



“A Premier Islamic School”

Al-Qaim International School

Three-Year Education Plan

2026 – 2029



Introduction: Building Our School Community

The Board reviewed and approved the 2026–2029 Education Plan in June 2026 (reviewed annually thereafter). This plan builds upon the strong foundations established in the 2025–2028 plan and reflects the school’s continued commitment to academic excellence, Islamic values, and community partnership.

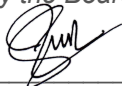
Effective engagement of staff, parents, and the Board remains central to fostering a thriving school community. The collaboration among these key stakeholders creates a dynamic environment that positively influences the educational experience for students. When staff are actively engaged, they contribute significantly to both academic achievement and the overall school culture. Providing professional development opportunities, maintaining open lines of communication, and recognizing staff contributions ensures they feel valued and motivated.

Parents continue to play a vital role in the educational journey of their children. Strengthening partnerships through regular communication, parent-teacher conferences, and active involvement in school events builds a supportive network that promotes student growth. Actively involving parents in decision-making processes and welcoming their input on school initiatives cultivates a shared sense of responsibility and commitment.

As the governing body, the Board plays a critical role in guiding the strategic direction of the school. Maintaining open and transparent communication between the Board and other stakeholders helps align goals and priorities. This approach strengthens the bond between school leadership and the wider school community.

The success of the school is closely tied to the meaningful engagement of staff, parents, and the Board. When these groups work in harmony, they create a supportive and collaborative ecosystem that enhances the educational experience for students and promotes continuous school improvement.

Reviewed and Approved by the Board of Directors — June 2026

Board Chair:  Syed Abbas
Date: June 12, 2026

School Background & Future Prospects

Al-Qaim International School is an accredited, rich learning environment taught by Alberta-certificated teachers. Its philosophy focuses on strong academics in an Islamic environment encouraging well-rounded personalities with strong character building in the guidance of teachings of the Quran and Ahlul Bayt (AS).

The school's first year of operations was 2022–2023 for K–6. The school has grown in a phased manner:

- 2022–2023: ECS to Grade 6
- 2023–2024: Added Grades 7–9 (K–9 school)
- 2024–2025: Added Grade 10
- 2025–2026: Added Grade 11
- 2026–2027: Adding Grade 12 — completing the full K–12 continuum

There are no tuition or registration fees, ensuring families have choice in education. Al Qaim School is founded on the belief that every child and youth has the potential to learn, grow, and thrive.

Enrolment Highlights & Projections

School Year	Enrolment
2022–2023 (Year 1)	27 students
2023–2024	95 students
2024–2025	110 students
2025–2026	118 students (projected)
2026–2027 (Next-year)	~168 students (projected — +50 new students)

Student Retention Rate: 95% — Reflecting our community's strong trust and satisfaction with Al-Qaim's learning environment. We are projecting approximately 50 new students for 2026–2027, bringing our total enrolment to approximately 168 students.

Al Qaim does not charge tuition or registration fees, supporting accessibility for families seeking education aligned with Islamic values. Students come from diverse socio-economic backgrounds and cultural heritages, primarily Middle Eastern, South Asian, and Gulf States. Many are multilingual, and the school provides EAL and speech support through individualized assessments and instruction.

The school's current capacity is being actively expanded. The Board of Directors is actively seeking a larger facility to meet the demands of the growing student population. As part of its expansion plan, Al Qaim is actively recruiting subject-specialist teachers, especially in core subjects, and will participate in job fairs and partner with academic institutions to host student-teachers.

As part of its 2026–2029 Three-Year Education Plan, Al-Qaim International School will complete the full K–12 continuum with Grade 12 in 2026–2027. The school is also planning to join Alberta's Dual Credit Programs, the Registered Apprenticeship Program (RAP), and CAREERS: The Next Generation, offering

students access to college-level and career-focused courses, opportunities to earn both high school and post-secondary credits, and hands-on, work-integrated experiences.

School Identity

School Motto

“Actions speak louder than words”

School Vision

AL-QAIM International School learners are knowledgeable, ethical, and entrepreneurial leaders of tomorrow.

