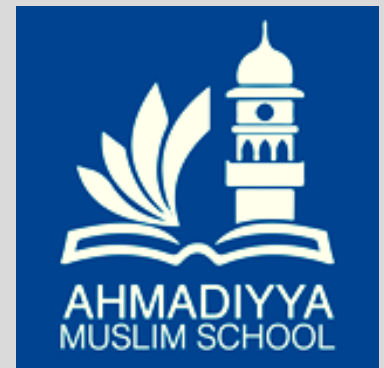


AHMADIYYA MUSLIM SCHOOL

Annual Education Results Report 2022/ 2023



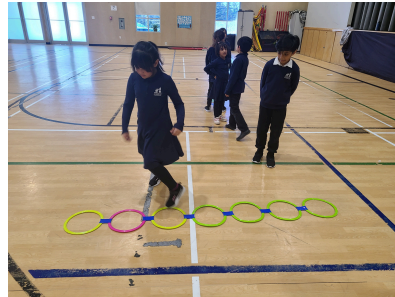
ENGAGE - EMPOWER - EXCEL

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.



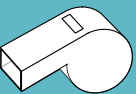
ACCOUNTABILITY STATEMENT

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 167 students with 16 full time staff members. Currently, programming is being offered in Junior Kindergarten to grade 7. 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 for involvement were provided to all stakeholders throughout the process, ensuring diverse input and collaboration.

For staff members, including teachers, dedicated workshops and collaborative meetings were organized, allowing them to actively contribute to the creation of school priorities, outcomes, strategies, and reporting measures. For example, teachers participated in data review sessions where student population statistics and assessment results were analyzed to guide decisions on key academic goals.

The AMS School Board worked closely with the staff during strategic planning sessions, providing feedback and suggestions for refining the school's objectives. An example of this collaboration is the board's involvement in developing strategies to improve student engagement and achievement, ensuring alignment with broader educational standards.

Parents and the Parent Council were also given opportunities to participate through surveys, focus groups, and parent-teacher meetings. For instance, during school development forums, parents shared their perspectives on programs and initiatives, which directly influenced the school's planning process. The feedback collected from these sessions helped tailor the school's approaches to better address community expectations and student needs.

This multi-level engagement ensured that all stakeholders had meaningful input in shaping the school's future direction.

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

Teachers developed personalized learning goals for each student based on their specific needs as determined by pre-assessment outcomes. Teachers differentiated instructional plans to address each student's unique needs through one-on-one or small-group settings. Students were provided support throughout the day to work on their individual goals.

Training sessions were conducted for Education Assistants to equip them with the skills necessary to address students' learning needs during one-on-one support sessions effectively. Implemented 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 created post-assessment plans for students once support staff completed working on a particular skill set with students who required intervention.



SAFE CARING ENVIRONMENT



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 2339 Ahmadiyya Muslim School

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

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Social Studies (Grades 6, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in these subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregate 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 Exam 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, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Report Generated: Oct 16, 2023
Locked with Suppression for Fall 2023

Report Version 1.0
Data Current as of Sep 07, 2023

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.

Some of the strategies we used for creating a safe and caring environment at AMS:

- **Clear Behavior Expectations and Policies:** Established and communicated clear behavior expectations for students and staff, including anti-bullying policies and respectful communication guidelines. We regularly reviewed these policies to ensure they align with the school's values and enforce them consistently.
- **Social-Emotional Learning (SEL) Programs:** Implemented Open Parachute SEL programs that taught students skills such as empathy, emotional regulation, and conflict resolution. These programs helped to foster positive relationships among students and between students and staff, creating a supportive and caring atmosphere.
- **Inclusive and Diverse Learning Environment:** Promoted inclusivity by celebrating diversity within the school community, ensuring that all students feel valued and respected regardless of their background. Staff received cultural sensitivity training to learn about different cultures and perspectives.
- **Mental Health Support:** Provided access to mental health resources, such as counsellors and wellness programs. Encouraged open conversations around mental health to destigmatize the topic, and offered students support when they faced emotional or psychological challenges. Whole group sessions were provided to students around emotional well-being and management, self confidence and growth mindset.
- **Fostering Strong Relationships:** Encouraged staff to build strong, supportive relationships with students. Positive adult role models made a significant impact on creating a caring environment where students felt safe to express themselves and seek help when needed.
- **Parental and Community Engagement:** Actively involved parents and the wider community in the school's activities. This partnership strengthened the support system for students, and regular communication between the school and home reinforced the values of a safe and caring environment.

These strategies contributed to a positive school culture where safety and care were at the forefront of the learning experience.

