming
- ❖ **Community Service:** Food drives, charitable campaigns, and volunteering linked to Islamic values
- ❖ **Special Events:** Science Fairs, Spelling Bees, Eid celebrations, and interfaith outreach initiatives

LIBRARY PROGRAM



AFTER SCHOOL CLUBS



AFTER SCHOOL CLUBS



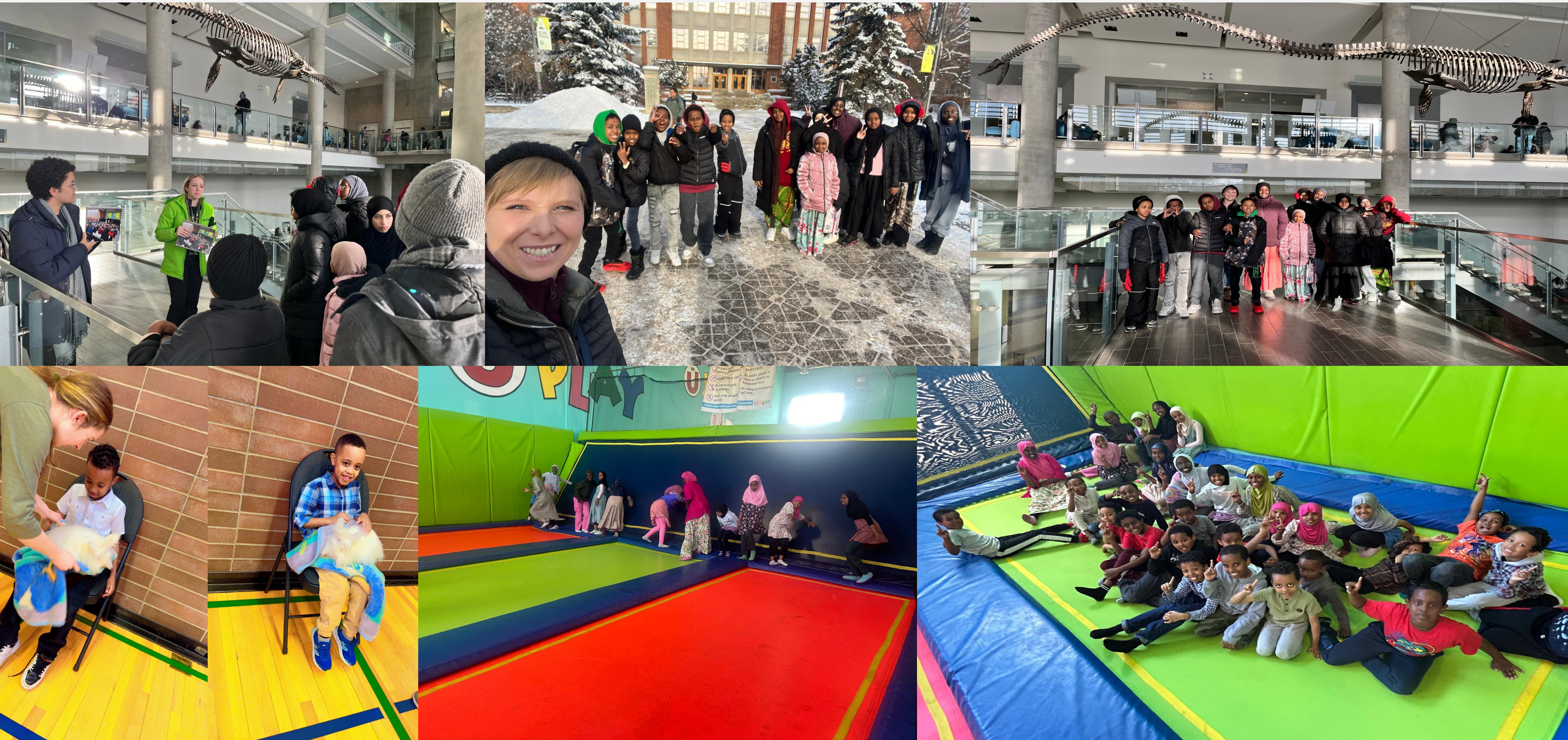
FNMI CELEBRATION AT ORANGE SHIRT DAY ASSEMBLY

