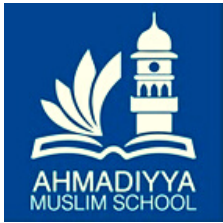


AHMADIYYA MUSLIM SCHOOL

ANNUAL EDUCATION RESULTS REPORT

2021-2022



ENGAGE

EMPOWER

EXCEL



About AMS

VISION

Our vision is to “Engage, Empower and Excel.” Ahmadiyya Muslim School (AMS) strives to create a learning environment that engages students by offering appropriate instruction, diverse teaching styles, one-on-one teacher/student time. This will empower our learners to work hard towards their educational goals. Our small class sizes allow us to develop close connections with our school community. We provide an opportunity to gain education in an environment that focuses on Islamic principles and is safe, nurturing, and supportive, which empowers students to be functioning members of society.

MISSION

Our mission is to provide a learning environment that builds on each student’s strengths. We encourage students to become independent and confident learners and provide quality educational opportunities to ensure students reach their highest potential.





ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the Ahmadiyya Muslim School Society for the 2020/2021 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2020/2021 was approved by the Board on November 23rd, 2021. The report can be found at:

<https://ahmadiyyamuslimschool.ca/education-plan-2021-22-2/>

The Board approved the 2021/2022 Education Plan on April 30, 2021

Sultan Mahmood

Dated: February, 2nd 2023

(AMSSA Board Chair)



WHISTLEBLOWER STATEMENT

Pursuant to section 32 of the public instrust disclosure (whistleblower Protection) Act, No disclosure

A PROFILE OF THE SCHOOL AUTHORITY

The Ahmadiyya Muslim Community are Muslims who believe in the Messiah, Mirza Ghulam Ahmad of Qadian, India. Mirza Ghulam Ahmad founded the Ahmadiyya Muslim Community in 1889 as a revival movement within Islam, emphasizing its essential teachings of peace, love, justice, and sanctity of life. Today, the Ahmadiyya Muslim Community is the world's largest Islamic community under one Divinely appointed leader, His Holiness, Mirza Masroor Ahmad.

The Ahmadiyya Muslim Community spans over 200 nations with membership exceeding tens of millions. Despite facing bitter faith-based persecution in numerous Muslim majority nations, the Ahmadiyya Muslim Community continues to advocate for universal human rights for all religious and other persecuted minorities. It likewise invests heavily in women's equality, education, and empowerment programs.





AMS is an independent, private, Muslim school that was founded in 2020 and is situated at Baitun Nur Mosque in North East Calgary. AMS currently has 136 students with 15 staff members. Currently, programming is being offered from junior kindergarten to grade 5.

Our small class sizes allow us to explore and apply a variety of teaching and learning strategies that cannot typically be done in larger classroom settings thus resulting in personalized learning for all learners. All teachers are fully qualified and certified by Alberta Education. Teachers are supported by experienced educational assistants.

AMS follows the provincial Program of Studies, while incorporating an Islamic perspective. In addition to the Alberta Education program, AMS offers an Islamic Studies curriculum at each grade level. We aim to have AMS students prepared to excel provincial standards and perform far above the provincial average on Provincial Achievement Tests and Diploma Exams.



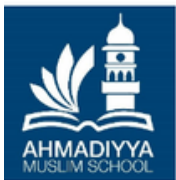
STAKEHOLDERS' ENGAGEMENT



Opportunities were provided for all stakeholders to be involved in the process at various occasions. All staff members, including teachers, were involved in creating the school priorities, outcomes, strategies, and measures of reporting. Student population and assessment results were reviewed by school staff when setting the school priorities.

The AMS School Board collaborated with the school staff to provide input and prepare the document. Parents and the parent council provided comments and views on the school's development.