School Mission

At AL-QAIM International School, learners are active members of a community that:

- Fosters high learning standards
- Develops entrepreneurial leaders
- Nurtures respect for everyone
- Cultivates a positive sense of self and resilience
- Inculcates character education

School Core Values

- Respect
- Honesty and Truth
- Moral Development
- Strong Self-Identity
- Belonging and Connection
- Respect, Resiliency, Self-Regulation
- Learning Excellence
- Learning from Mistakes
- First Nations (FNMI), Respect for Diversity

Pedagogy & Teaching Philosophy

Basic Premise

Al Qaim School is a learner-centred environment where teachers use direct instruction and coaching to help students develop age-appropriate competencies such as critical thinking, problem-solving, and moral development. Students are placed in small classes, allowing for individualized programming that supports each learner from their current level toward reaching their full potential.

To enhance academic success, the school hired experienced staff in 2024 to strengthen students' numeracy skills. Ongoing professional development is key to student success, with Alberta-certified teachers creating growth plans and engaging in various learning opportunities. In the coming years, professional development will focus on inclusive practices and deepening understanding of First Nations, Métis, and Inuit history and perspectives.

Student mental health is supported systemically through a culture of respect. Providence Team specialists provided training on behaviour regulation, helping students rebuild social skills aligned with societal and religious expectations.

Key Learning Resources: The school has purchased mobile science labs for hands-on learning, and continues expanding its library with leveled readers, bilingual texts, and culturally diverse books. Technology tools such as digital portfolios, audiobooks, and math software support multimodal learning across all grades.



2024–2025 Performance Overview (APORI Report)

The following results from the Fall 2025 Alberta Education and Childcare Assurance Measures (AEAM) inform the goals of this 2026–2029 plan. Al-Qaim International School has demonstrated significant improvement across all key measures compared to prior years, reflecting the community’s growing investment in student success.

Measure	2024–2025 Result Overall Evaluation
Student Learning Engagement	82.2% ● Good (Improved Significantly)
Citizenship	74.7% ● Good (Improved Significantly)
Grade 9 PAT: Acceptable	75.0% ● Acceptable (Maintained)
Grade 9 PAT: Excellence	16.7% ● Acceptable (Maintained)
Education Quality	80.2% ● Acceptable (Improved Significantly)
WCRSLE (Safe & Caring)	76.5% ● Acceptable (Improved Significantly)
Access to Supports & Services	75.5% ● Good (Improved Significantly)
Parental Involvement	62.8% ● Concern (Maintained)

Notable Strength: Al-Qaim’s Grade 9 Science results were rated “Excellent” (Very High Achievement, Improved) — with 83.3% meeting Acceptable Standard and 33.3% meeting Standard of Excellence, surpassing the provincial average. English Language Arts 9 also achieved “Excellent” standing (Very High Achievement).

Area for Growth: Mathematics 9 results (33.3% Acceptable Standard) remain below provincial benchmarks and are rated “Concern” — a primary focus area in this 2026–2029 plan. Parental Involvement also requires sustained attention and targeted strategies.

Goal 1: Citizenship

Develop well-rounded citizens in a safe, caring, and welcoming environment that promotes active participation, high academic achievement, and Islamic religious values and learning for all students.

Rationale

According to the 2025 Alberta Education Assurance Measure (AEAM), Al-Qaim International School improved its Citizenship score from 52.6% to 74.7%, indicating substantial progress. Our student retention rate of 95% reflects families' strong commitment to our school community. However, our score remains slightly below the provincial average of 79.8%, highlighting the need for continued focus. With our enrolment projected to reach approximately 168 students in 2026–2027 (an increase of ~50 new students), building a cohesive, welcoming culture will be especially important as our community grows.

Objective 1

Parents and students report satisfaction with the school's approach to fostering a safe, caring, and welcoming environment that supports citizenship development.