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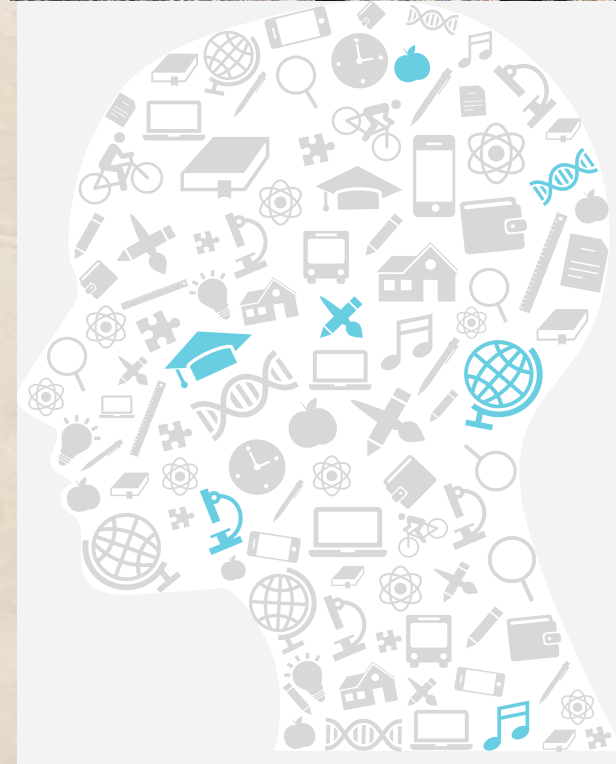
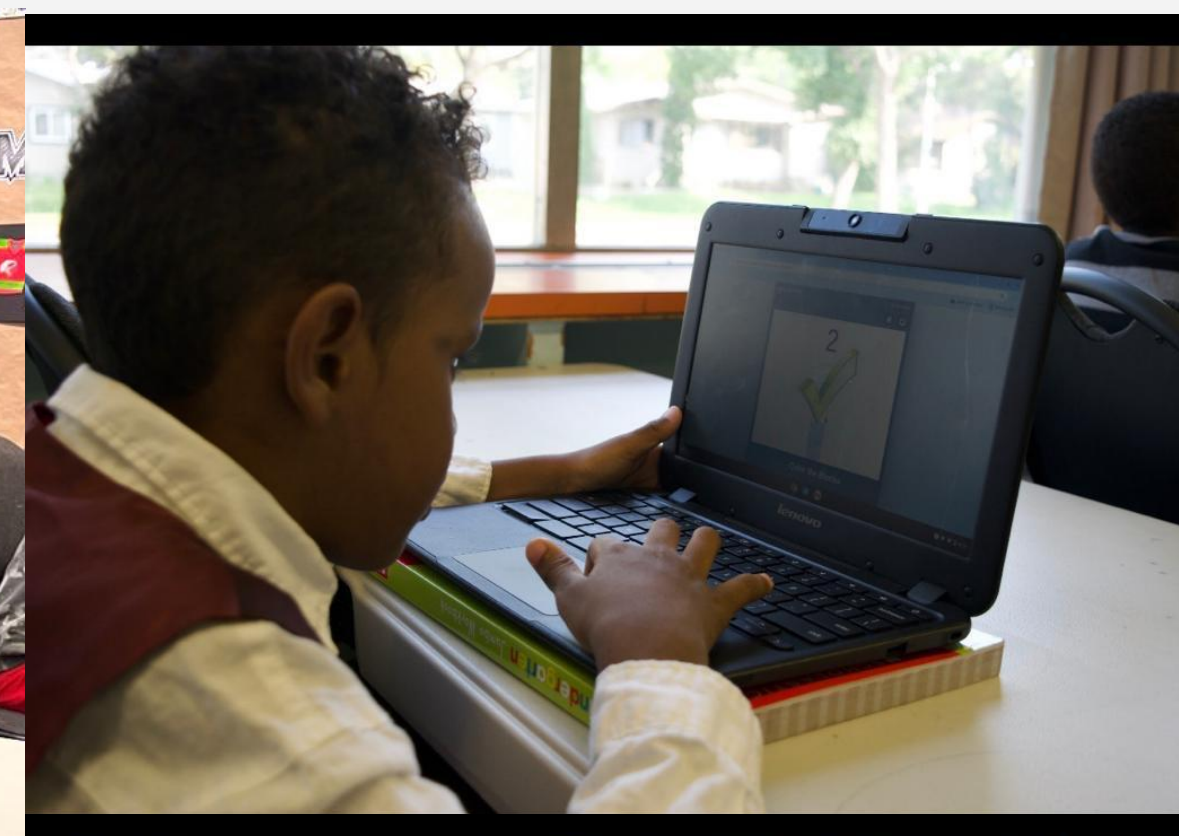
FIELD TRIPS

