

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS



# EXCELLENCE BY DESIGN

2016 Edition  
Revised

A Self-Study for Accreditation by the  
Middle States Commissions on Elementary and Secondary  
Schools

**Al-Huda School**  
**College Park, MD**

**March 14 - 17, 2022**

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# TABLE OF CONTENTS

	Page
<b><u>LESSONS LEARNED</u></b>	1
<b><u>DESCRIPTION OF THE SCHOOL</u></b>	6
<b><u>ORGANIZATION FOR SELF-STUDY</u></b>	8
<i><u>Internal Coordinators</u></i>	8
<i><u>The Planning Team</u></i>	9
<i><u>Role of the School's Leadership and Governance</u></i>	11
<i><u>Implementing a Culture of Change</u></i>	11
<b><u>THE SCHOOL'S FOUNDATION DOCUMENTS</u></b>	13
<i><u>Mission</u></i>	13
<i><u>Beliefs</u></i>	14
<i><u>Profile of Graduates</u></i>	16
<b><u>PROFILE OF THE SCHOOL</u></b>	18
<i><u>The Community</u></i>	18
<i><u>School Information</u></i>	20
<i><u>Student Performance</u></i>	27
<b><u>PROFILE OF ORGANIZATIONAL CAPACITY</u></b>	31
<i><u>Mission Standard</u></i>	33
<i><u>Governance and Leadership Standard</u></i>	37
<i><u>School Improvement Planning Standard</u></i>	44
<i><u>Finances Standard</u></i>	49
<i><u>Facilities Standard</u></i>	56
<i><u>School Organization and Staff Standard</u></i>	63
<i><u>Health and Safety Standard</u></i>	69
<i><u>Educational Program Standard</u></i>	77
<i><u>Assessment and Evidence of Student Learning Standard</u></i>	88
<i><u>Student Services Standard</u></i>	93
<i><u>Student Life and Student Activities Standard</u></i>	102
<i><u>Information Resources Standard</u></i>	107
<b><u>THE PLAN FOR GROWTH AND IMPROVEMENT</u></b>	113
<i><u>Objectives and Action Plans</u></i>	113
<b><u>APPENDIX A</u></b> <i><u>TECHNICAL REVIEW</u></i>	149
<b><u>APPENDIX B</u></b> <i><u>INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION AND ASSESSMENT</u></i>	170

# LESSONS LEARNED

## GUIDING QUESTIONS TO PREPARE FOR YOUR SCHOOL'S NEW CYCLE OF ACCREDITATION

The accreditation experience should be a developmental process in which the school community becomes more familiar with the school improvement process, the staff's skill with strategic planning is increased and the school's capacity for continuous growth and improvement is enhanced.

As you complete the accreditation cycle it is important that you take stock of what has been achieved, those things yet to be completed and the lessons learned from the Planning Process. In addition to celebrating what has been accomplished as a result of the accreditation process it will be important to reflect on the experience and to use the lessons learned in planning for the school's new cycle of accreditation.

To assist you in this reflection the following questions are provided as a framework for a substantive discussion about the improvement cycle which is about to conclude and to use the results of that discussion to inform the decisions you will need to make as you embark on planning for your school's continuous improvement.

### Directions

These questions should be discussed with your existing Planning Team or with those who will be responsible for planning **before you begin the self study**. Use this reflection as the first activity of the new planning process. Participants in this exercise may find it helpful to review the last Team Report, the last Mid-Term Report, and the recent periodic/annual reviews to inform this discussion. Briefly summarize your discussions in the spaces provided.

### 1. How has the context of your school and/or the school community changed?

Indicate any major changes to the Context of the School since the last Team Visit. Refer to the last Team Report and the Mid-Term Report to describe any significant changes that have affected or will affect the school's improvement planning process and/or the school's compliance with the Middle States Standards for Accreditation. Be sure to include changes in the school or community demographics, governance, finances, facilities or programs offered.

There have been no significant changes in the school or community demographics, governance, finances, facilities, or programs that would impact the school's compliance with the Middle States Standards for Accreditation. As part of Al-Huda School's continued pursuit of excellence, the following improvements have been made in the recent years:

1. Complete replacement of the entire roof (a \$750,000 project) - 2021-22.
2. Renovation of four main bathrooms that are used by the school community - 2019-2022.
3. Replacement of all exit (glass) doors to the building with more secure, steel doors.
4. Replacement of existing water fountains throughout the school with eco-friendly ezH2O bottle filling stations.
5. Addition of more than 50 laptops and iPads to the school's IT infrastructure to promote technological integration in lessons and assessments - 2017-2021.

6. Successful pilot of a blended learning program for High School Math - 2018.
7. Thoughtful and systemic research, review, and ultimate selection of Understanding by Design (UbD) as the school's curriculum framework; consistent training for administration and staff by Jay McTighe (cofounder of UbD); gradual implementation of UbD in the school.
8. Development and implementation of a robust dismissal software to streamline the dismissal process and to minimize traffic in the neighborhood of the school - 2017.
9. Launch of a distance learning program, called Al-Huda Global School (included in this application for re-accreditation) - 2021.
10. Offering of multiple electives, including four electives in the 2021-2022 school year - 2018-2021.
11. Launch of an athletic program with Al-Huda students participating in soccer and basketball leagues - 2018-2021.
12. Development of Ansar-ul-Birr<sup>1</sup> Community Services department, which serves the poor and needy in the community and also provides a platform for students to engage in community service - 2018-2021.
13. A promising step toward becoming more eco-friendly, Al-Huda School and Al-Huda Global school offices are now paperless. All student records, administrative paperwork, applications, forms, student/parent sign in forms are fully digitized. No paper is handled in the main office.
14. Revision of Islamic Studies high school curriculum and creation of textbooks and resource materials.

## 2. Will you need to revise your foundation documents for this self-study?

Review the Foundation Documents (Mission, Beliefs/Values and Profile of the Graduate) for your school, discuss if there is a need for any revisions or if there is a need to recommit to them for the next cycle of accreditation.

The wording of some of the school's foundation documents was revised to make them more succinct and relevant. In doing so, the overall mission and vision of the school was not altered.