Measures of Success

- Increase Citizenship indicator on AEAM to at least 80% by 2028
- Maintain a low number of student behaviour incident reports (year-over-year tracking)
- Positive trends in parent and student feedback (school-based surveys and AEAM)
- Minimum 75% of students report feeling safe and included at school
- Minimum 80% parent satisfaction in school climate questions
- Parental Involvement score to improve from 62.8% toward provincial average of 80.0% by 2028–2029

Strategies and Actions

A. Building Positive Student Culture

- Fall review of Safe, Caring, and Welcoming School Policy with staff
- Post school policies online and communicate updates regularly
- Foster positive student-teacher relationships: safe classrooms, active listening, positive reinforcement
- Recognize positive behaviours through "Value of the Month" certificates
- Encourage participation in interest-based student clubs and leadership groups
- Introduce Student Council to promote voice, agency, and shared decision-making
- Integrate Islamic values into character education and assemblies

B. Promoting Active Citizenship

- Engage students in community service projects to build empathy and responsibility
- Host guest speakers and organize assemblies on citizenship, justice, and social contribution
- Encourage technology use for documenting citizenship learning (digital portfolios)

C. Strengthening Family and Community Partnerships

- Hold regular Parent-Teacher Conferences
- Maintain an open-door policy and timely response to concerns
- Involve parents in classroom activities and invite them to share expertise (career talks)
- Host inclusive school events that bring students, staff, and families together
- Co-celebrate student achievements through assemblies and newsletters
- Develop targeted onboarding programming for the ~50 new students projected for 2026–2027 to support swift integration into the school community

Sub-Goal 1a: Islamic Religion Component

Foster a deep understanding and embodiment of Islamic values, ethics, and practices—alongside proficiency in Quranic literacy and Arabic language—within a respectful, inclusive school environment. The goal is to nurture spiritually grounded students who demonstrate integrity, compassion, and a commitment to community service in accordance with Islamic teachings.

Measures of Success

- Regular assessments of students' ability to read, recite, and comprehend selected Quranic verses
- Evaluation of student behavior for alignment with Islamic values: honesty, empathy, humility, and responsibility
- Observable development of ethical traits through student reflections, teacher reports, and peer feedback
- Student participation in acts of service and contributions to the school and local community
- Demonstrated growth in Arabic language skills through written and oral assessments

Strategies

- Deliver a rich and age-appropriate Islamic Studies curriculum grounded in the Quran, Sunnah, and prophetic character
- Integrate Arabic language instruction as a bridge to linguistic competence and deeper Quranic understanding
- Host Islamic celebrations and spiritual events (Ramadan programs, Eid festivals, Seerah week)
- Encourage student-led discussions on Islamic ethics, current events, and social responsibility
- Involve students in community engagement and charitable initiatives (food drives, volunteering)
- Promote cross-cultural and interfaith understanding through safe dialogue around values and faith

Planned Actions

- Implement comprehensive Islamic Studies curriculum with consistent assessment cycles
- Teach Quran with proper Tajweed, memorization, and comprehension, supported by digital tools
- Incorporate Arabic language instruction focused on both functional literacy and connection to the Quran and Hadith
- Organize meaningful events during Islamic holidays with active involvement of students, parents, and scholars
- Invite guest speakers and faith leaders to share insights tied to Islamic values and social justice

- Maintain a faith-based character development program with behaviour rubrics and teacher feedback
- Display student work (Quranic reflections, Arabic calligraphy, service journals) throughout the school



Goal 2: Literacy and Language Development

Ensure that all students—particularly English as an Additional Language (EAL) learners—develop strong literacy and language skills to support their academic success, meaningful communication, and social-emotional growth.

Rationale

The 2025 APORI results show significant improvement in Student Learning Engagement (82.2%) and Education Quality (80.2%) at Al-Qaim International School. Teachers unanimously rate literacy and numeracy skills as useful (100% Top 2 Box). Grade 9 English Language Arts achieved 100% Acceptable Standard among students who wrote the exam — an excellent result. With 95% student retention and the addition of approximately 50 new students in 2026–2027 (bringing total enrolment to ~168), maintaining and building on these literacy gains is essential. Our predominantly EAL student population necessitates a continued and targeted focus on foundational literacy to ensure academic achievement and foster lifelong communication and critical thinking skills.