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APPROPRIATE AND RESPONSIBLE TECHNOLOGY USE

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EDUCATION PLAN

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- ◆ **Strengthen Student Literacy and Writing Proficiency**
- ◆ **Improve Student Numeracy Skills and Mathematical Reasoning**
- ◆ **Advance Professional Capacity and Pedagogical Excellence**



- ◆ **Build a Supportive and Inclusive School Community with Parents and Guardians**
- ◆ **Recognize and Integrate First Nations, Métis, and Inuit (FNMI) Culture and Traditions**

Goal 1: Strengthen Student Literacy and Writing Proficiency

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Objective: Enhance early literacy development and reading comprehension across Grades 1–6 through targeted instruction, technological integration, and literacy-enriched environments.

Strategies:

- ❖ Implement a structured phonemic awareness curriculum (e.g., UFLI, Heggerty) to build foundational language skills, including sound segmentation, blending, and phoneme-grapheme correspondence.
- ❖ Introduce handwriting and writing fluency programs (e.g., Handwriting Without Tears) to support early elementary learners in developing motor and written communication skills.
- ❖ Expand use of Raz-Plus, a comprehensive literacy platform offering:
- ❖ Differentiated teacher-led instruction and lesson planning tools
- ❖ Personalized student libraries of leveled texts across formats
- ❖ Built-in formative assessments and data-driven reporting

Goal 1: Strengthen Student Literacy and Writing Proficiency

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- ❖ Promote reading engagement through school-wide, provincial, and international spelling contests.
- ❖ Create literacy-rich classrooms with print displays, visual aids, and reading corners.
- ❖ Strengthen the school library with leveled books catering to diverse reading abilities.
- ❖ Partner with the Edmonton Public Library (EPL) for:
 - ❖ Field trips, digital memberships, and seasonal reading programs
 - ❖ Reading Buddies program—pairing older and younger students for guided reading
- ❖ Adopt the DIBELS assessment as the primary literacy screening tool for Grades 1–8, with biannual tracking for at-risk students.
- ❖ Provide optional access to the Fountas & Pinnell Benchmark Assessment System for further reading analysis.

Goal 1: Strengthen Student Literacy and Writing Proficiency

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- ❖ Launch tiered intervention programs for struggling readers:
- ❖ Small-group or 1:1 sessions focused on phonemic awareness, decoding, and comprehension
- ❖ Use of DIBELS data to adjust instruction and monitor progress
- ❖ Pull-out and in-class support based on student profiles
- ❖ Home connection through family reading resources and progress updates

Goal 2: Improve Student Numeracy Skills and Mathematical Reasoning

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Objective: Equip students from Grades 1–9 with strong foundational and conceptual math skills using evidence-based practices and digital tools.

Strategies:

- ❖ Provide all students access to Mathletics, a digital platform with curriculum-aligned activities targeting fluency, critical thinking, and real-world application.
- ❖ Use Acadience Math as the primary numeracy screening and progress-monitoring tool for Grades 1–8 to:
 - Identify at-risk learners
 - Guide instructional planning
 - Monitor growth throughout the year

Goal 2: Improve Student Numeracy Skills and Mathematical Reasoning

- ❖ Establish tiered math interventions, including:
 - Targeted small-group instruction tailored to student needs
 - Math fact fluency games and manipulatives to strengthen number sense
 - Individualized support via Mathletics and classroom assessments
 - Coordinated planning between teachers and support staff
 - Regular communication with parents on student progress and at-home reinforcement

3. Advance Professional Capacity and Pedagogical Excellence

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Objective: Promote a culture of continuous improvement through targeted professional development and collaborative instructional leadership.

Strategies:

- ❖ Conduct regular reviews of lesson plans to ensure alignment with Alberta curriculum outcomes.
- ❖ Support ongoing teacher goal-setting and reflection through annual Teacher Growth Plans.
- ❖ Facilitate team collaboration and best practice sharing during staff meetings.
- ❖ Maintain open, supportive communication between school leadership and instructional staff.
- ❖ Offer regular professional development aligned with school and provincial priorities.
- ❖ Introduce new leadership roles (e.g., instructional coaches, vice-principals) to support teaching excellence.

3. Advance Professional Capacity and Pedagogical Excellence

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Assurance Domains:

- ❖ Teaching & Leading
- ❖ Learning Supports

Measures:

- ❖ Local: Teacher Growth Plan documentation, supervision records
- ❖ Provincial: Alberta Education Assurance Survey, Education Quality and Teacher PD indicators

Goal 4: Build a Supportive and Inclusive School Community with Parents and Guardians

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Objective: Foster meaningful parent engagement, transparent communication, and a strong sense of belonging for all stakeholders.

