

# Education Plan: Ahmadiyya Muslim School (AMS)

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## Accountability Statement

The Education Plan for Ahmadiyya Muslim School Society commencing May 31, 2021 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. This plan was developed in the context of the provincial government's business and fiscal plans. The Board 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 Board approved the Education Plan for 2021-24 on May 30, 2021.

## 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.

## 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 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.

## Stakeholder 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/vision/>

School Priorities	“Engage, Empower, Excel” students following Islamic Principles	Improved outcomes in numeracy and literacy	Have student-centered goals	Ensuring excellence in teaching and leadership practice	Increase parental involvement in student learning
<b>Alberta Priorities</b>	Local and societal context	Student achievement and growth Learning supports	Student achievement and growth Learning supports	Teaching and leading	Governance Local and societal context
<b>Outcomes</b>	Students will use an increased understanding of Islamic principles to engage, empower and excel in their learning.	Students will have an increased understanding of numeracy and literacy outcomes, while achieving grade-level expectations.	The school team will work collaboratively to identify and execute student-centered goals to increase student success in learning.	Students will experience excellent teaching as AMS staff continuously grow in their ability to deliver research-based instruction and leadership.	AMS will operate in a manner that fosters the engagement of parents in student learning.

<p><b>Context</b></p>	<p>Students live and learn in a school community that values Islamic principles. While they are developing and increasing their Islamic character in religious studies classes, students will take the values learned to other subject areas. These same values will help engage them in their learning, empower them in their lives and help them excel.</p>	<p>The school supports students, especially those who are below grade-level, to reach individual numeracy and literacy goals. School staff will work collaboratively to improve their levels of understanding.</p>	<p>The school community believes that all students who attend the school should be provided individualized support to help achieve their goals.</p>	<p>AMS carries out its mission through leaders and teachers who are exceptional in their field and who have the ability to inspire students. Teachers strive to continually improve and to be innovative in their approaches to teaching and leadership.</p>	<p>Students will benefit from diverse learning opportunities organized in collaboration with parents. Collaboration among stakeholders enriches the scope and quality of learning opportunities.</p>
<p><b>Strategies for 2021-24</b></p>	<p>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.</p>	<p>The school will focus on literacy and numeracy development by grouping students based on levels of understanding to provide foundational skills.</p> <p>Leveled literacy support groups based on fluency and</p>	<p>Create individualized learning goals for each student based on their learning needs or gaps in understanding according to pre-assessment results.</p> <p>Create one-on-one or small group</p>	<p>Teachers and leaders will:</p> <p>Engage in ongoing professional learning to improve instructional practices with the goal of improved student achievement.</p> <p>Apply the TQS and LQS indicators to</p>	<p>The parent council of AMS will oversee:</p> <p>The development of a shared vision implemented through collaboration between family, the board, staff members, students and the Ahmadiyya Muslim Community.</p>

	<p>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.</p> <p>Students will be encouraged to take the Islamic concepts learned and implement them in various inquiry-based and community-based projects.</p>	<p>comprehension rather than grade. Collaborative planning across grades to support and align numeracy and literacy outcomes.</p> <p>Develop individualized student programming according to the needs of the students to support them in becoming more confident and independent learners.</p> <p>Provide one-on-one support to increase student's skills and knowledge in areas of development.</p> <p>Review areas of improvement and implement differentiation to ensure student success.</p>	<p>instructional plans to meet student needs.</p> <p>Designate instructional times or hours during the day for intervention support.</p> <p>Train volunteers or teaching assistants on how to meet the learning needs of students during one-on-one support time.</p> <p>Create and implement learning plans for students who exceed expectations or who have special interests in specific subject areas.</p> <p>IPPs (Individualized Program Planning) for students with special learning needs.</p>	<p>support teaching excellence and guide professional learning.</p> <p>Engage in Professional Learning Communities to enhance their knowledge, comfort and skills in successfully developing TQS/LQS competency 5 (Application of FNMI Foundational Knowledge).</p> <p>Provide mentorship to new teachers to ensure that they are supported.</p> <p>Teachers will model a strong work ethic, responsible behaviour, respectfulness, and organizational skills in order to be a strong</p>	<p>The development of a continuous improvement cycle for learning with ongoing planning and reporting. Organizing and raising funds for school programs.</p> <p>Parents will be encouraged to:</p> <p>Support students in the daily home reading program and learning tasks.</p> <p>Participation in school-wide activities such as assemblies, field trips, etc.</p> <p>Organizing and volunteering in extracurricular activities.</p>
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		<p>Weekly PLC meetings with the teaching team to discuss best practices, exchange ideas and share experiences. These meetings will improve student learning.</p>	<p>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.</p>	<p>role model for students.</p> <p>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.</p> <p>Teachers will employ a variety of assessment strategies by utilizing both formative and summative assessments.</p> <p>Continuous reflection on teaching practices, lesson plans, and assessment.</p>	
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				Open communication between staff members.	
<b>Local measures for reporting</b>	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/ 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.	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.	70% of students/ parents 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.
<b>Required provincial measures for reporting</b>	AERR Survey Results	Student Learning Achievement (SLA's) Provincial Achievement Tests Report Cards	AERR Survey Results	AERR Survey results	AERR Survey Results

## 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
<b>Total Revenue</b>	<b>\$622,266.00</b>	<b>\$801,845.00</b>	<b>\$974,519.00</b>
<b>Expenses</b>			
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
<b>Total Expenses</b>	<b>\$559,200.00</b>	<b>\$725,840.00</b>	<b>\$862,944.00</b>
Surplus (Deficit) of Revenue over Expenses	\$63,066.00	\$76,005.00	\$111,575.00