Objective

Improve student proficiency in reading, writing, speaking, listening, and comprehension—fostering fluency, confidence, and the ability to express ideas meaningfully across all grade levels.

Measures of Success

- Improvement in reading levels through Fountas & Pinnell Benchmark Assessments (minimum one level growth per term for EAL students)
- Year-over-year analysis of EAL language acquisition data (baseline established in 2023–24)
- Development and review of student literacy portfolios documenting growth in writing, speaking, and comprehension
- Percentage of students meeting or exceeding grade-level benchmarks in reading and writing
- Student engagement in literacy events and feedback from self-assessments and teacher observations

Strategies and Actions

A. Instructional Practices and Assessment

- Implement beginning-of-year diagnostic reading assessments to tailor interventions
- Embed comprehension strategies using guided reading and EAL-focused scaffolds
- Teach vocabulary and academic language across subject areas
- Use annotated portfolios to track literacy growth and plan personalized supports

B. Student Engagement and Enrichment

- Launch a “Reading Buddies” mentorship program between older and younger students
- Organize writing contests and publish winning entries in newsletters or a school magazine
- Establish book clubs and reading circles to promote oral language skills
- Use technology tools (digital portfolios, audiobooks, speech-to-text apps) for multimodal literacy development

C. Family and Community Involvement

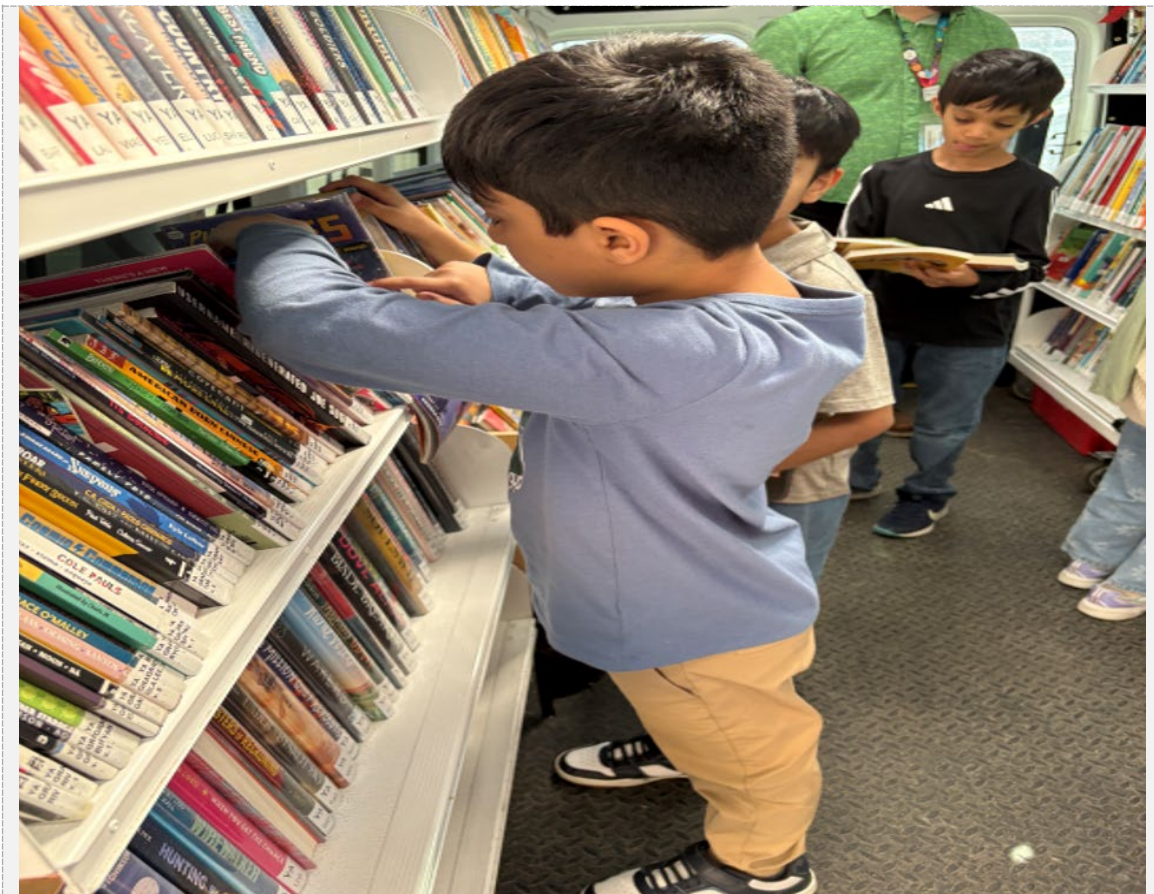
- Host workshops for parents on supporting literacy at home in English and native languages
- Promote family reading time and share strategies through newsletters and meetings
- Invite guest speakers and authors to inspire students and enhance engagement with literature