PROFESSIONAL DEVELOPMENT

Some of the Professional Development AMS staff took part in are:

Improve instructional practices to improve student achievement

- For effective reading strategies,
- to support student engagement in writing,
- to support assessment practices for English Language Arts
- to enhance student writing and reading comprehension

Engage in Professional Learning Communities to enhance their knowledge, comfort and skills in successfully developing TQS/LQS competency 5 (Application of FNMI Foundational Knowledge).

- Incorporating Indigenous literature and storytelling into the classroom,
- Respectfully teaching sensitive historical and cultural topics

Teachers will participate in professional development opportunities with the Calgary Regional Consortium as they are implementing the new curriculum

- Introduction to the New Alberta Curriculum
- Participated in Incorporating Literacy and Numeracy Across the Curriculum
- Differentiated Instruction and Inclusive Practices





AMS PARENTS COUNCIL

The Parent Council at Ahmadiyya Muslim School (AMS) was actively involved in various activities that contribute to the school's development and community engagement. Some of these activities include:

- **School Event Planning and Support:** The Parent Council helped to organize and support school events such as Winter Wonderland, Art Night, end of year picnic, Movie Night, and student award ceremonies. Their involvement ensured that events run smoothly and provide a welcoming environment for both students and parents.
- **Fundraising Initiatives:** The council played a significant role in coordinating fundraising efforts for school programs, infrastructure improvements, and extracurricular activities. This included organizing a Winter Wonderland where they raised funds to support student enrichment activities like a skating program.
- **Providing Feedback on School Policies:** Parent Council members offered their input on important school policies, such as communication practices, uniform policies, parent involvement initiatives and our education plan. This ensured that the parents' perspectives are considered when making decisions that impact students and their families.





- **Volunteering at School Activities:** Parent Council members volunteered at various school event, such as sports day, field trips, and extracurricular activities. Their presence helped to support teachers and staff, provided additional supervision and encouragement for students.
- **Parent-Teacher Communication:** The council helps facilitate open communication between parents and the school, gathering feedback from the parent body and relaying concerns or suggestions to the administration. This strengthens the partnership between the school and its community.
- **Workshops and Educational Sessions for Parents:** The Parent Council organizes or assists in arranging educational workshops for parents on topics such as student well-being, mental health, or academic support strategies. These sessions help parents become more involved in their children’s education.
- **School Improvement Projects:** The Parent Council has been involved in discussions and initiatives related to school improvement, such as upgrading playground equipment, enhancing classroom resources, or supporting the integration of new technology in the classroom.

These activities illustrate the active role the Parent Council plays in fostering a collaborative, supportive, and engaged school community at AMS.

LOCAL MEASURES FOR REPORTING

DEVELOPMENT THROUGH LEARNING

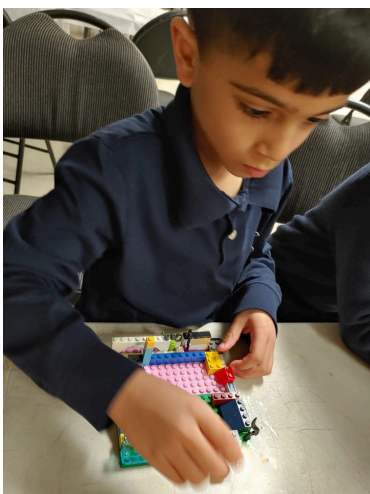
70% of students will receive “emerging” or “excellent” indicators of success on their report cards in the sections of “Citizenship in Learning”, “Personal Development Through Learning” and “Character in Learning.”

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	5	5	9	12	2
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
12	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:

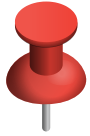
Students participate in daily Islamic Studies classes which increase their understanding about the fundamentals of Islam. For example, they are learning the Pillars of Islam, about God, what it means to be a Muslim, and Islamic history. Moreover, students are learning what it means to be a well-rounded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

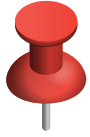
NEXT STEPS:

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:

