



AL-IMAN SCHOOL - School Improvement Plan

Philosophy Statement

Al-Iman School shall be guided by the Qur'an (the Holy Book) and the Sunnah (traditions of the Prophet Muhammad) according to the methodology of the People of Sunnah and Jama'ah (the Rightly Guided Predecessors).

Mission Statement

Al-Iman School shall, through the teaching of Islamic and scholastic courses, prepare students to:

- Exhibit high morals, exemplary citizenship and character, and a strong Muslim identity.
- Achieve excellence in education and meet or exceed the goals of the National Board of Education and the North Carolina Standard Course of Study.

Vision Statement

In order to achieve its mission Al-Iman School shall:

- Provide an Islamic and professional learning environment by integrating Islamic
- Teaching into the North Carolina Standard Course of Study.
- Foster Islamic Character by implementing a Character Education Curriculum in partnership with all stakeholders (school board, staff and faculty, parents, and students)
- Maintain its status of a recognized private school as outlined within the General Statutes of the State of North Carolina.

Al-Iman school follows the accreditation standards set forth by AdvancED which is the parent organization of SACS (Southern Association of Colleges and Schools). The school improvement plan lays out the course of action Al-Iman plans to take over the next three years to fully satisfy each goal.

STANDARD 1: VISION AND PURPOSE

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

- 1.1** Establishes a vision for the school in collaboration with its stakeholders.
(Action Steps: The school has started to incorporate the various stakeholders in the past years but still needs to reach out to other stakeholders like any custodial staff, security members, or any other extended community members.
Timeline for Completion: May 2010)
- 1.2** Communicates the vision and purpose to build stakeholder understanding and support.
(Action Steps: The seeds of communicating the vision and purpose have been started but it would be wise to clearly state the philosophy, vision, and purpose on the school's website, every newsletter, and at the end of School Reach messages. **Timeline for Completion:** May 2010)
- 1.3** Identifies goals to advance the vision.
(The administration has put things into place in terms of the vision and a system has been set up to ensure the rest of staff is carrying the vision out in terms of dress code, behavior, and curriculum integration.
Accomplished)
- 1.4** Develops and continuously maintains a profile of the school, its students, and the community.
(Action Steps: The process has started in terms of the school making an ideal profile of its students, parents, and faculty members. It would be beneficial to include a profile of the community at large as well. There needs to be steps in place to see if the school is making strides in terms of having the "ideal" students, parents, staff, and community. In addition, there should be information with regards to the demographics of the students who attend the school. The information is currently gathered but there is no summation of all the data.
Timeline for Completion: May 2011)
- 1.5** Ensures that the school's vision and purpose guide the teaching and learning process.
(This is tied into indicator 1.3 with the administration informing the faculty/staff about Islamic and character integration and enforcing that through the teachers' actions and lesson plans.
Accomplished)
- 1.6** Reviews its vision and purpose systematically and revises them when appropriate.
(Action Steps: The school recently revised their vision and purpose by breaking them up and adding a philosophy statement. The philosophy statement should remain and the vision and purpose should be evaluated to make sure they are still applicable and relevant.
Timeline for Completion: End of each academic year.)

STANDARD 2: GOVERNANCE AND LEADERSHIP

The school provides governance and leadership that promote student performance and school effectiveness.

2.1 Establishes policies and procedures that provide for the effective operation of the school.
(The school has set policies and procedures which are in place and is working to have its various teams (early elementary, elementary, and middle school) to have the same policies across the board.)

Accomplished)

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school.
(The school has set up guidelines with regards to their school board and is currently composed of volunteers all of whom do not necessarily have an educational background, but has made sure the members with the educational background are dealing with educational programs at the school.)

Accomplished)

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations.
(**Action Steps:** The school makes sure they are following of the guidelines set in place. It would be wise to post the various regulations in a visible place that can be seen by the faculty and staff.
Timeline for Completion: May 2010)

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness.

(The school has a curriculum specialist who compiles the students' results and sits down with teachers to go over the results and to come up with a plan based on the discussion.)

Accomplished)

2.5 Fosters a learning community.

(There is a culture of learning taking place across the school and there are steps through curriculum mapping and professional learning meetings to integrate different subjects and different grades.)

Accomplished)

2.6 Provides teachers and students opportunities to lead.

(There are various extra duties which are available for teachers to engage in. Teachers' ideas for new extracurricular activities are also encouraged. Al-Iman has a Student Council, National Elementary Honor Society, and National Junior Honor Society which provides outlets for the students to be in leadership roles.)

Accomplished)

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership.

