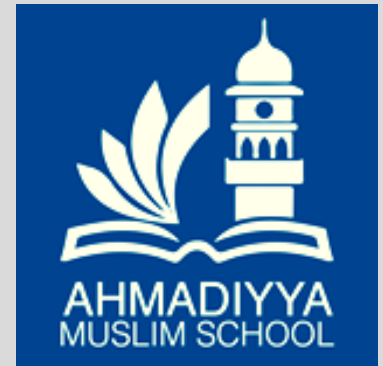


AHMADIYYA MUSLIM SCHOOL

Annual Education Results Report 2021/ 2022



ENGAGE - EMPOWER - EXCEL

OUR 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.

OUR 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 Ahmadiyya Muslim School for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. 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 2022/2023 was approved by the Board on December 1, 2023.

(AMSSA Board Chair)

Date: December 1, 2023

WHISTLEBLOWER STATEMENT

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received to date.

SCHOOL AUTHORITY PROFILE

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 15 students with 4 full time staff members. Currently, programming is being offered in grades 1-3. 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. 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/education-plan-2021-22-2/>

EDUCATIONAL STRATEGIES FOR 2021-24

RELIGIOUS EDUCATION

Students will engage in regular Religious Studies sessions to instill Islamic values using character education. The focus will be on integrating these principles across various academic disciplines, encouraging students to incorporate their newfound understanding into other courses. Developing the Religious Studies curriculum will involve collaborative efforts with the school team to ensure a well-paced and comprehensive learning experience.

The curriculum for Religious Studies will adopt an interdisciplinary approach, fostering a holistic educational framework. Students will be motivated to apply Islamic concepts acquired during the course to participate in inquiry-based and community-oriented projects.



NUMERACY & LITERACY

The school will focus on literacy and numeracy development by grouping students based on levels of understanding to provide foundational skills. The levelled literacy support groups are based on fluency and comprehension rather than grade. Students are supported using the Response to Intervention model, which begins with high-quality, evidence-based, whole-class instruction. Struggling learners identified through assessment are provided with one-to-one interventions.

Teachers use support staff to develop individualized student programming according to the learner's needs 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. Weekly Professional Learning Committee (PLC) meetings with the teaching team are conducted to discuss best practices, exchange ideas and share experiences. Teachers are provided opportunities for collaborative planning across grades to support and align numeracy and literacy outcomes.

INDIVIDUALIZED LEARNING

Develop personalized learning goals for each student based on their specific needs or identified knowledge gaps as determined by pre-assessment outcomes. Teachers create individualized instructional plans to address each student's unique needs in one-on-one or small-group settings. Students are provided support throughout the day to work on their goals.

Training sessions are conducted for Education Assistants to equip them with the skills necessary to address students' learning needs during one-on-one support sessions effectively. Implement Individualized Program Planning (IPPs) for students with distinct learning needs with strategies from specialists such as speech and language pathologists, occupational therapists and physiotherapists. Teachers create post-assessment plans for students once support staff has completed working on a particular skill set with students who require intervention.



SAFE CARING ENVIRONMENT

A total of 74 responses were collected for a wellness screening at AMS for students from grades 1 to 6. The School Connectedness Scale was used to measure a student's sense of belonging and engagement at school.

	No	Sometimes	Yes
I like my school	0	24	49
I am happy at my school	1	30	42
I like my teacher	2	9	62
I feel safe at school	3	20	50

All in all, 67.1% of the students shared that they like their school, 57.5% shared that they are happy at their school, 89.4% shared that they like their teacher and 68.5% shared that they feel safe at school.

AMS team will work on the following to further create a safe and caring school environment:

- Create opportunities for all students to be involved in extracurricular activities.
- Continue to work on building positive relationships between adults and students.
- Set clear behavioural expectations and reinforce positive behaviour.
- Teach and reinforce social skills, including managing frustration, anger and social conflict.
- Teach and reinforce resiliency skills such as social problem solving, emotional regulations, and the ability to identify and respect the perspectives and needs of others.
- Provide opportunities for students to develop strong, realistic beliefs in their abilities, gifts and talents.