This plan can be found at <https://ahmadiyyamuslimschool.ca> under About Us



[Home](#) [Registration](#) [About Us](#) [Gallery](#) [Calendar](#) [Student Life](#)

[ENROLL](#)

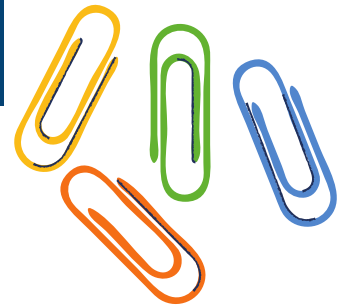
[CONTACT](#)

Welcome! Ahmadiyya Muslim School

Schools support the whole child, the
child's family, and learning.

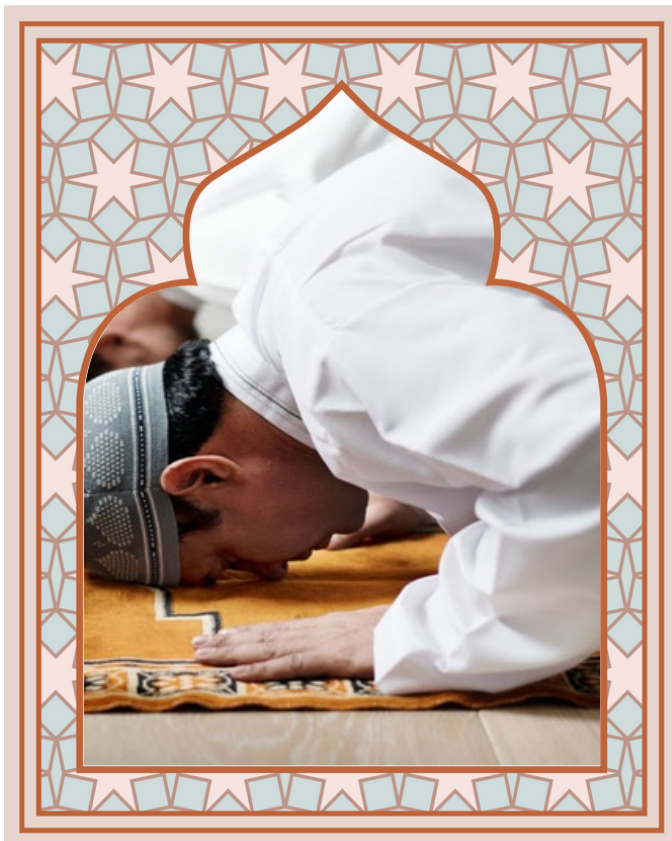


EDUCATIONAL STRATEGIES 2023-24



RELIGIOUS EDUCATION

Students will attend regular Religious Studies classes that will enforce Islamic values such as patience, persistence, and kindness . Students will be encouraged to take these understandings and implement them in other classes as well. A Religious Studies curriculum will be developed collaboratively with the school team to ensure students are learning at an appropriate pace. The Religious Studies curriculum will be interdisciplinary to ensure a holistic learning approach. Students will be encouraged to take the Islamic concepts learned and implement them in various inquiry-based and community-based projects .



NUMERACY & LITERACY

The school will focus on literacy and numeracy development by grouping students based on levels of understanding to provide foundational skills . Leveled literacy support groups based on fluency and comprehension rather than grade. Collaborative planning across grades to support and align numeracy and literacy outcomes .

Develop individualized student programming according to the needs of the students to support them in becoming more confident and independent learners . Provide one-on-one support to increase student's skills and knowledge in areas of development. Review areas of improvement and implement differentiation to ensure student success . Weekly PLC meetings with the teaching team to discuss best practices , exchange ideas and share experiences . These meetings will improve student learning.



INDIVIDUALIZED LEARNING



Create individualized learning goals for each student based on their learning needs or gaps in understanding according to pre-assignment results . Create one-on-one or small group instructional plans to meet student needs . Designate instructional times or hours during the day for intervention support. Train volunteers or teaching assistants on how to meet the learning needs of students during one-on-one support time.

Create and implement learning plans for students who exceed expectations or who have special interests in specific subject areas . IPPs (Individualized Program Planning) for students with special learning needs . Homeroom teachers will create post-assessment plans for students once support staff has completed working on a particular skill set with students who require intervention. Another EA will be added next year to facilitate individualized learning.