(Al-Iman has frequently set out phone calls, e-mails, and letters encouraging members of the community to take part in its activities. Last year the school also invited people to an accreditation meeting where the stakeholders could also play a part in the decision making.)

Accomplished)

2.8 Controls curricular and extracurricular activities that are sponsored by the school.

(The school strongly encourages extracurricular activities and has shown its support for these events through a spirit week and a pep rally.)

Accomplished)

2.9 Responds to community expectations and stakeholder satisfaction.

(Al-Iman sends out surveys to its various stakeholders, compiles the results, and then seeks to act out on implementable suggestions.

Accomplished)

2.10 Implements an evaluation system that provides for the professional growth of all personnel.

(The school has a set system in place used to evaluate all personnel based on their job function and years of experience. The evaluation system is modeled after the system used in public schools.

Accomplished)

STANDARD 3: TEACHING AND LEARNING

The school provides research based curriculum and instructional methods that facilitate achievement for all students.

3.1 Develops and implements curriculum based on clearly-defined expectations for student learning.

(Al-Iman requires its core subject teachers to follow the North Carolina Standard Course of Study. This includes its Arabic language program which follows the foreign language curriculum. Its Islamic Studies department also follows a structured curriculum implemented by a nationwide board.

Accomplished)

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher order thinking skills and investigate new approaches to applying their learning.

(Al-Iman stresses an inquiry based approach and drills that method home in their various professional development meetings. Teachers are evaluated on how up-to-date their teaching methods are.

Accomplished)

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices.

(The school has added a curriculum specialist to its staff especially to handle this area. The specialist personally meets with all the teachers based on the data collected to make the curricular and instructional choices.

Accomplished)

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice.

(All teachers are required to go to at least two professional development sessions throughout the school year. The teachers then are required to share their results with the rest of staff during teacher workdays.

Accomplished)

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.

(Several teachers have attended differentiated learning sessions and have shared their findings with the rest of the staff. In addition, steps have been put into place to incorporate the strategies into the procedures of each teacher.

Accomplished)

3.6 Allocates and protects instructional time to support student learning.

(Al-Iman ensures that the students are given proper time to support their learning. There are block schedules in middle school and elementary school typically gives language arts a block schedule. Teachers also make themselves available after hours to offer additional instruction.

Accomplished)

3.7 Provides for articulation and alignment between and among all levels of schools.

(Action Steps: The school has started their curriculum mapping program this year (2009-2010) to ensure there is articulation and alignment between the different grade levels. Teachers of different grade levels meet every Wednesday towards this objective.

Timeline for Completion: May 2010)

3.8 Implements interventions to help students meet expectations for student learning.

(Teachers meet in teams to discuss the needs of different students. Underachieving students are given action plans to help them meet the expectations for their grade level.

Accomplished)

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning.

(Al-Iman is a private school and therefore they are selective with regards to who joins the school. The Al-Iman School handbook also details behavior expectations and what would happen should the behavior expectations not be met. All these measures make sure the school climate is conducive to student learning.

Accomplished)

3.10 Provides comprehensive information and media services that support the curricular and instructional programs.

(Al-Iman has launched a new webpage where each teacher has a webpage to inform their various stakeholders of what is taking place within their classroom. The school also makes use of e-mail and the School Reach phone system to inform the stakeholders of various educational events.

Accomplished)

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program.

(Al-Iman has two computer labs with up-to-date computers and software for the students to work in, a teacher workroom with additional teacher computers, two Smart boards, and three LCD projectors to help the curricular and instructional program.

Accomplished)

STANDARD 4: DOCUMENTING AND USING RESULTS

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free.

(Action Steps: Most grades and classes use the North Carolina End-of-Grade (EOG) testing to establish student performance. Third and sixth grade students take the SAT 10 national test to assess their performance in math, language arts, science, social studies, and listening. Other teachers need to develop their own final exams which are based off of their academic standards to assess their students.

Time for Completion: May 2010)

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning.

(Action Steps: The curriculum specialist makes sure that all subject teachers are using the proper assessment measures in order to meet the expectations for student learning. The curriculum specialist will need to ensure that the teachers are following the agreed upon measures.

Time for Completion: May 2010)

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes.

(Student placement and retention is based on a system of diagnostic tests, EOG results, and performance in the students' specific subject-matter classes.

Accomplished)

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance.

(The addition of Al-Iman School's curriculum specialist has made sure that analysis is being done systematically to make sure the school is effective and the students are improving their performance.

Accomplished)

4.5 Communicates the results of student performance and school effectiveness to all stakeholders.

(The school through their webpage, newsletters, e-mails, School Reach phone messages, and letters communicate how well the school is performing.

Accomplished)

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness.