1. The wording of the mission statement was revised in 2021 in consultation with staff, students, and parents.
2. As the school is implementing the Understanding by Design (UbD) framework, four institutional transfer goals were established which permeate all curricula and instruction in the school.

## 3. What progress has been made on the attainment of the school's improvement goals/objectives and implementation of the action plans?

- a. Review your objectives/goals that have been attained. Include any action plan strategies that believe were particularly effective in achieving the targets of the objectives/goals.

The following specific action plan strategies were effective in achieving Al-Huda School's objectives/goals from the previous accreditation:

<sup>1</sup> Ansar-ul-Birr is an Arabic term which means, "Helpers to good."

1. Increased use of instructional technology in the school; increased number of laptops, projectors, and iPads for the staff and students.
2. Replacement of the school building's roof.
3. Implementation of the Measure of Academic Progress (MAP<sup>2</sup>) standardized assessment for all grade levels (K-12).
4. Training for teachers, team leaders, and administration on how to read and analyze data from MAP assessments.
5. Completed an English Language Arts (ELA) handbook focusing on aligning key skills and content across the middle school grades (vertical alignment).
6. Adopted Common Core standards for ELA and Math.
7. Provided teacher assistants for Grades K-3
8. Increase in extra-curricular activities, including robotics, coding, crocheting, and athletic programs.
9. Improvement in both ELA and Math scores in MAP.

- b. Review your objectives/goals that have not been attained. Include an analysis of the implementation of the action plans and the effectiveness of the action plan strategies identified to achieve the targets of the objectives.

Following specific action plan items / targets were not implemented / met:

1. Hiring of a Math specialist (due to budgetary reasons).
2. Uniform implementation and tracking of benchmark assessments and data throughout the school.
3. Performance in AP English and AP Calculus was not as expected. The number of students taking the AP exam is very small (average of less than 15 students). As such, a small change in the number of students below or above proficiency can significantly have an impact on the overall percentage. Moreover, the recent lower performance may be attributed, in part, to the reduced class times for online learning as well as the online AP exams because of the COVID-19 pandemic.
4. Though training on reading and understanding student MAP data has been conducted, more training needs to be done on tracking student performance using multiple data points.
5. Consistent and systemic Islamic integration across all curriculum areas.

- c. Review the goals/objectives, if any, from the last accreditation term that remain relevant and should be pursued in the re-accreditation. (These can include goals attained on which you plan to build further improvement or goals not yet reached)

The school plans to build on the previously developed student performance objectives of improving student scores in ELA and Math with different measures and renewed strategies. Additionally, with the selection and implementation of the UbD framework, the school hopes to focus more on student understanding and transfer of concepts, knowledge, and skills, which will ultimately help improve student performance in these subject areas.

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<sup>2</sup> Measure of Academic Progress

#### 4. How effective was your Planning Process?

- a. Consider the role of the internal coordinators, administration, Planning Team/Steering Committee, and implementation and communication strategies and how effective they were in sustaining growth and improvement.

Discuss the effectiveness of the Planning Process and what you could do to make it more successful.

Due to the small size of the school, there is some overlap between the Planning Team and the Internal Coordinators. The active members of the Planning Team were mainly the school administration, which meets twice a week. As a result of this structure, discussions about accreditation action plan items were built-in to the regular administrative and administration-team leader meetings, and were part and parcel of the day-to-day administrative work.

At the same time, this structure poses a challenge in that there is a lack of representation from people outside the school, which is primarily due to scheduling difficulties. The school has tried to overcome this challenge by including staff members in the planning process who are or have been parents of students at Al-Huda School. The school also hopes to have more representation from its stakeholders who are part of the global campus.

- b. Identify those aspects of the Planning Process that you would carry forward in order to sustain growth and improvement.

The school plans to carry out the following aspects of the planning process for sustained growth and improvement:

1. Regular administrative meetings with a focus on student performance data and discussions on student well-being and improvement.
2. Close contact and excellent working relationship with the Board of Directors.
3. Regular communication with the school community about the school's plans.

#### 5. Did you use Excellence by Design for your last accreditation?

Yes X      No \_\_\_\_\_      Not Sure \_\_\_\_\_

## 6. Why did you choose Excellence by Design for this self-study?

At Al-Huda School, all important decisions are made in line with the teachings of the authentic Islamic revelation (the Qur'an and the Sunnah<sup>3</sup>). The Qur'an encourages Muslims to excel in all that they do. We learn in the Qur'an:

And do good; indeed, Allah loves the doers of good.<sup>4</sup>

The Prophet Muhammad (peace be upon him) said:

Verily Allah loves that whenever His slave-servant does an action, that he does it with perfection/excellence.<sup>5</sup>

As Muslims, we are always encouraged to take account of ourselves, identify areas of improvement, and strive to work on ourselves to improve. The essence of Excellence by Design is a commitment to continuous growth and improvement, which is very much aligned with the Islamic principle of striving for excellence.

In addition, the structure of the Excellence by Design protocol has been widely accepted by our school community since we used it during our 2014-2015 re-accreditation application.

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<sup>3</sup> *Sunnah is the way of the Prophet Muhammad (peace be upon him) that we learn through his statements and actions*

<sup>4</sup> Chapter 2:195

<sup>5</sup> Recorded in the book At-Tabarani

## DESCRIPTION OF THE SCHOOL

<b>Official Name of the School</b>	Al-Huda School / Al-Huda Global School Throughout this document, Al-Huda School will be referred to as "AHS" and Al-Huda Global School as "AGS"	
<b>Address of the Main Campus (street address, city, state, zip code)</b>	5301 Edgewood Road College Park, MD 20740	
<b>Telephone Number of Main Campus</b>	301-982-2402	
<b>Fax Number of Main Campus</b>	301-982-2325	
<b>Name and Title of Head of School</b>	Dr. Haroon R. Baqai (Principal)	
<b>E-mail Address of Head of the School</b>	hbaqai@alhuda.org	
<b>Website Address for the School</b>	AHS: <a href="http://www.alhuda.org">www.alhuda.org</a> AGS: <a href="http://global.alhuda.org">global.alhuda.org</a>	
<b>Type of Organization (check all that apply)</b>	<input type="checkbox"/>	<b>Public</b>
	<input type="checkbox"/>	<b>Independent</b>
	<input checked="" type="checkbox"/>	<b>Not for Profit</b>
	<input type="checkbox"/>	<b>Proprietary</b>
	<input checked="" type="checkbox"/>	<b>Religious</b>
	<input checked="" type="checkbox"/>	<b>Academic</b>
	<input type="checkbox"/>	<b>Career and Technical</b>
	<input checked="" type="checkbox"/>	<b>Secondary Students</b>
	<input type="checkbox"/>	<b>Postsecondary Students</b>
<b>Names and Addresses of All Branch Campuses (if any)</b>	Name: Address:	
	Name: Address:	
	Name: Address:	
<b>Year School Began Operating</b>	1995	
<b>Date Charter/License to Operate Granted</b>		
<b>Grade Levels Currently Served</b>	K-12	
<b>Number of students</b>	607	
<b>Year of First Graduating Class</b>	2011	