PROFESSIONAL DEVELOPMENT

Teacher s and leader s will: Engage in ongoing professional learning to improve instructional practices with the goal of improved student achievement. Apply the TQS and LQS indicators to support teaching excellence and guide professional learning. Engage in Professional Learning Communities to enhance their knowledge, comfort and skills in successfully developing TQS/LQS competency 5 (Application of FNMI Foundational Knowledge). Provide mentorship to new teachers to ensure that they are supported.

Teachers will model a strong work ethic , responsible behaviour , respectfulness , and organizational skills in order to be a strong role model for students . Develop attainable and effective goals for Teacher Personal Growth Plans (TPGPs).AMS students will become independent and confident learners by providing quality educational opportunities to ensure students reach their highest potential. Teachers will employ a variety of assessment strategies by utilizing both formative and summative assessments . Continuous reflection on teaching practice , lesson plans , and assessment. Open communication between staff members .

AMS PARENTS COUNCIL



The parent council of AMS oversees:

The development of a shared vision implemented through collaboration between family, the board, staff members , students and the Ahmadiyya Muslim Community. The development of a continuous improvement cycle for learning with ongoing planning and reporting. Organizing and raising funds for school programs .

Parents are encouraged to:

Support Students in the daily home reading program and learning tasks . Participation in school-wide activities such as assemblies , field trips , etc. Organizing and volunteering in extracurricular activities.

LOCAL MEASURES FOR REPORTING

These measures will provide as basis for ...



DEVELOPMENT THROUGH LEARNING

70% of students will receive “emerging” or “excellent” indicators of success on their report cards in the sections of “Citizenship in Learning”, “Personal Development Through Learning” and “Character in Learning.”

MATH INTERVENTION PROGRAMS

70% of student's / parent's will indicate a “satisfied” or above when asked in a survey whether they have been given meaningful opportunities to be involved in the school community. 90% of student retention and registration rate will increase by 10% each year .



MATH, LITERACY & NUMERACY

Math Intervention/ Programming Instrument (MIPI) at the beginning of the year to create benchmarks for students . The following year , 50% of the students will achieve 75% on the MIPI. 30% of students will be at grade-level or above in their Fountas and Pinnell reading program at the end of the year . Report cards will have specific goals outlined for literacy and numeracy. The comments will include strengths and areas of growth. Individualized Program Plans (IPPs) will be created for students who require additional support. The IPPs will include specific goals in the Priority Learning cycle, and will be updated three times a year . IPP goals will be reviewed with parents three times a year.

PROFESSIONAL DEVELOPMENT

Staff members will participate in targeted professional learning days 10 times during the year . Twice a year , teachers will complete a satisfaction survey in terms of professional learning opportunities provided by the school.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0364 Ahmadiyya Muslim Schools Society Alberta

Assurance Domain	Measure	Ahmadiyya Muslim Schools 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
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
Teaching & Leading	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Learning Supports	Education Quality	n/a	n/a	n/a	89.6	90.3	90.2	n/a	n/a	n/a
	Welcome, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
Governance	Access to Supports and Services	n/a	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	n/a	n/a	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 8. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2018/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The 'N/A' placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, KAE), Science (Grades 6, 9, KAE), Social Studies (Grades 6, 9, KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2018 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

GOALS - RESULTS & NEXT STEPS



GOAL 1



Students will use an increased understanding of Islamic principles to engage, empower and excel in their learning.



RESULTS

Students participate in daily Islamic Studies classes which increase their understanding about the fundamentals of Islam. For example, they are learning the Pillars of Islam, about God, what it means to be a Muslim, and Islamic history. Moreover, students are learning what it means to be a well-rounded Muslim and citizen when they learn about Islamic topics such as charity, patriotism, brotherhood, and peace.