(Action Steps: The school has made efforts to seek results from other private schools in the area but has not been successful in getting those results. If the North Carolina Department of Public Instruction (DPI) had results from private schools then Al-Iman would be able to evaluate its effectiveness compared to those schools. Al-Iman should continue to reach out to other private schools to see their test results so they can compare their results to comparable schools.

Time for Completion: May 2011)

4.7 Demonstrates verifiable growth in student performance.

(Al-Iman has records of each of their students and measures their progress from year-to-year and over their academic career.

Accomplished)

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

(The student records are maintained in the front office which needs to be accessed through a security code. Teachers are required to sign in and out whenever they access the student records

Accomplished)

STANDARD 5: RESOURCES AND SUPPORT SYSTEMS

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities.

(Action Steps: Al-Iman seeks to hire qualified people who are either certified or possess educational degrees. There are some staff members who teach Arabic or Islamic Studies who may not possess an educational degree but who do have qualifications to teach those subjects. If it is possible it would be advisable to see if there is an institution which can offer academic credentials in Arabic in Islamic Studies.

Time for Completion: May 2012)

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience).

(Positions such as team leaders, etc. are based on a combination of qualifications and experience.

Accomplished)

5.3 Ensures that all staff participate in a continuous program of professional development. (All faculty members are required to go to at least two professional development meetings/conferences per year.

Accomplished)

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school.

(The school administration is working on ensuring the staff meets the vision and purpose of the school and has begun to enforce that each member does so.

Accomplished)

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement.

(Action Steps: A sufficient budget is given to each educational department to make sure they can get the proper educational materials. Fundraising activities are done each year to maintain the budget.

Accomplished)

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system.

(The school does not currently have a full time accountant but does have dedicated qualified individuals who follow an audited system.

Accomplished)

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants.

(Action Steps: Al-Iman shares its facilities with other entities underneath the Islamic Association of Raleigh so the school does not have full control of the maintenance of the school grounds. Al-Iman should either be allocated its own security or be allowed to get its own security services.

Timeline for Completion: May 2012)

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders.

(Action Steps: The school has introduced a security and crisis management plan and is working on testing the system. Different drills need to be run to test the effectiveness of the different emergency plans.

Timeline for Completion: May 2010)

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning.

(Action Steps: The school does not currently have a counselor but does work in relation with professionals in the community to try to perform the services.

Timeline for Completion: May 2012)

5.10 Provides appropriate support for students with special needs.

(Al-Iman does not accept students with special needs.)

STANDARD 6: STAKEHOLDER COMMUNICATION AND RELATIONSHIPS

The school fosters effective communications and relationships with and among its stakeholders.

6.1 Fosters collaboration with community stakeholders to support student learning.

(Al-Iman has made great strides to incorporate stakeholders into the student teaching process. Stakeholders are frequently invited to offer their input into the school matters and they are often updated of the school's progress.

Accomplished)

6.2 Has formal channels to listen to and communicate with stakeholders.

(The school has formal guidelines of how to deal with the stakeholders. Teachers are required to respond to any parents with 48 hours and the front office has fixed hours in which they can be contacted.

Accomplished)

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school.

(The school has established relations with the community and will call on them to offer their services when needed.

Accomplished)

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders.

(The school through its different forms of communications lists their expectations and goals.

Accomplished)

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders.

(The school sends out information about the students' EOG test scores with relation to the local public county schools and states why that is meaningful.

Accomplished)

STANDARD 7: COMMITMENT TO CONTINUOUS IMPROVEMENT

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)

(Action Steps: The school has an accreditation team and has put together a plan designed towards the vision, profile, plan, and results.

Timeline for Completion: Ongoing)

7.2 Engages stakeholders in the processes of continuous improvement.

(Al-Iman school has invited various stakeholders to their accreditation meetings so they are aware of the standards and what the school is hoping to accomplish with regards to their continuous improvement.

Accomplished)

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning.

(Action Steps: The school has sent the accreditation team leader to a seminar dealing with the mission and vision and is incorporating what was learned in that seminar into their continuous improvement plan

Timeline for Completion: Yearly Review).

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals.

(As outlined before, each staff member is required to attend at least two professional development seminars/conferences each school in areas specific to their needs.

Accomplished)

7.5 Monitors and communicates the results of improvement efforts to stakeholders.

(Action Steps: The school has begun communicating the results of their improvement to stakeholders and is building on that and plans to inform them of the improvement efforts just like they would communicate information about academic progress.

Timeline for Completion: Ongoing)

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement.

(The principal is highly involved with the accreditation team lead on making sure there is a concrete continuous improvement plan in place that will bring about positive change in an effective manner.

Accomplished)