PROFESSIONAL DEVELOPMENT

Teachers and leaders will:

1. Engage in ongoing professional learning to improve instructional practices to improve student achievement.
2. Apply the TQS and LQS indicators to support teaching excellence and guide professional learning.
3. Engage in Professional Learning Communities to enhance their knowledge, comfort and skills in successfully developing TQS/LQS competency 5 (Application of FNMI Foundational Knowledge).
4. Provide mentorship to new teachers to ensure that they are supported.
5. Teachers will participate in professional development opportunities with the Calgary Regional Consortium as they are implementing the new curriculum
6. Develop attainable and effective goals for Teacher Personal Growth Plans (TPGPs).
7. Teachers will employ a variety of assessment strategies by utilizing both formative and summative assessments.
8. Ongoing reflection on teaching practices, lesson plans, and assessment while ensuring open communication between staff members.



AMS PARENTS COUNCIL

Parent Council

The parent council will work to develop a shared vision through collaboration between the family, the board, staff members, students and the Ahmadiyya Muslim Community. They will support developing a continuous learning improvement cycle with ongoing planning and reporting. The parent council will organize and raise funds for school programs.

Parent involvement is highly valued and encouraged as they are part of the team in ensuring the child's success. All parents are encouraged to support students in actively participating in their child's learning through daily home reading programs and learning tasks. They are invited to be part of school-wide activities such as assemblies, field trips, etc. Parent support is also used to organize and execute extracurricular activities.

LOCAL MEASURES FOR REPORTING

DEVELOPMENT THROUGH LEARNING

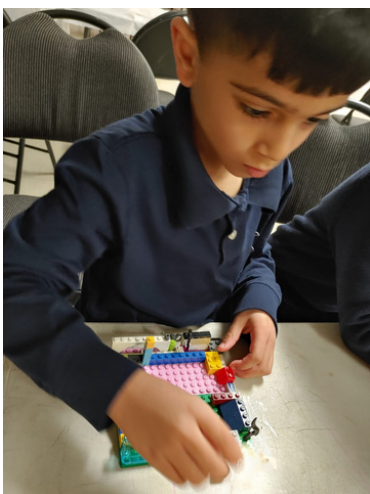
70% of students will receive “emerging” or “excellent” indicators of success on their report cards in the sections of “Citizenship in Learning”, “Personal Development Through Learning” and “Character in Learning.”

MATH, 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 opportunities throughout the year focusing on literacy and numeracy in the classroom. Teachers with interest in particular subject will attend PD sessions focusing on that subject and will bring back their learning to share with their colleagues.



AMS Results on Annual Education Assurance Measures (AEMS)

Our Alberta Education Assurance Measure Results collected, in the Fall of 2023, through student, parent and staff surveys, indicate that AMS continued to achieve excellent results. Highlights of those results are included below.

Ahmadiyya Muslim School is proud to report to AMS families, stakeholders and make publicly available our results on several measures that provide an indication to how we are succeeding as a school. The following information was compiled from data that was gathered on behalf of AMS by Alberta Education.

Parents, students and teachers from AMS, are surveyed each year in the spring on many categories and you will see the results of those surveys represented here. The data is reflective of over 594 individual responses across our organization.



Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 0364 Ahmadiyya Muslim Schools Society Alberta

Assurance Domain	Measure	Ahmadiyya Muslim Schools Socie			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	86.7	89.6	89.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.1	89.7	89.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	0.0	n/a	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	n/a	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.2	93.9	93.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	91.2	91.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	93.0	90.5	90.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	87.0	100.0	100.0	79.1	78.8	80.3	Very High	Declined	Good

*Note AMS students did not participate in the PAT exams as the new curriculum was piloted for this academic year.

ACADEMIC EXCELLENCE AT AMS

Early Years Literacy Numeracy Assessments					
Grade 1- 14 students					
Castles & Coltheart 3 (CC3)		LeNS		AB Ed Numeracy Screening Assessment	
At-Risk	Not At-Risk	At-risk	Not At-Risk	At-Risk	Not At-Risk
8	3	5	9	12	1
Average # of months behind (after initial assessment - September 2022)					
6		7		10	
Average # of months gained (Year End - June 2023)					
4		5		5	

Early Years Literacy Numeracy Assessments					
Grade 2- 14 students					
Castles & Coltheart 3 (CC3)		LeNS		AB Ed Numeracy Screening Assessment	
At-Risk	Not At-Risk	At-risk	Not At-Risk	At-Risk	Not At-Risk
6	2	8	6	9	5
Average # of months behind (after initial assessment - September 2022)					
4		8		10	
Average # of months gained (Year End - June 2023)					
2		6		5	

Early Years Literacy Numeracy Assessments			
Grade 3- 18 students			
Castles & Coltheart 3 (CC3)		AB Ed Numeracy Screening Assessment	
At-Risk	Not At-Risk	At-Risk	Not At-Risk
7	11	11	7
Average # of months behind (after initial assessment - September 2022)			
6		3	
Average # of months gained (Year End - June 2023)			
4		3	