At AMS, we have monthly virtues and these tie into the Islamic Studies topics we discuss. Some of the virtues that the students explore are: peace, courage, gratitude, etc. As students learn more about these virtues throughout the month, they discover what Islam teaches us about these topics through Quranic verses, sayings of the Prophet Muhammad, and stories from early Islam. Simultaneously, they make relevant connections to Canadian history and events such as Remembrance Day, the Terry Fox Run, and Orange Shirt Day. Students engage, empower, and excel in their learning while embracing the virtue for each month, thus creating a more holistic and well-rounded individual. Based on the Islamic Studies results on the report card, students received:

- **An average of “Evident Success” while displaying their understanding of Islamic concepts**
- **An average of “Evident Success” while expressing correct nazam (Urdu poetry) melody and pronunciation**
- **An average of “Emerging Success” while demonstrating correct Quranic memorization and pronunciation.**



NEXT STEPS



The AMS staff collaborated to adapt the Islamic Studies curriculum from the previous year. Each grade now has their own learning targets and goals. The teachers are reviewing and updating the curriculum on continuous basis. The monthly virtues will be integrated into the school and classrooms in a more holistic manner. Alongside the monthly virtue assembly that occurs, students will be reminded about the virtue through classroom activities and school-wide initiatives such as interactive bulletin boards.



GOALS - RESULTS & NEXT STEPS



GOAL 2



Students will have an increased understanding of numeracy and literacy outcomes, while achieving grade-level expectations.



RESULTS

AMS uses a wide array of assessment tools to get a better understanding of students' levels in literacy and numeracy. In math we used the MIPI (Math Intervention/Programming Instrument). We do not have any results to compare as this was our first year of operations. F&Ps data is our baseline. We will be using this data for setting up plans for the next years.

The following are the students' average results for the MIPI in each grade:

Grade 2: 71.78%

Grade 3: 49.3%

Grade 4: 47.5%

Grade 5: 55.83%



Since all of the students at AMS are considered English Language Learners (ELL), we assessed their levels using the ELL benchmarks. The following are the overall average ELL levels for each grade:

Kindergarten overall average: 2

Grade 1 overall average: 1

Grade 2 overall average: 2

Grade 3 overall average: 2

Grade 4 overall average: 3

Grade 5 overall average: 3

In terms of their reading levels, students were assessed using the Fountas and Pinnell Benchmark Assessment System. The following are the reading level results for each grade at the beginning of the year:

Grade 1: 25% of students are at grade level

Grade 2: 29% of students are at grade level

Grade 3: 8% of students are at grade level

Grade 4: 25% of students are at grade level

Grade 5: 7% of students are at grade level



NEXT STEPS

Based on assessment results, several grades need targeted intervention and support. The administration applied for the Learning Disruption Funding due to the discrepancies COVID-19 caused in the students' learning. We have gotten approved for the grant and will be using it to get various literacy/numeracy resources which will benefit the students.

Based on assessment results, several grades need targeted intervention and support. The administration applied for the Learning Disruption Funding due to the discrepancies COVID-19 caused in the students' learning. We have gotten approved for the grant and will be using it to get various literacy/numeracy resources which will benefit the students.

Since the entire school is below grade level for reading, we are utilizing the Fountas and Pinnell Leveled Literacy Intervention program. Students are using the program both in school during guided reading time and at home with leveled books being sent home.

All of the students are considered ELL and the overall ELL level for the school is around 2. We have access to translators, both in Urdu and Arabic, which are the primary languages spoken by the students. Additionally, the school team received a PD session about Speech and Language. In this PD session, information was given about speaking multiple languages at home/school, code switching, and when we should be concerned about a student's ability to grasp a language.





A follow-up SLT will be scheduled to discuss those students who need additional support. Additionally, any teacher who needs guidance or strategies on how to best meet a learning or behavioural need of a student is able to meet regularly with the school leadership team.

IPPs will be reviewed by staff and meetings will be arranged with parents to discuss them. After a few months, the IPP will be revisited and adapted if needed to best suit the students' learning needs. Students will continue to receive various therapy sessions (occupational, physical, speech/language, etc.) and teachers will receive regular updates on their progress. If anything needs to be changed then it will be done so. If teachers begin to notice throughout the year that additional students would benefit from external support as well, then assessments will be done for these students.