<b>State/Agency/Country Granting License to Operate</b>	Maryland	
<b>Diplomas/Certificates School is Licensed to Grant</b>	Maryland High School Diploma	
<b>Calendar System (quarter, semester, trimester, 12-month, other)</b>	<ul style="list-style-type: none"> <li>• AHS: 4 quarters in a school year</li> <li>• AGS: 2 semesters in a school year</li> </ul>	
<b>Currently Accredited by</b>	<b>Name of Agency</b>	<b>Accredited Until</b>
	MSA-CESS	December 2022
<b>Other (Indicate):</b>	N/A	

# ORGANIZATION FOR SELF-STUDY

In this section of the school's self-study, the school is asked to ensure it has the organizational elements and processes that are necessary for the school to be successful in achieving its Plan for Growth and Improvement. The school has or has developed the organizational elements and processes described below:

## Leadership

### A. Internal Coordinators

The Internal Coordinators for the self-study and accreditation process are:

Name	Role in the School
Dr. Haroon R. Baqai	Principal
Shamila Ahmed Hashim	Technology Coordinator

**How and why were the Internal Coordinators selected?**

Internal coordinators were persons from the administrative team at Al-Huda School. Appointment of these individuals was deemed appropriate because of their roles, experience, interpersonal skills, and access to resources.

**How did the Internal Coordinators fulfill their role and responsibilities?**

Internal Coordinators met regularly to supervise the self-study process, during the school year as well during the summer. They worked on developing the Planning Team, assisted individuals and committees in drafting reports on assessment of standards, and furnished information as needed. After the identification of priorities and selection of measures of objectives, they facilitated the self-assessment process, along with helping Action Plan Teams in designing of the action plan for growth and improvement.

**What kinds of support and assistance were provided to the Internal Coordinators to enable them to fulfill their responsibilities?**

By virtue of their official role in the school, the Internal Coordinators had access to the school and community related information and resources required to facilitate the self-study process. Internal Coordinators supervised the collection of survey data and facilitated access to school profile and context so that all information could be forwarded to various committees for an effective evaluation of the school programs. Internal Coordinators also had direct access to the Board of Directors for any support needed to fulfill their responsibilities.

## B. The Planning Team

The members of the Planning Team are:

Name	Role in the School
Abdul Qadir Abdul Khaaliq	Assistant Principal / Islamic Studies Middle and High School Department Head
Naghmana Abdul-Sattar	Assistant Principal / Islamic Studies Elementary School Department Head
Rola Odeh	Assistant Principal / K-12 Qur'an Department Head
Dr. Kuburat Bello	Assistant Principal
Dr. Haroon R. Baqai	Principal
Zaynab Abdullah	Teacher / ELA Department Head
Sana Nazar	Alumni / Teacher
Kalmy Ka	Parent
Gebyar Dinarsakti	Parent / President of the Parent-Teacher Support Group (PTSG)
Shamila Ahmed Hashim	Technology Coordinator / Parent

**What charge was given to the Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the school's planning for growth and improvement in student performance and organizational capacity?**

The Planning Team was assigned to evaluate the school's performance based on the 12 standards of accreditation. The Planning Team was given access to student demographic data, instructional program, assessment data, and other necessary school related information needed to conduct a complete evaluation of all standards. The Planning Team formed smaller committees, invited stakeholders to the committees, created timelines, and oversaw the composition of the Action Plan as well as approved the measures and resources.

**How does the membership of the Team reflect the diversity within the school's community of stakeholders?**

Al-Huda School has a very diverse student population, representing families from over 50 nationalities. The members of the Planning Team came from different ethnic backgrounds and represented various stakeholders of the school, including administrators, teachers, team leaders, alumni, and parents, both from AHS and AGS.

**How were the members of the Planning Team selected?**

Members of the Planning Team were nominated by the Principal and internal coordinators, and then invited to serve.

**How does the Planning Team function and make its decisions?**

The Planning Team met regularly to identify priorities, analyze data and discuss progress. The Planning Team also solicited regular feedback from all stakeholders about the various processes, programs and procedures of the school. Discussions were made after consulting with all members of the Planning Team. Adopted positions were then declared to the general community of all stakeholders, whenever appropriate.

**How often did the Planning Team meet? (Provide a list of the Planning Team’s meetings and minutes in the Visiting Team’s workroom.)**

The Planning Team met as the need arose. Members communicated with each other via email, by collaborating online using Google Drive, and by conference calls. The meeting minutes will be made available for the Visiting Team during their visit.

**What is the Planning Team’s relationship to any other groups in the school, if any, responsible for planning for growth and improvement in student performance?**

The members of the administration were involved throughout the year in planning for growth and improvement in student performance in the school. Moreover, members of the Planning Team were appointed as liaisons to the various action plan teams, and also participated in those teams, whenever needed.

**What is the Planning Team’s plan for rotating membership and identifying new members? What is the plan for training and orienting new members to the work of the Team?**

Members who were unable to continue serving on the Planning Team were replaced by new members, while ensuring that representation from all stakeholders and different cultural backgrounds in the planning team was maintained. New members were updated with the progress of the team, and were granted access to all documents using a shared Google Drive folder.

