



LADY FATIMA  
ACADEMY

# EDUCATION PLAN 2026



# Education Plan 2026-2029

|                                                       |    |
|-------------------------------------------------------|----|
| ABOUT LFA                                             | 3  |
| Vision                                                | 3  |
| Mission                                               | 3  |
| Values                                                | 3  |
| Accountability Statement                              | 4  |
| Alberta Education Business Plan Alignment             | 4  |
| Time Frame                                            | 4  |
| Key Insights from Results Analysis                    | 5  |
| Goals for 2026-2029                                   | 7  |
| Outcome 1: Improve Student Achievement and Engagement | 7  |
| Outcome 2: Improve Parent-School Communication        | 8  |
| Outcome 3: Develop the Quran Curriculum               | 10 |
| Stakeholder Engagement                                | 11 |
| First Nations, Métis and Inuit Student Success        | 12 |
| Plan for Implementation                               | 13 |
| Budget                                                | 15 |
| Deadline and Communication                            | 16 |



## ABOUT LFA

### Vision

Lady Fatima Academy aspires to nurture students' intellectual, academic, spiritual, and social development to empower them to become the leaders of tomorrow.

### Mission

Lady Fatima Academy commits to advance education by establishing and maintaining a religious school of instruction for Muslim children and youth that employs the Shi'a Ithna-Asheri school of thought, and provides exceptional educational standards in Alberta.

### Values

F

#### FAITHFUL FOLLOWER

of Prophet Muhammed (SAW) and the 12 Imams (AS)

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A

#### AMBITIOUS ACHIEVER

in the standards I set for myself

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T

#### TRUTHFUL THINKER

with Allah, myself and everyone around me

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I

#### INCLUSIVE

I treat others as I wish to be treated

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M

#### MORAL & MODEST

I am made for Jannah and will act like it

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A

#### ACTIVE AWAITER

I pave the way for reappearance



## Accountability Statement

The Education Plan for Lady Fatima Academy commencing 2026 was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The operator and/or governing body approved the 2026/2029 Education Plan on June 24th 2026.

Ali Dhia  
CEO

Hussain Ali  
Board Chair

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## Alberta Education Business Plan Alignment

This Education Plan aligns with Alberta Education's priorities that:

- Alberta's students are successful.
  - First Nations, Métis, and Inuit students in Alberta are successful.
  - Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
  - Alberta's K-12 education system and workforce are well-managed
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## Time Frame

This Education Plan covers a three-year period from 2026 to 2029. The plan will be reviewed annually using student achievement data, local measures, stakeholder feedback, teacher feedback, parent input, and progress toward identified outcomes.

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## Key Insights from Results Analysis

Lady Fatima Academy's recent results show several important strengths and developing needs that directly inform this Education Plan. The school continues to demonstrate a strong faith-based identity rooted in the F.A.T.I.M.A values, which support school culture, citizenship, moral development, discipline, and belonging. This connects strongly to LFA's mission to nurture students intellectually, academically, spiritually, and socially.

A major strength identified in the AERR is LFA's welcoming, caring, respectful, and safe learning environment. The school scored 90.3% in this area, above the Alberta result of 84.4%. Citizenship was also a strong area, with LFA scoring 87.5%, compared to Alberta's 79.8%. These results show that belonging, character development, safety, and positive school culture are already strengths to build on through the "Who Am I?" initiative, anti-racism awareness, student safety guidance, and culturally responsive teaching.

Academic results show both strengths and areas for growth. Grade 9 PAT acceptable standard results were strong overall at 85.7%, compared to Alberta's 62.5%. Science and Math were clear strengths, with Grade 9 Science at 100% acceptable standard and Grade 9 Math at 85.7% acceptable standard.

Parent satisfaction remains a strength. Parent satisfaction was high in Education Quality, Access to Supports, Welcoming/Caring/Respectful/Safe Learning Environments, and Parental Involvement.

The AERR also shows that LFA is moving from informal success toward more data-informed improvement. The school has begun using formal assessment tools, literacy and numeracy screeners, PAT data, intervention supports, IPPs, Education Assistants, volunteers, and



community partnerships. This growth trend supports the Education Plan's focus on consistent systems for tracking student progress, improving intervention structures, and using results to guide school priorities.