Teachers will continue to differentiate instruction within their classrooms to ensure the learning needs of all students are being met. Continuous reflection and collaboration during Professional Learning Communities (PLCs) will allow the best teaching practices to take place.





GOAL 3

Students will experience excellent teaching as AMS staff continuously grow in their ability to deliver research-based instruction and leadership.



RESULTS

We do not have any results to compare as this was our first year of operations. At AMS, the staff participate in school-wide professional development (PD) opportunities in order to continuously grow as professionals. External organizations such as Renfrew are contacted to deliver research-based PD sessions for the teaching staff.

Some of the PD sessions include topics on resiliency, growth mindset, supporting students in the classroom, managing behaviour strategies for regulation, emotional literacy, speech and language disorders, and communication strategies.





Alongside the school-wide PD opportunities, every teacher participates in her own personal PD. Each teacher has identified goals related to developing professionally in her Teacher Professional Growth Plan (TPGP). For example, some teachers plan on reading books and articles related to literacy while others are finding online resources to help teach split grades. The administration supports by providing resources, suggestions, and supervision while the teachers complete their goals.

Teachers participate in Professional Learning Communities (PLCs) in order to discuss teaching practices, assessment strategies, and pose any questions they may have to the rest of the school team. We do not have any results to compare as this was our first year of operations.



NEXT STEPS

PD sessions by experts in the field will continue to be delivered to the school team. Teachers will be asked which PD sessions they would benefit from based on questions or concerns they may have from their own classrooms.

Reflections will be done after the PD session to see whether it was valuable to the teaching staff or not.

Administration will continue to support teachers in completing their TPGP goals regarding PD. The administration will support by providing resources, suggestions, and supervision while the teachers complete their goals. The school team will continue to participate in PLCs. The PLCs will cover various topics such as reading, writing, math, and Islamic Studies.

All the results that were gathered this year are the baseline for our strategies for the next year and we are looking to improve on all the aspects.



GOAL 4

AMS will operate in a manner that fosters the engagement of parents in student learning.



RESULTS

The school team ensures that the parents are involved in student learning in a plethora of ways. On a monthly basis, there are two parent council meetings. There is a meeting both with the mother's group and the father's group to ensure maximum engagement. In these meetings, goals are discussed for the school and strategies are expounded upon.