Early Years Literacy Numeracy Assessments			
Grade 4- 16 students			
Castles & Coltheart 3 (CC3)		AB Ed Numeracy Screening Assessment	
At-Risk	Not At-Risk	At-Risk	Not At-Risk
3	13	13	3
Average # of months behind (after initial assessment - September 2022)			
3		5	
Average # of months gained (Year End - June 2023)			
3		3	

Support strategies used for those students identified as at risk at each grade level were:

- One-on-one and small group literacy support from a Literacy Specialist 2-3 times a week
- One-on-one and small group numeracy support from educational assistants and classroom teachers
- Information packages for parents and supporting homework for students to get extra support at home
- Educational Assistant support in the classroom daily

GOALS - RESULTS & NEXT STEPS

GOAL 1:

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

RESULTS:

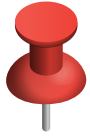
Students participate in daily Islamic Studies classes which increase their understanding about the fundamentals of Islam. For example, they are learning the Pillars of Islam, about God, what it means to be a Muslim, and Islamic history. Moreover, students are learning what it means to be a well-rounded 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 "Emerging Success" while demonstrating correct Quranic memorization and pronunciation.***

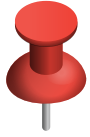
NEXT STEPS:

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 an ongoing 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. Teachers will nominate students to receive the vitreous award at the end of each month to motivate students to practice that virtue in their daily life.



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 addition to the Alberta Education's Early Years Literacy Numeracy Assessments we also used the MIPI (Math Intervention/Programming Instrument) to gain an understanding of numeracy outcomes. Fountas & Pinnell (F&P) reading assessments are done at the beginning of the year to gain an understanding of reading levels.

The following are the students' average results for the MIPI in grades that did not conduct the numeracy screening:

Grade 5: 61.7%

Grade 6: 62.7%

Grade 5 student demonstrated an increase of 14.6% from the previous year. This showcases that the efforts AMS is making in terms of providing numeracy support has been beneficial.

*This is the first year we had a grade 6 class therefore there is no data to compare with.

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 end of the year:

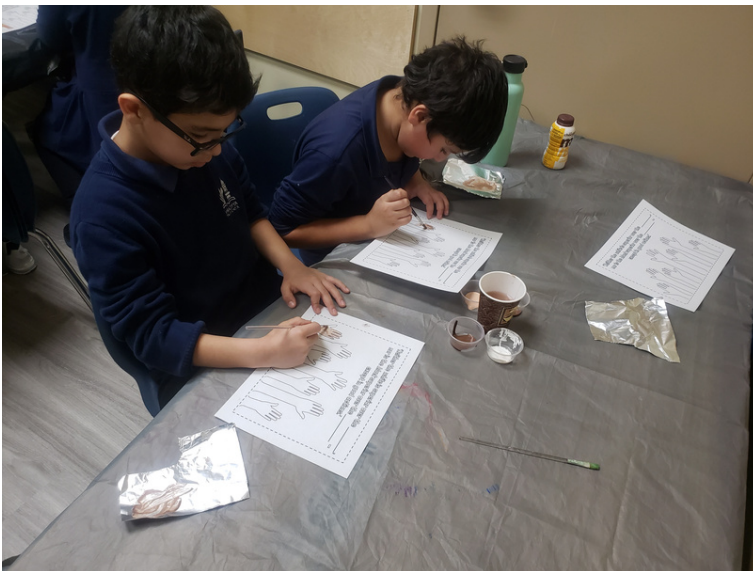
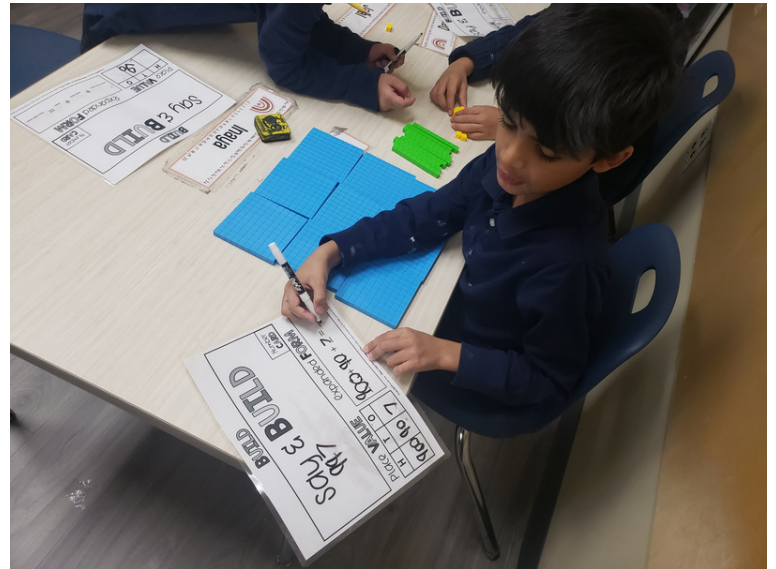
Fountas and Pinnell Reading Benchmark Assessment		
Grade	% of students at grade level	Variance from 2021-2022
1	43.8	+18.8
2	16.7	-12.3
3	68.8	+60.8
4	64.3	+39.3
5	47	+39
6	11	No comparative data