The AERR identifies several areas requiring focused attention in the next education planning cycle. Student learning engagement, education quality, and teacher perception of supports were identified as growth areas. These results suggest that rapid school growth, ELL needs, mixed academic levels, and instructional complexity are affecting student engagement, classroom learning, and teacher capacity.

The results also show a need for targeted academic and communication supports. ELA and Social Studies require improvement, especially in moving students toward excellence. Parent involvement is strong from the parent perspective but lower from the teacher perspective, showing the need for clearer communication structures, feedback processes, and a formal PAC role. Overall, LFA's developing needs are stronger literacy instruction, ELL support, teacher support, parent-school communication, progress tracking, and more formalized systems during school growth.

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## Education Plan Goals for 2026-2029

### Outcome 1: Improve Student Achievement and Engagement

#### Objective

Improve student achievement and engagement by strengthening literacy, ELL support, differentiated instruction, classroom engagement, and intervention tracking.

#### Rationale

The AERR identifies student engagement, education quality, teacher support, ELA, Social Studies, literacy, and ELL support as areas needing improvement. LFA will focus on clearer



instructional systems and targeted supports to help students meet and exceed grade-level expectations.

## Strategies

LFA will:

- Develop school-wide literacy supports in reading comprehension, writing, vocabulary, and critical thinking.
- Strengthen ELL supports across grade levels.
- Use differentiated instruction and active learning strategies to increase engagement.
- Provide teacher support through professional development and educational consultant support.
- Use assessment data and local intervention tracking to monitor student progress.
- Provide enrichment opportunities for students ready to move toward excellence.

## Measures of Success

Progress will be measured through:

- AERR Student Learning Engagement results
- AERR Education Quality results
- AERR Access to Supports and Services results
- PAT results in ELA, Social Studies, Math, and Science
- Provincial literacy and numeracy assessments
- Teacher feedback on instructional supports

## Outcome 2: Improve Parent-School Communication

### Objective

Improve parent-school communication by creating a clear Parent Advisory Council structure and consistent communication processes.



## Rationale

The AERR shows that parent involvement is strong from the parent perspective but lower from the teacher perspective. This indicates the need for clearer communication expectations, feedback systems, and a formal PAC role.

## Strategies

LFA will:

- Establish a clear PAC structure with defined roles and meeting procedures.
- Create regular opportunities for parent feedback.
- Improve two-way communication between parents, teachers, and administration.
- Use simple, clear, and language-accessible communication where needed.
- Share PAC summaries, action items, and school improvement updates.
- Clarify communication expectations between families and staff.

## Measures of Success

Progress will be measured through:

- AERR Parental Involvement results
- Local parent satisfaction surveys
- Local teacher feedback on parent communication
- PAC meeting attendance
- PAC representation across grades and language/cultural groups

## Outcome 3: Develop the Quran Curriculum

### Objective

Develop a consistent Quran curriculum with clear grade-level outcomes, common assessments, teacher resources, and progress tracking.



## Rationale

As LFA grows, the school needs more formalized systems for curriculum planning, assessment, and progress monitoring. A standardized Quran curriculum will support consistency across grade levels and help students make steady progress in recitation, memorization, tajweed, understanding, and connection to the Quran. This also supports LFA's mission as a religious school rooted in the Shi'a Ithna-Asheri school of thought.

## Strategies

LFA will:

- Develop a grade-by-grade Quran scope and sequence.
- Create clear learning outcomes for each grade.
- Use common assessment tools, rubrics, and progress records.
- Provide Quran teachers with shared lesson resources and pacing guides.
- Support students who need additional help while offering enrichment for advanced students.
- Track Quran progress over time and communicate progress to parents.

## Measures of Success

Progress will be measured through:

- Student Quran progress records
- Teacher feedback on curriculum clarity and resources

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## Stakeholder Engagement

The development of this Education Plan was informed by AERR results, school performance data, teacher feedback, parent feedback, student needs, administrative reflection, and governing body review.

Stakeholders involved include:



- Students
- Parents and families
- Teachers
- School administration

Stakeholder feedback gained through local surveys and focus groups.

The Parent Advisory Council will provide advice to the principal and CEO by gathering parent feedback, identifying school-community needs, supporting communication between families and the school.

Stakeholder input and AERR results informed the following local priorities:

1. **Student engagement**

Student Learning Engagement results show the need for more intentional classroom engagement strategies.

2. **Education quality and teacher support**

Teacher feedback around education quality and access to supports shows the need for professional development, educational consultant support, and more structured support systems.