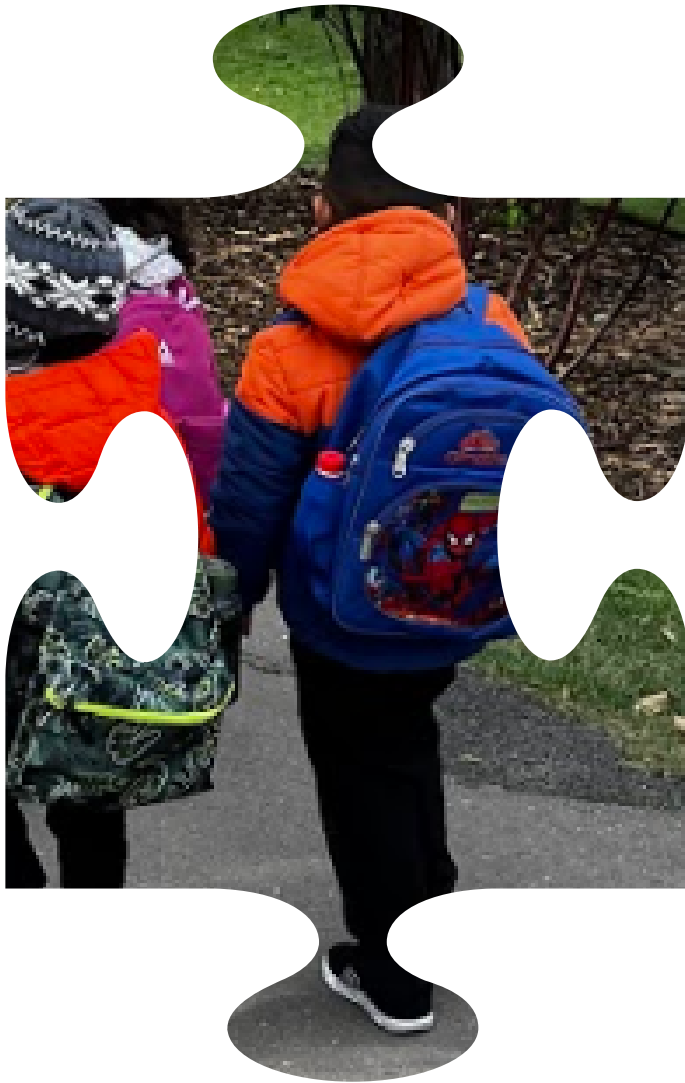


Parents have the opportunity to meet with teachers or administration if need be. These can be at any time or during scheduled parent/teacher conferences. Parents are communicated with regularly through various means. For example, every teacher has Class Dojo set up for her grade where regular updates, homework, or evidence of student learning are posted. Newsletters are also sent out every month highlighting important dates, events, and a glimpse into what the students are learning.



Parents are encouraged to volunteer in the school and have opportunities to help out in the classroom. Around 45% of the volunteers who regularly help out at the school are either parents or family members of the students.





NEXT STEPS

AMS will continue to engage parents through parent council meetings, newsletters, Class Dojo and emails. Alongside that, we will send out surveys to get the feedback of parents on various topics such as student satisfaction, learning, homework, and Islamic Studies.

Parents will be given opportunities to volunteer and be part of the school through different means. They will be regularly contacted through Class Dojo and emailed about these opportunities.

Monthly newsletters will highlight school activities and be sent out regularly. Parental feedback will be taken to improve these newsletters.

FINANCIAL STATEMENT

Budget Summary - Budget Projections for 2021-2024

Revenue	2021-22	2022-23	2023-24
Tuition/ Instruction Fee	\$102,000.00	\$160,000.00	\$198,000.00
Non Instruction Fee (O&M, Transportation, Admin Fee, etc)	\$25,000.00	\$48,000.00	\$59,400.00
Alberta Education Funding	\$395,266.00	\$513,845.00	\$667,119.00
Community & Local Donations	\$100,000.00	\$80,000.00	\$50,000.00
Total Revenue	\$622,266.00	\$801,845.00	\$974,519.00
Expenses			
Certified Staff Salaries and Wages	\$201,000.00	\$295,000.00	\$408,000.00
Certified Staff Benefits	\$24,120.00	\$35,400.00	\$48,960.00
Non-Certified Staff Salaries and Wages	\$109,000.00	\$141,000.00	\$143,000.00
Non-Certified Staff Benefits	\$13,080.00	\$16,920.00	\$17,160.00
Student Transport	\$47,040.00	\$72,960.00	\$85,774.00
Professional Services	\$3,000.00	\$3,500.00	\$3,500.00
Non Instructional Cost (Snacks, Field Trips etc)	\$10,000.00	\$13,000.00	\$15,000.00
Services for students with Moderate disabilities	\$100,000.00	\$90,000.00	\$70,000.00
Supplies, Services & Contracts	\$15,260.00	\$19,500.00	\$26,500.00
Insurance	\$4,400.00	\$4,900.00	\$5,500.00
Repairs & Maintenance	\$8,000.00	\$6,000.00	\$8,000.00
Professional Fees	\$11,000.00	\$12,000.00	\$13,500.00
Staff Travel	\$500.00	\$800.00	\$1,050.00
Bank Fees	\$600.00	\$700.00	\$800.00
Amortization	\$12,200.00	\$14,160.00	\$16,200.00
Total Expenses	\$559,200.00	\$725,840.00	\$862,944.00
Surplus (Deficit) of Revenue over Expenses	\$63,066.00	\$76,005.00	\$111,575.00