D. Staff Capacity Building

- Offer ongoing professional development on literacy instruction and EAL pedagogy
- Implement a consistent school-wide assessment and moderation process for literacy
- Facilitate collaborative teacher planning sessions to analyze data and adapt instruction

E. Learning Environment and Resources

- Continue expanding the school library with leveled readers, bilingual texts, and culturally diverse books
- Display student writing and literacy projects throughout the school to boost pride and ownership
- Plan for expanded library and reading spaces in the new facility under Board consideration



Goal 3: Numeracy

Support all students in developing strong numeracy skills and a deep understanding of the importance and applicability of Mathematics in everyday life, aligned with their individual learning levels.

Rationale

The APORI 2025 report identifies Mathematics 9 as a key area requiring immediate and sustained focus - with only 33.3% of students meeting the Acceptable Standard compared to the provincial average of 51.7%, earning a “Concern” rating. In contrast, Grade 9 Science (83.3% Acceptable, rated “Excellent”) and Social Studies 9 (83.3% Acceptable, rated “Excellent”) demonstrate the school’s strong capacity for high achievement. Replicating that success in Mathematics is a priority. With our enrolment growing to ~168 students in 2026–2027 and a 95% retention rate, investing in strong math programming will directly benefit the majority of our stable and committed student community.

Objective

Create a rich, engaging learning environment that enhances students’ mathematical understanding, fluency, and critical thinking. Ensure instructional alignment with students’ abilities—whether they are working above, at, or below grade level.

Measures of Success

- Pre- and post-year assessments using the Math Intervention/Programming Instrument (MIPI) to establish baseline data and track individual student growth
- Continuous assessment using teacher-created math assessments, aligned with grade-level and modified outcomes
- Collection of student work samples throughout the year to demonstrate progression in numeracy and problem-solving skills
- Increased student participation in enrichment opportunities such as math clubs and competitions
- Evidence of improvement in mathematical confidence and language through student reflections and teacher observations
- Increase Grade 9 Mathematics PAT Acceptable Standard from 33.3% toward the provincial benchmark of ~51.7% by 2028–2029

Strategies and Actions

A. Instructional Practices and Assessment

- Administer MIPI at the start, mid-year, and end of year to assess progress and adjust instruction
- Use ongoing formative assessments (quizzes, performance tasks) to identify student needs
- Maintain dated samples of student work to monitor development and target interventions

B. Enrichment and Differentiation

- Implement a school-wide math enrichment program including leveled instruction and challenge tasks
- Establish a Math Club and organize intra-school competitions to promote deeper engagement

- Use project-based learning (PBL) to explore mathematical concepts through real-world problems (budgeting, architecture, coding)

C. Professional Learning and Collaboration

- Provide teachers with ongoing professional development in math pedagogy and technology integration
- Conduct collaborative planning meetings to align strategies and review student data

D. Real-Life Application and Technology Integration

- Design math lessons around real-life scenarios demonstrating the relevance of math to daily decisions and careers
- Use technology tools (virtual manipulatives, graphing software, math games) to support concept development

E. Targeted Support and Staffing

- Employ a math specialist to work with students and staff, providing individualized support and instructional coaching
- Offer small-group intervention sessions for students requiring remediation or enrichment

Monitoring and Evaluation

- Measurement data collected three times annually (start, mid-year, end) to track progress on all targets
- Teachers are active participants in data collection, planning, and reflective analysis
- The plan is iterative and adjusted as necessary based on data trends, student needs, and teacher feedback



Goal 4: Truth & Reconciliation through FNMI Education

Promote understanding, respect, and meaningful reconciliation by embedding First Nations, Métis, and Inuit (FNMI) perspectives, histories, and contributions into the life of Al-Qaim International School.