**How will the Planning Team function after the visit of the Visiting Team and during the implementation of the Plan for Growth and Improvement?**

The Planning Team will continue to meet regularly after the visit in order to track the progress of improvement plans. The Planning Team will gather data at regular intervals from Implementation Teams to evaluate progress, and conduct annual goals reviews. These reviews will help gauge the success of the action plans and improvement needed for the course forward.

## C. Role of the School's Leadership and Governance

**What role has the school's leadership and governance played in the self-study process and the planning for growth and improvement in student performance?**

School Leadership, Principal Dr. Baqai, led and participated in meetings, and set the course of action as well as timelines to assure progress in the self-study process. In consultation with other members of the administrative team, he also appointed Planning Team Members to Action Plan committees and Implementation Committees as liaisons for the Planning Team. He played an integral part in designing a realistic and practical, yet ambitious Action Plan for the school's growth and improvement. He engaged and motivated staff, student and parent community in this self-study process.

**How has the leadership provided support for the self-study and accreditation processes?**

Dr. Baqai facilitated the data collection and analysis process as well as provided wider access to parent and student groups. In conjunction with the Board of Directors, he approved and assured the availability of resources to implement the Growth and Improvement Plan. He encouraged discourse and dialog in order to arrive at evidence based conclusions.

**If the school is part of a larger system of schools, what role did the leadership and governance of the system play in the planning process? What kind of support did that leadership and governance provide for the school's planning efforts?**

Al-Huda School is not a part of a larger school system.

## D. Implementing a Culture of Change

**Describe below the school's plan for implementing a planning ethic, including:**

- **A system for monitoring implementation of the action plans;**
- **A system for ensuring that the assessments designated for measuring the performance objectives are administered and that the results are collected, analyzed, and used to determine the efficacy of the action plans; and,**
- **A plan for celebrating the school's successes in moving toward achievement of its objectives.**

The school has developed three comprehensive spreadsheet trackers (links below) where all the data points for the improvement objectives will be tracked. Additionally, the various action items for each school year will be monitored in the spreadsheet, which will be shared with the relevant stakeholders and the planning/implementation team.

The school administration will meet regularly throughout the year to monitor implementation of the action plan items and will share its report with the planning/implementation team about the efficacy of specific action plan items.

The school will continue to share and celebrate its achievements and successes with the school community during regularly held community events and fundraisers.

Links to progress trackers:

1. [Student Performance Objective #1](#)
2. [Student Performance Objective #2](#)
3. [Organizational Capacity Objective #1](#)

**Describe below the school's plan for communicating with and keeping the school's community of stakeholders aware of, involved in, and supportive of the self-study process and the implementation of the Plan for Growth and Improvement.**

The school will maintain its [accreditation page on its website](#) where all the necessary information and updates will be published. In addition, the school administration will share its implementation progress and the progress toward the established goals with the school community.

**Describe in this section the school's plan for conducting periodic reviews of its Plan for Growth and Improvement, including:**

- **The schedule of reviews by the Planning Team**
- **How the Planning Team will review**
  - **Progress toward implementation of the actions plans**
  - **The results of implementation of the action plans**
  - **The results obtained from administrations of the assessments used to measure achievement of the objectives**
  - **Revisions made to the action plans based on those results.**

The School Administration will take the lead in implementing the Plan for Growth and Improvement, in conjunction with the respective team leaders and department heads. The administration will meet annually in the summer to review progress toward the attainment of the school improvement objectives. Additionally, the administration will meet with the team leaders and department heads regularly to ensure implementation of the action plan.

If any changes in the action plan are deemed necessary, then the administration will communicate and consult with the Planning Team and team leaders/department heads to get their input.

# THE SCHOOL'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES

The first major task of the self-study process is establishing a preferred future for the school. This is done by developing or reviewing/revising the school's Foundation Documents, which include: Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

These statements are the cornerstone of the school's long-range planning and day-to-day decision-making.

## A. MISSION

### What is the school's Mission?

Al-Huda School's mission is "to nurture Allah centric youth to overcome today's challenges with innovative solutions."

### How and by whom was the school's Mission developed/reviewed/revised?

The mission was first defined by the founders of the school, in 1995. With the passage of years, it was revised based on feedback from parents, teachers, administration and board.

The most recent wording of the mission was updated during the 2020-2021 school year, and was done in consultation with all of the school's stakeholders (details below).

### How does the school ensure that its community of stakeholders understands and supports its Mission?

Al-Huda School's mission serves as the central ideology in crafting all programs and initiatives. It is reinforced in daily, weekly and annual activities. Daily reminders about keeping Allah at the center of our lives, and adherence to Islamic ideology serve to reaffirm the faith and mission of the school. Professional development plans are designed to include the spiritual as well as academic needs of students and teachers. Character education themes are derived directly from the mission as well. Striving to achieve the goals outlined in the mission plays an integral part in the school life of Al-Huda School students, teachers, and support staff. The tenets of the school's mission are emphasized in all parent orientations, meetings, and any and all communication sent to the school community.

**What is the date of the most recent revision/adoption of the school's Mission? Who approved the most recent revision/adoption?**

The current mission statement of the school was revised in full consultation and support from the community of stakeholders. The school gathered feedback from all stakeholders about the words, phrases, and ideas that should be incorporated in our revised mission statement. In light of the survey responses, the school administration and board members then revised the mission statement and shared it with the school community in March of 2021.

**Where is the Mission formally published?**

The mission is published in the Staff Handbook, Parent & Student Handbook, High School Handbook, and the school website.

## **B. BELIEFS**

**What are the school's Beliefs?**

Al-Huda School has four institutional transfer goals that permeate its curriculum, instruction, and all school and community activities. The four institutional goals are summarized by four key words: **Know, Show, Glow, and Grow.**

**Goal 1 - KNOW (Allah):** Students will independently use their learning to apply the knowledge of Allah in order to be a servant of Allah in their daily life.

Indicators:

1. Affirm the Oneness of Allah in His Worship, Names and Attributes and Lordship through daily life choices.
2. Demonstrate the impact of the authentic Revelation (Qur'an and Authentic Sunnah<sup>6</sup>) in one's daily life.
3. Apply an Allah centered approach to analyze and solve problems.
4. Incorporate the correct knowledge of Allah to practice humility.
5. Persevere in the world of doubts by using the correct Islamic belief.