Strategies:

- ❖ Create a safe and inclusive environment rooted in mutual trust between students, parents, and staff.
- ❖ Inform families about the education plan through scheduled meetings and clear communication channels.
- ❖ Maintain consistent communication via:
 - Parent-teacher interviews
 - Class Dojo, Google Classroom, and the school website

Goal 4: Build a Supportive and Inclusive School Community with Parents and Guardians

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- ❖ Monitor and promote positive student behavior through:
 - Monthly role model recognition
 - Fundraising and charitable engagement opportunities
- ❖ Involve parents in key student decisions regarding placement, support, and disciplinary matters.
- ❖ Share achievement data and action plans for improvement regularly.
- ❖ Offer community-building events for students, staff, and parents.
- ❖ Represent the school at cultural and community events.
- ❖ Encourage faith-based service initiatives involving students and families.

Goal 4: Build a Supportive and Inclusive School Community with Parents and Guardians

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Assurance Domains:

- ❖ Governance
- ❖ Local & Societal Context

Measures:

- ❖ Local: Parent feedback, attendance at school events, satisfaction surveys
- ❖ Provincial: Alberta Education Assurance Survey (students, parents, teachers)

Goal 5: Recognize and Integrate First Nations, Métis, and Inuit (FNMI) Culture and Traditions

Objective: Strengthen student and staff understanding of Indigenous history, perspectives, and reconciliation efforts through education and experience.

Strategies:

- ❖ Host annual Orange Shirt Day and observe the National Day for Truth and Reconciliation, incorporating meaningful classroom activities and student-created artwork.
- ❖ Partner with the Alberta Teachers' Association (ATA) to provide FNMI-focused professional development.
- ❖ Organize field trips to Indigenous cultural and historical sites to deepen student understanding.

FINANCES/BUDGET, REVENUE AND

EXPENSES FOR 2024/2025

Budgetary Principles

1. Aflah Academy will provide resources to promote student achievement based on a thorough review of requirements and fiscal prudence.

2. Aflah Academy will seek opportunities for financial assistance from community partners and government agencies to support the acquisition and maintenance of learning supports/resources for students and staff. This includes opportunities for professional development which teachers will always be encouraged to access.



BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31
(in dollars)

		Budget 2024/2025	Projected 2023/2024	ACTUAL 2022/2023 (Note 1)
REVENUES				
Alberta Education (excluding Home Education)		\$650,302	\$0	\$0
Alberta Education - Home Education		\$0	\$0	\$0
Total Alberta Education Revenues		\$650,302	\$0	\$0
Other Government of Alberta		\$0	\$0	\$0
Federal Government and/or First Nations		\$0	\$0	\$0
Other Alberta school authorities		\$0	\$0	\$0
Instruction fees / Tuition fees		\$244,000	\$0	\$0
Non-instructional fees (O&M, Transportation, Admin fees)		\$11,300	\$0	\$0
Other sales and services		\$0	\$0	\$0
Interest on investments		\$0	\$0	\$0
Gifts and donations		\$63,000	\$0	\$0
Amortization of capital allocations (where applicable)		\$200,000	\$0	\$0
Other (specify):		\$0	\$0	\$0
TOTAL REVENUES	\$1,168,602	\$1,168,602	\$0	\$0
EXPENSES				
Home Education		\$0	\$0	\$0
Instruction - ECS		\$0	\$0	\$0
Instruction - Grades 1 to 12		\$1,028,745	\$0	\$0
Operations and maintenance		\$57,634	\$0	\$0
Transportation		\$46,239	\$0	\$0
Board and System Administration		\$28,765	\$0	\$0
External Services		\$0	\$0	\$0
TOTAL EXPENSES	\$1,161,382	\$1,161,382	\$0	\$0
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES		\$7,219	\$0	\$0
		\$7,219		



Aflah intends to provide assurance to our community and demonstrate continuous improvement. In the 2024/25 year, this was accomplished through regular communication. Regular WhatsApp messages, Google Classroom communication, and report cards, as well as parent/teacher conferences each semester ensured involvement and some degree of transparency (between teachers, students, and parents). A full community invitation to an afternoon with the mayor of Edmonton as well as to our graduation ensured many parents spent time in the school. In the month of June, parents are invited for a general parent meeting and our school celebration of accomplishment/graduation. At these meetings, handouts outlining school policies and budget will be available, as will nominations for the School Council. This Council will then meet before the end of the school year to plan initiatives for the following school year.