Rationale

In alignment with the Truth and Reconciliation Commission of Canada (TRC) Calls to Action, especially those concerning education, Al-Qaim International School is committed to fostering awareness of the lived experiences, wisdom, and traditions of FNMI communities. In 2023–2024, the school initiated this commitment by organizing activities such as Orange Shirt Day 🧡 and educational sessions on the history and legacy of Residential Schools. This plan outlines the next phase of intentional actions to deepen FNMI integration across curriculum, school culture, and community engagement.

Objective

Develop an inclusive, respectful, and culturally responsive learning environment where students and staff engage meaningfully with FNMI content and actively support the spirit of reconciliation.

Measures of Success

- Annual increase in student awareness and understanding of FNMI history and culture (measured through student reflections, teacher feedback, and school-based surveys)
- Completion of professional development related to FNMI perspectives by 100% of teaching staff by 2027–2028
- Evidence of FNMI content in at least one unit per core subject by 2027–2028
- Documented participation in FNMI-focused events and guest speaker sessions throughout the school year

Strategies and Actions

A. Cultural Recognition and Celebration

- Commemorate key events such as Orange Shirt Day, National Indigenous Peoples Day, and Treaty Acknowledgment activities
- Create a school calendar that includes FNMI dates of significance and integrates student participation

B. Curriculum Integration and Resource Development

- Audit and align existing curriculum with FNMI content in the Alberta Program of Studies
- Source and incorporate FNMI-authored literature, multimedia, and visual art into language arts, social studies, and art lessons

C. Community Engagement and Elder Involvement

- Invite FNMI guest speakers, knowledge keepers, and artists to share stories, teachings, and cultural practices with students, staff, and families

- Establish relationships with local FNMI communities and leadership to guide school efforts in reconciliation
- Seek the opportunity to host an artist-in-residence program focused on Indigenous art, music, or storytelling

D. Staff Professional Learning

- Provide targeted professional development for teachers focused on FNMI ways of knowing and being, as outlined in the Teaching Quality Standard (TQS)
- Facilitate workshops and learning circles for staff to reflect on their role in reconciliation and build cultural competence

E. School Culture and Environment

- Include daily or weekly land acknowledgments in assemblies or classrooms
- Display FNMI art and student-created projects throughout the school 🎨
- Maintain a growing FNMI resource section in the library and digital platforms

Monitoring and Evaluation

- Implementation reviewed annually with updates provided to stakeholders
- Data collection includes teacher PD records, event participation logs, student reflections, and classroom documentation
- The plan is flexible and may be adapted to reflect FNMI community feedback, staff readiness, and student needs



Three-Year Plan Summary at a Glance

Citizenship	Launch Student Council; onboard 50+ new students; community service program	Citizenship score $\geq 78\%$; Parental Involvement workshops	Citizenship score $\geq 80\%$; full parent engagement model
Islamic Studies	Implement full Islamic Studies curriculum K–12; Quran & Arabic program	Expand Ramadan & Eid programming; guest scholar series	Faith-based character metrics; community outreach
Literacy	Reading Buddies; EAL diagnostic assessments; expand library	Writing contests; book clubs; literacy portfolios	Grade-level benchmarks met by 80%+ of students
Numeracy	MIPI baseline; Math Club; math specialist hired	PAT Math 9 improvement toward 45%+ Acceptable	Math 9 $\geq 50\%$ Acceptable Standard; PBL integration
FNMI	Orange Shirt Day; Elder visits; staff PD begins	FNMI content in all core subjects; artist-in-residence	100% staff PD complete; FNMI embedded in culture

Enrollment Context: With a 95% student retention rate and approximately 50 new students projected for 2026–2027 (≈ 168 total), all goals are designed to scale with our growing community while maintaining the intimate, family-centered culture that defines Al-Qaim International School.