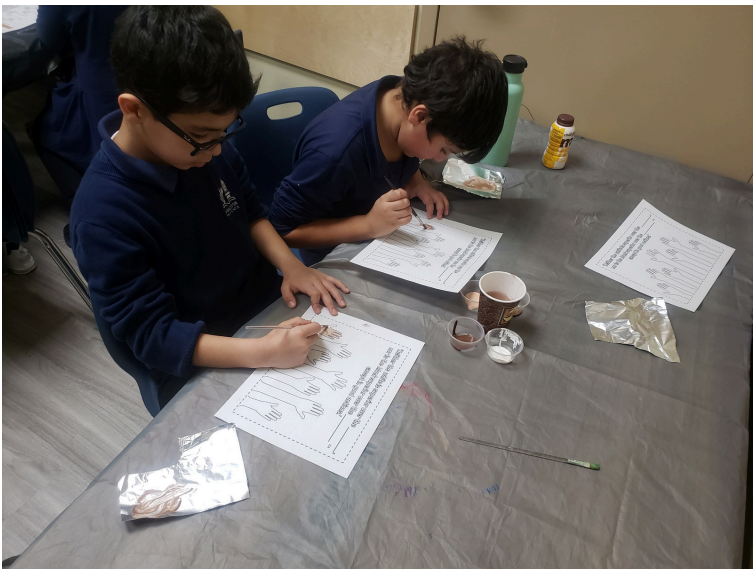
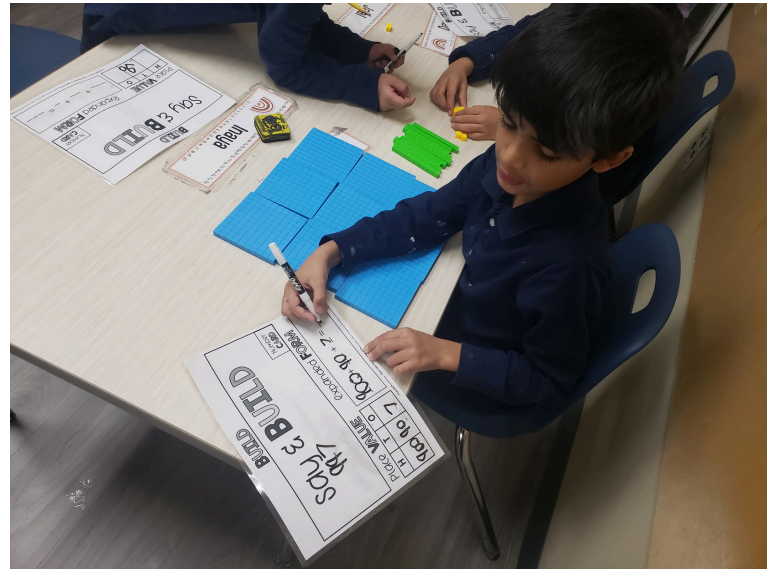
Fountas and Pinnell Reading Benchmark Assessment		
Grade	% of students at grade level	Variance from 2021-2022
1	43.8	+18.8
2	16.7	-12.3
3	68.8	+60.8
4	64.3	+39.3
5	47	+39
6	11	No comparative data

*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.

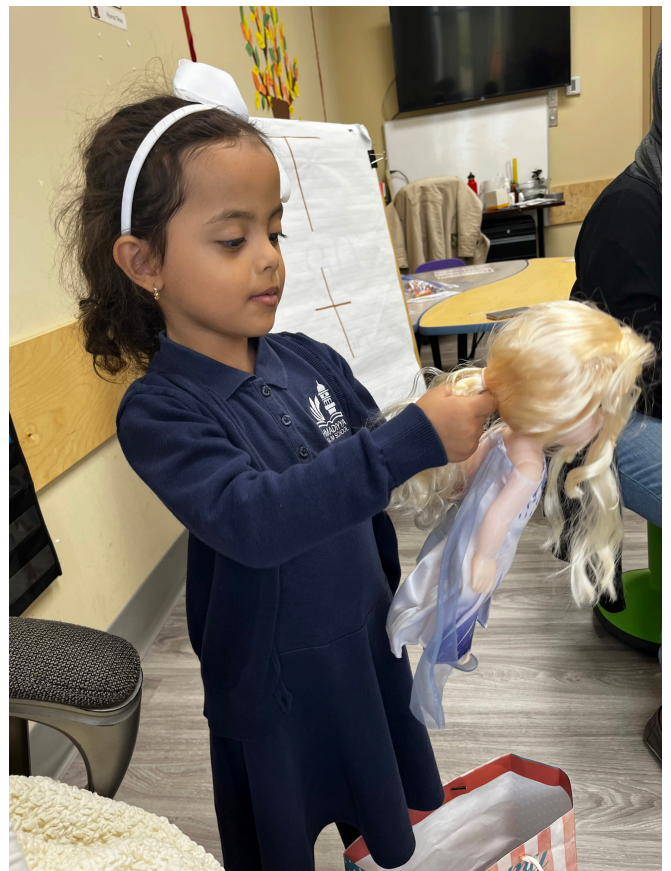


NEXT STEPS:

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.

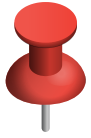
RESULTS:

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.





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.

Information nights will be conducted throughout the year to teach and inform parents of best practices to support their child. This will provide parents with more confidence to be active participants.



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>