**Goal 2 - SHOW (gratitude to Allah):** Students will independently use their learning to apply the concept of gratitude through interactions with Allah, self, family, neighbors, community, humans, non-humans, and the environment.

Indicators:

1. Demonstrate the concept of gratitude to Allah through actions of the body (tongue and limbs) and the heart.
2. Employ gratitude to Allah to overcome everyday challenges.
3. Demonstrate the impact of gratitude to Allah on one's relationships.
4. Work collaboratively towards a common goal in gratitude to Allah.
5. Use gratitude to Allah to maintain mental and emotional well-being.

<sup>6</sup> Sunnah is the way of the Prophet Muhammad (peace be upon him) that we learn through his statements and actions

**Goal 3 - GLOW (with the message of Islam):** Students will independently use their learning to share Islam in an holistic and comprehensive manner.

Indicators:

1. Develop innovative and inspiring ways to communicate the message of Islam.
2. Communicate based on audience, purpose and using appropriate language.
3. Demonstrate professionalism through collaboration with others.

**Goal 4 - GROW (an intentional community):** Students will independently use their learning to build reciprocal connections between the individual and the community.

Indicators:

1. Apply the knowledge of Allah, gratitude to Allah, and sharing the message of Allah to establish a community.
2. Apply Islamic values to all facets of a community.
3. Apply problem-solving strategies to manage conflict and change when working collaboratively.

### **How and by whom were the school's Beliefs developed/reviewed/ revised?**

From its inception, Al-Huda School's mission was to create a school where students can practice faith in its complete form, while enhancing their intellect in all areas of secular knowledge. The *Shura*<sup>7</sup> (Board) of Dar-us-Salaam<sup>8</sup> – the umbrella organization under which the school operates – had the vision, and worked with other members of the community to draft a set of beliefs to serve as a guiding tool for the establishment of its unique school culture.

The four institutional goals mentioned above were revised in 2019 in consultation with the board, school administration, and some key community members of the school.

### **How does the school ensure that its community of stakeholders understands and supports its Beliefs?**

Beliefs of Al-Huda School are evident in daily life and routines. From the start to the end of the day, students and teachers receive several reminders about their spiritual and civic duties in subtle as well as obvious ways. Morning Adhkaar<sup>9</sup>, afternoon prayer, character education program, and bulletin board displays remind everyone of high expectations about the individual and group Islamic conduct. The process of developing, revising, and reaffirming beliefs involves regular and open discussions with staff members during orientation and throughout the year. Teachers often play an integral role in designing programs which tie in the mission and belief of Al-Huda School to daily, weekly and yearly activities. Additionally, the four institutional transfer goals have been incorporated in all of the departmental transfer goals at the school.

<sup>7</sup> Shura is an Arabic word, which literally means “consultation.” The Qur’an encourages Muslims to decide on their affairs based on consultation. As such, the governing body (board) of Al-Huda School is referred to as the “Shura” because they make decisions in consultation with each other and the community members.

<sup>8</sup> Dar-us-Salaam means the “abode of peace” and is one of the names of Jannah (heavens) mentioned in the Qur’an.

<sup>9</sup> Adhkaar is the plural of Dhikr, which means “remembrance.” In this context, it is the recitation of certain supplications that are part of the tradition of the Prophet Muhammad (peace and blessings of Allah be upon him), during the daily morning assembly.

## C. PROFILE OF GRADUATES

### What is the school's Profile of Graduates?

The graduates of the Al-Huda School will be prepared to make positive contributions to their families, community and society as a whole. They will also be able to continue to further their personal growth emotionally and spiritually, and pursue higher learning that will lead to fulfilling careers. In addition, they will develop the skills that will strengthen their Islamic identity, and help them to reach success in the Hereafter, in accordance with the teachings of the Qur'an and Sunnah. The graduate will be literate and proficient in the following areas:

#### Core Areas of Knowledge

- English Language
- Mathematics
- The Sciences
- Civics and government
- History
- Arabic Language
- Islamic Studies
- Qur'an

#### AP Courses

- Biology
- Calculus AB
- Government
- English Language and Composition

#### Communal and Social Literacies

- P.E. for strong body and mind
- Health and wellness awareness
- Civic and community awareness
- Social Responsibilities towards friends and families in conjunction with Qur'an and Sunnah.

#### Learning and Thinking Skills

- Critical Thinking and Problem Solving Skills
- Written and Oral Communication
- Working with the a group/team (Collaboration)
- Contextual learning
- Creativity and innovation
- Information and media literacy

#### Information and Communication Technology Literacy

- Use of technology to learn how to think critically, solve problems, using information to facilitate communication, creativity and collaboration
- Foster critical thinking

#### Life skills

- Leadership
- Strong Moral Values
- Accountability
- Adaptability
- Responsibility
- Respectfulness
- Organization and time management

In summary, it is hoped that as a result of his/her education at Al-Huda High School, the graduate will live his/her life in shaa Allah<sup>10</sup>:

- bearing witness that there is no god worthy of worship but Allah, and that Muhammad (sallallaahu ‘alayhi wa sallam<sup>11</sup>) is His final messenger
- being active in spreading the message of their religion, i.e. becoming an active daa’ee<sup>12</sup>
- practicing the Qur’an and Sunnah<sup>13</sup> as a complete way of life
- mastering a rigorous college preparatory curriculum
- thinking critically, and analytically, and communicating effectively
- developing strong work habits and study skills
- working cooperatively with others
- respecting elders and showing mercy to the young
- contributing positively to the community
- striving to become a reflective practitioner of Islam by engaging in continuous self-evaluation of character, according to Qur’an and Sunnah
- reflecting values of honesty, integrity, and modesty as taught by the Qur’an and Messenger sallallaahu ‘alayhi wa sallam

### **How and by whom was the school's Profile of Graduates developed/reviewed/revised?**

A list of characteristics and attributes were considered to be included in the profile of graduates, in consultation with the administration and teachers of Al-Huda School. After discussion and several reviews, the profile of graduates was finalized in the Summer of 2011.