*This is the first year we had a grade 6 class therefore there is no data to compare with.



Based on assessment results, the targeted intervention and supports provided have been beneficial as we have seen a significant increase in the number of students who are at grade level. The Learning Disruption grants received due to the loss caused by COVID-19 was used to provide and implement supports for students who are struggling in numeracy and literacy. We will continue to use the grant to acquire literacy/numeracy resources which will benefit the students.

All of the students are considered EAL and the overall EAL level for the school is LP2. We have access to translators, both in Urdu and Arabic, which are the primary languages spoken by the families. Additionally, the school team received professional development sessions on supporting EAL students. 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.

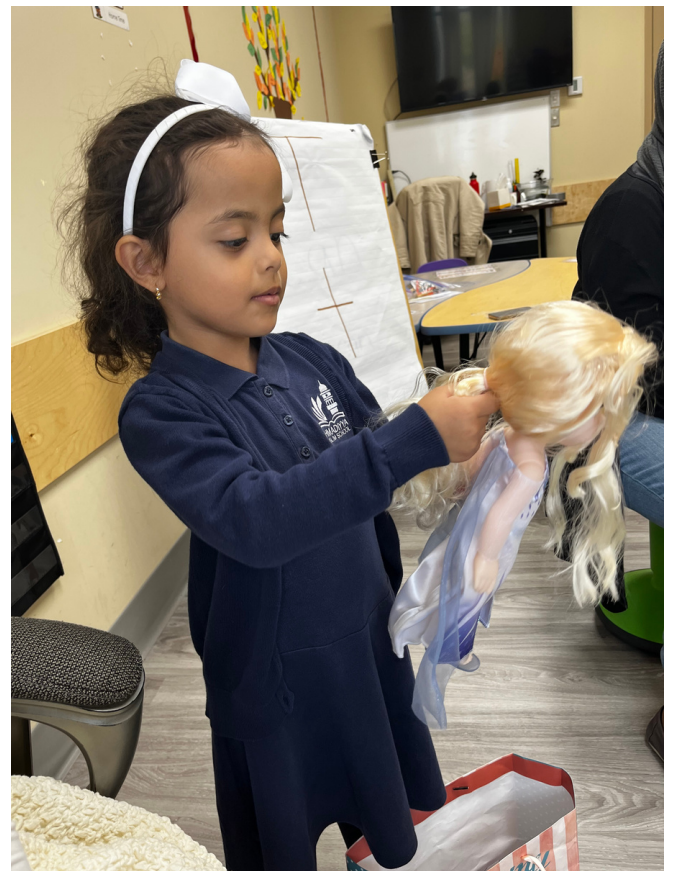


NEXT STEPS:

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.



FINANCIAL STATEMENT

AHMADIYYA MUSLIM SCHOOLS SOCIETY ALBERTA
Statement of Financial Position
August 31, 2023

	2023	2022
ASSETS		
CURRENT		
Cash	\$ 259,580	\$ 121,550
Accounts receivable	21,900	6,625
	<u>281,480</u>	128,175
CAPITAL ASSETS <i>(Net of accumulated amortization) (Note 3)</i>	<u>43,054</u>	28,978
	<u>\$ 324,534</u>	<u>\$ 157,153</u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued liabilities	\$ 28,318	\$ 4,332
Deferred revenues <i>(Note 6)</i>	-	500
	<u>28,318</u>	4,832
LONG TERM DEBT <i>(Note 5)</i>	<u>200,000</u>	200,000
	<u>228,318</u>	204,832
NET ASSETS	<u>96,216</u>	(47,679)
	<u>\$ 324,534</u>	<u>\$ 157,153</u>