3. **Literacy, ELA, and Social Studies achievement**

ELA and Social Studies results show the need for stronger literacy, writing, academic vocabulary, reading comprehension, and critical thinking supports.

4. **Parent-school communication**

The difference between parent satisfaction and teacher satisfaction with parent involvement shows the need for a clearer PAC structure and communication expectations.

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## First Nations, Métis and Inuit Student Success

Lady Fatima Academy does not currently have self-declared First Nations, Métis, or Inuit students and no First Nations, Métis, and Inuit grant dollars to report.. However, LFA remains



committed to supporting truth and reconciliation through respectful learning, awareness, and inclusion.

LFA will support this work by:

- Including land acknowledgements in appropriate school gatherings and communications
- Incorporating Indigenous ways of knowing where they connect meaningfully to curriculum and classroom learning
- Recognizing First Nations, Métis, and Inuit identity as part of the broader “Who Am I?” initiative through student relationship to the land
- Helping students understand identity, land, belonging, history, and responsibility in age-appropriate ways
- Supporting respectful learning about Canada’s history, Indigenous peoples, and reconciliation

## **Measures of Success**

- Hold meaningful truth and reconciliation event at school
  - Invite first nation elder to share about their history and culture
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## **Plan for Implementation**

### **Year 1: Build Structures and Baselines**

LFA will focus on creating the systems needed to address the areas identified in the AERR. This includes establishing the PAC structure, reviewing student achievement data, identifying literacy and ELL needs, beginning school-wide intervention tracking, and developing teacher support structures.

In Year 1, LFA will also begin developing the Quran curriculum scope and sequence by identifying grade-level expectations for recitation, memorization, tajweed, fluency, and understanding.



Key Year 1 actions:

- Improve PAC roles, meeting schedule, and feedback process
- Review student achievement data and identify priority gaps
- Begin school-wide literacy and ELL planning.
- Provide teacher support through professional development and/or educational consultant support. The professional development will focus on improving the teacher lesson plan including universal lesson plan, EAL support inside and outside the classroom and EAL assignment.
- Develop intervention tracking method. The school will allocate an additional 0.5 FTE.
- Develop Quran curriculum mapping
- Establish clearer communication expectations with parents

## **Year 2: Strengthen Instruction and Supports**

LFA will strengthen classroom instruction through professional development, educational consultant support, differentiated instruction, ELL strategies, literacy development, and intentional student engagement strategies.

The school will also use PAC feedback, teacher feedback, student results, and assessment data to adjust supports. Quran teachers will begin using shared rubrics, checklists, pacing guides, and assessment tools.

## **Year 3: Monitor Growth and Refine Practice**

LFA will review student achievement trends, ELL progress, student engagement data, parent feedback, teacher feedback, Quran curriculum outcomes, and intervention records.

The school will refine instructional supports, communication systems, parent engagement structures, intervention practices, and curriculum planning based on the evidence collected.



## Budget

To support the school's three-year plan, the school will allocate \$60,000 over the next three years for teachers' professional development and the hiring of educational consultants.

| <b>Income (2026/2027)</b>                              | <b>Amount</b>         |
|--------------------------------------------------------|-----------------------|
| AB Education Grants                                    | \$1,378,346.70        |
| Tuition Fees                                           | \$249,960.00          |
| Busing Fees                                            | \$66,000.00           |
| Donations                                              | \$300,000.00          |
| Other                                                  | \$45,000.00           |
|                                                        | <b>\$2,039,306.00</b> |
|                                                        |                       |
|                                                        |                       |
|                                                        |                       |
| <b>Expenses (2026/2027)</b>                            | <b>Amount</b>         |
| School Building Lease                                  | \$250,000.00          |
| Resources and field trips                              | \$53,000.00           |
| Transportation (Fuel and Maintenance)                  | \$150,000.00          |
| Professional Fees                                      | \$55,000.00           |
| Staff Salaries and Benefits (Teachers and Bus drivers) | \$1,436,650.00        |
| Amortization                                           | \$85,833.00           |
|                                                        | <b>\$2,030,483.00</b> |

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## Deadline and Communication

The Education Plan will be reviewed and updated annually. LFA will communicate the plan and progress toward its goals with stakeholders through appropriate school communication channels.



LFA will communicate progress through:

- PAC and parent meetings
  - Staff meetings
  - School website posting, where applicable
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