### **How does the school ensure that everyone understands and supports its Profile of Graduates?**

The profile of the graduate is included in the Al-Huda High School Handbook, discussed at the parent orientation, student orientation, and also published on the school website. In addition, the profile of the graduate is used to select the valedictorian and salutatorian of the high school graduating class.

<sup>10</sup> *In shaa Allah: means God Willing*

<sup>11</sup> *Sallallaahu ‘alayhi wa sallam: means “peace be upon him”*

<sup>12</sup> *Daa’ee: means someone who invites*

<sup>13</sup> *Sunnah is the way of the Prophet Muhammad (peace be upon him) that we learn through his statements and actions*

# THE PROFILE OF THE SCHOOL

The Profile of the School includes information and data that 1) describe the community(ies) the school serves and in which it exists, 2) help to develop an understanding of the school's Mission, and 3) describe the opportunities & challenges the school faces as it seeks to achieve its Mission.

## A. THE COMMUNITY

**Provide a description of the community. Describe its history and major characteristics, including geographic location and socioeconomic and demographic makeup.**

Al-Huda School was established in 1995, at the Muslim Community Center (MCC) in Silver Spring, MD (15 miles from its present location). The school quickly outgrew the MCC facilities, and moved its operations to the current location in College Park in 1997.

The presence of Al-Huda School in College Park, MD, helped formally establish a vibrant Muslim community as Al-Huda families began moving in the vicinity to cut down their commuting time. The school provided a platform for community members to engage in religious and social activities and provided a hub for Muslim civic engagement in College Park and Prince George's county. A variety of businesses benefited from being close to the school including restaurants, ethnic grocery stores, gas stations, and clothing stores.

The school not only provided religious and educational services during and after school hours, but also provided a forum for community families to interact with each other through social and communal events.

Al-Huda School and its activities are attended by people from a 50-mile radius around the school. This includes Muslims from Northern Virginia and the Washington DC area.

Following the teachings of Islam and upholding its moral values are integral parts of Al-Huda School. Members represent over 50 ethnicities and nationalities. The socioeconomic status of families enrolled at Al-Huda School is as diverse as its ethnic makeup. Blue collar workers, professionals, doctors, as well as business owners make up the school's parent population. According to the income survey conducted during SY 2021-2022, 29% of the school's population is below the poverty line (that is, qualifies for free and reduced meals, per Maryland state guidelines).

**Describe any recent changes in the community occurring over the last five years that have had an impact on the school. Indicate any changes that are expected to occur during the next three years.**

### Recent Changes

There have not been significant changes in the community that would have had an impact on the school. There have been some minor changes, especially in light of the COVID-19 pandemic, that have had some minor effects on student enrollment. These effects were offset by the launch of the AGS.

Al-Huda School has continued to improve its current school building, add to its educational program, and cultivate the respect and trust of its community members. One indicator of this respect and trust is that during the 2022 year, Al-Huda School received its second largest amount of donations (a total of \$1,800,000) despite the COVID-19 pandemic and its economic outfall. The umbrella organization of the school, called Dar-us-Salaam, launched a car donation project called Cars4Jannah, which has already brought in more than \$100,000 worth of car donations.

**Future Changes:**

With the addition of the global campus, Al-Huda School hopes to deliver its proven and premiere education to students all over the world. In addition, the board and school administration are committed to improving the quality of the school's programs by exploring creative ways to offer the school community some much-needed facilities such as a gymnasium, media center, additional classrooms and offices.

With the expansion of the Cars4Jannah program, the school hopes to move further toward financial stability and to reduce its reliance on community fundraising.

**Describe the major challenges currently faced by the community—social, economic, political.**

One of the biggest challenges that faces the community is the limited growth of the school at its current facility. Due to the zoning issues, the number of community activities has been limited. In addition, due to this inability to expand at the current location, the school is unable to offer facilities such as a gymnasium and media center.

In addition, due to financial reasons, the school is unable to offer competitive salaries to income staff or provide regular raises to the current staff. With the addition of some of the programs mentioned above, it is hoped that some of these financial challenges can be tackled over the next few years.

**How does your school interact with the community?**

Program/Facility
Full-time Hifzh School (Qur'an memorization program)
Daycare/Preschool
Sooq Al-Huda (Bookstore)
Qur'an Institute (Weekend program for Qur'an reading and memorization)
Aqabah Karate (after-school martial arts)
Lego Robotics Program (after-school)
Parent-Teacher Support Group (PTSG) events
Student Government Association (SGA) events
Ansar-ul-Birr Community Service
Islamic Information Center
Basketball and Soccer Programs (after-school)

Dar-us-Salaam Youth Group (DUS Youth)

Al-Huda School Alumni Network (AHSAN<sup>14</sup>)

## **B. SCHOOL INFORMATION**

### **B.1. HISTORY OF THE SCHOOL:**

**Provide a brief history of the school. Include key milestones and developments in the life of the school.**

A need was realized by the founding fathers of the school that could provide a pure and wholesome religious environment to its students and staff. It was noticed that the other Islamic schools in the area were struggling to provide these combinations of features. Al-Huda School was established over 25 years ago and has been growing at an astounding rate since that time. The school opened its doors in September 1995 with 26 students in K-2nd grade. By the 5th year, enrollment had climbed to over 300 students in K-7th grade. The school remained a KG through 8th grade school for about 7 years, and then in the Fall 2007 began adding high school classes, adding one grade each year. The school is located in College Park, Maryland, with an enrollment of 500 students or more.

Al-Huda School consists of two schools in one: a boys' K-12th grade school and a girls' K-12th grade school. Each school has its own classrooms and Muslim teachers, but they are all under the same roof, and Muslim administration. In Fall 2008, Al-Huda School added a new Science Lab. Since its inception, the school has grown to capacity due to the needs of the community. The location of the school provides access to major DMV Muslim communities who are interested in enrolling their children in Al-Huda School despite the presence of several other Islamic Schools.

In 2009, Al-Huda School also started a branch in Pennsylvania (Al-Huda PA), which is under the administration of the umbrella organization, Dar-us-Salaam. Al-Huda School shares critical resources with the sister school as well as provides professional development programs and training.

The quality of our staff has continually improved over the years, which greatly improves its ability to garner support for the school from the community at large. The improvements in staff and facilities have also translated into a higher standard of education and learning for the students. Al-Huda School has earned a great reputation in the community for its ability to provide a wholesome Islamic environment to its students and staff while actively engaging in progressive educational trends overcoming impediments such as budgetary constraints as well as a shrinking facility.

Al-Huda School's student population is diverse ethnically and economically. Over fifty nationalities are represented in student and staff populations thus making it an overwhelmingly diverse background. The school serves both low and high income families.

In 2017, the school started researching the idea of adding a distance learning component to its program. The board and school administration attended a Virtual Leadership Training

<sup>14</sup> AHSAN is an Arabic word which means "the best".

offered by the Florida Virtual School (FLVS) - now called FlexPoint Education. In 2018, the school offered one blended learning course (Algebra II) for its tenth grade students, along with a “Creative Writing” elective and some credit recovery courses. Thereafter, the school gradually expanded upon its online and blended learning program options and ultimately launched Al-Huda Global School in Fall of 2021. Within the first month of its inception, Al-Huda Global School’s enrollment climbed to more than 100 students, with staff and students coming from five continents and ten countries.

## B.2. SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

	This section is not applicable to our school.
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Is the school incorporated?	√	Yes
		No
If yes, name of corporation:		

Is the school licensed to operate as an educational school?	√	Yes
		No
If yes,		
In what state(s) is the school licensed to operate?	Maryland	
In what country(ies) is the school licensed to operate?	United States of America	
If no, explain the school’s authority to operate:		

Is the school licensed to grant diplomas or certificates?	√	Yes
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	Maryland	
Type(s) of diplomas or certificates offered	High School Diploma	
If no, explain the school’s authority to grant diplomas or certificates:		

Religious Affiliation:	Islam
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## B.3. SCHOOL INFORMATION: PUBLIC SCHOOLS

Is the school part of a larger school district, system, or corporation?		Yes
	√	No
If yes, name of district/system/corporation:		

## B.4. SCHOOL INFORMATION: ALL SCHOOLS

### B.4.a. Enrollment Trends

#### FOR THE ACADEMIC YEARS 2019 - 2022

Grades Included in This School	PAST				PRESENT		PROJECTED	
	BOYS/GIRLS Two Years Ago 2019-2020		BOYS/GIRLS One Year Ago 2020-2021		BOYS/GIRLS This Year 2021-2022		BOYS/GIRLS Next Year 2022-2023	
Kindergarten	28	28	20	10	24	18	25	25
Grade 1	31	20	23	24	20	18	25	25
Grade 2	28	24	24	19	24	21	25	25
Grade 3	28	30	20	22	30	16	25	25
Grade 4	14	30	27	29	20	23	30	30
Grade 5	18	26	9	28	35	34	32	40
Grade 6	23	25	22	25	27	34	27	45
Grade 7	16	20	22	25	24	32	27	40
Grade 8	16	26	14	21	25	37	32	40
Grade 9	13	24	15	24	23	34	35	40
Grade 10	10	8	9	18	16	25	35	40
Grade 11	5	12	9	7	13	19	15	20
Grade 12	7	12	5	13	6	6	15	20
<b>TOTALS</b>	<b>237</b>	<b>285</b>	<b>219</b>	<b>265</b>	<b>236</b>	<b>266</b>	<b>348</b>	<b>415</b>

Explain any emerging or unusual enrollment trends for this school.

There were some unusual enrollment trends in the school for legitimate and understandable reasons:

1. During the 2020-2021 school year, the enrollment dropped by more than 7% to 484 due to the COVID-19 pandemic and the resulting virtual learning (AHS was virtual for the entire school year).
2. During the 2021-2022 school year, the enrollment increased to more than 600 students because a) AHS was planning to return to face-to-face learning, and b) AGS was launched.
3. Enrollment is expected to increase further during the 2022-2023 school year because of the expected return to face-to-face learning and the expansion of AGS.

### B.4.b. Student Demographic Trends:

FOR THE ACADEMIC YEARS 2020-2022

Student Characteristic:	Percent of Student Body Now	Percent of Student Body Two Years Ago
Black or African-American	45%	52%
Asian/White	0.75%	0%
Asian	28%	23%
Caucasian/White	14%	15%
Arab	6%	1%
Decline to respond	4%	4%
Other	2.25%	5%
TOTAL	100%	100%

Explain any emerging or unusual demographic trends for this school.

No emerging or unusual demographic trends have been observed at the school in recent years. Al-Huda School continues to be a very diverse school with students and staff coming from more than 50 countries around the world.

### B.4.c. Number of Professional and Support Staffs:

FOR THE ACADEMIC YEAR 2021-2022

	Full-Time	Part-time
<b>ADMINISTRATIVE STAFF:</b>		
Administrators	5	0
<b>INSTRUCTIONAL STAFF:</b>		
Classroom teachers-elementary/lower school	20	2
Classroom teachers- middle school	12	11
Classroom teachers-high school/upper school	8	4
<b>STUDENT SERVICES STAFF:</b>		
Guidance/college/ career counselors	1	0
Technology services personnel	3	0
<b>SUPPORT STAFF:</b>		
Paraprofessionals and aides	5	0
Secretaries and clerks	4	0
Custodial personnel	8	0
Maintenance personnel	3	0
Food services personnel	1	0
Security personnel	1	0

Other: Student Success Coach	1	0
Other: School Social Worker	1	0

Describe trends in the number of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

The size of Al-Huda School teaching staff has consistently been between 60 and 70 over the last 5 years. In the Fall of 2021, the number increased due to the launch of the global school campus. Otherwise, there have been no significant changes in the number of staff that would impact the education program or services.

#### B.4.d. Experience of the Staff:

##### FOR THE ACADEMIC YEAR 2021-2022

Years	Administrative Staff	Instructional Staff	Student Services Staff	Support Staff
0-1	2	3	0	0
2-5	3	15	0	2
6-10	3	16	2	0
11-20	1	22	0	0
Over 20	3	4	0	0

Describe trends in experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Staff members with the most experience are observed to be able to offer high quality instructions in their subject areas and are able to employ best teaching practices. Most of Al-Huda School's teaching staff has 6 or more years of teaching experience. The school continuously aims to hire experienced staff members with the necessary credentials to improve the quality of its services.

#### B.4.e. Academic Preparation of The Professional Staff:

##### FOR THE ACADEMIC YEAR 2021-2022

	Administrative Staff	Instructional Staff	Student Services Staff
Associate's or No Degree	2	4	0
Bachelor's Degree	7	33	0
Bachelor's Degree plus hours	0	0	0
Master's Degree	1	15	2
Master's Degree plus hours	0	7	0
Doctorate	2	4	0

**Describe trends in the academic preparation of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

No specific trends have been noticed in the academic preparation of the staff that would have any impact on the education program. Al-Huda School encourages its staff to participate in professional development opportunities, including furthering education. To that end, the school facilitates reimbursement through Title IIA funds for those staff who take certification or education-related courses to get certification or higher degrees.

**B.4.f. Professional Certifications of the Professional Staff:**

**FOR THE ACADEMIC YEAR 2021-2022**

	<b>Administrative Staff</b>	<b>Instructional Staff</b>	<b>Student Services Staff</b>
<b>No Certificate</b>	0	0	0
<b>Emergency Certificate</b>	0	0	0
<b>ECE Certificate</b>	0	0	0
<b>Elementary Level Certificate</b>	0	6	0
<b>Middle Level Certificate</b>	0	2	0
<b>Secondary Level Certificate</b>	0	2	0
<b>Administrative Certificate</b>	2	0	0

**Describe trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

In general, the number of certified teachers in Al-Huda School is low. This is, in big part because of the comparatively lower salaries that the school is able to offer its teachers. However, this has not significantly impacted the quality of the educational program or services at Al-Huda School. Teachers who enroll in education or certification courses get reimbursed using the Title IIA federal grants.

One challenge that the school faces is the lack of certified teachers in Arabic, Qur'an and Islamic Studies, which is mainly because of the lack of availability of professional development programs in these areas.

**B.4.g. Staff Demographic Trends:**

**FOR THE ACADEMIC YEAR 2021-2022**

Race/Ethnicity	Percent of Staff in Current Year	Percent of Staff Last Year
African-American	27%	35%
Arab	35%	35%
Asian	34%	29%
Caucasian/White	1%	0%
Hispanic	%	0%
Native American Indian	%	0%
Other:	3%	1%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

Describe trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Al-Huda School takes steps to integrate its diverse staff population to the school's culture of unity and common mission to serve the Muslim community. Having a multilingual and ethnically diverse staff helps students and their families feel more at home while enhancing the sense of ownership in the school's future growth. Staff members are interviewed and hired solely based on their qualifications and alignment with the school's mission, vision, and core values.

**B.4.h. Staff Mobility:**

Indicate the number of each category below that were new hires in the year indicated.

**FOR THE ACADEMIC YEAR 2021-2022**

	Number New Hires Two Years Ago (2019-20)	Number New Hires One Year Ago (2020-2021)
Administrative Staff	0	1
Instructional Staff	13	4
Student Services Staff	0	0
Support Staff	3	1
<b>TOTAL</b>	<b>16</b>	<b>6</b>

Indicate the percentage of each category below of staff turnover in the year indicated.

	Percent Changeover Two Years Ago	Percent Changeover One Year Ago
Administrative Staff	0%	20%
Instructional Staff	28%	13%
Student Services Staff	0%	0%
Support Staff	60%	33%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

**Describe trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

Al-Huda School's average turnover rate is between 15-20%. The previous two school years were exceptional in some aspects, though the changes reflected above did not have an impact on the education program of services offered to the students. For the year 2019-2020, some of the staff members relocated and some went on maternity leave, which explains the higher turnover.

### **C. STUDENT PERFORMANCE**

This profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments.

**Results of Assessments of Student Learning/Assessment**  
 (Standardized Assessments, SAT/Advanced Placement, International Baccalaureate, MAP testing, etc)

Leave column headings-no sub-groups listed on our part.

**FOR THE ACADEMIC YEAR 2020-2021**

<b>Name of Assessment</b>	<b>Grade Levels Administered</b>	<b>Grade</b>	<b>Percentage of students above grade level</b>
MAP - Reading Assessment	KG through 11th	KG	MAP testing was not conducted due to COVID-19 / online learning
		1st	MAP testing was not conducted due to COVID-19 / online learning
		2nd	70.27%
		3rd	80.56%
		4th	81.48%
		5th	60.61%
		6th	72.09%

		7th	67.44%
		8th	79.41%
		9th	88.89%
		10th	75.86%
		11th	75.00%
MAP - Language Usage	3rd through 11th	3rd	65.71%
		4th	68.52%
		5th	59.09%
		6th	45.71%
		7th	58.14%
		8th	67.65%
		9th	78.38%
		10th	80.00%
		11th	90.00%
MAP - Math Assessment	KG through 11th	KG	MAP testing was not conducted due to COVID-19 / online learning
		1st	MAP testing was not conducted due to COVID-19 / online learning
		2nd	51.35%
		3rd	47.22%
		4th	58.18%
		5th	16.67%
		6th	42.50%
		7th	55.81%
		8th	77.14%

		9th	72.22%
		10th	80.77%
		11th	63.64%

*Spring 2021 - Score 3 or above*

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Students with a score of 3 or above
AP	Male	11, 12	36%
	Female	11, 12	44%

*SY 2021-2022*

Name of Assessment	Grade Levels Administered		Percentage of students above grade level
Reading Fluency Assessment	2nd through 5th	2nd	46.34%
		3rd	84.38%
		4th	75%
		5th	77.61%

**Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.**

Al-Huda School initiated a few actions in recent years, especially during the COVID-19 pandemic, to help students who were performing below standard:

1. An after-school Math lab program was piloted during the 2019-2020 school year, where data from MAP<sup>15</sup> testing was used to design targeted intervention on Khan Academy for below-average performing students. The program showed an average improvement of 5% in those students' scores within 10 weeks, but had to be put on hold with the start of the COVID-19 pandemic.
2. Al-Huda School introduced a Taqwiyah<sup>16</sup> Academic Enrichment program, specifically for English Language Arts, Math, and Arabic during the spring of 2020 (right after the pandemic began), and continued it during the SY 2020-21 school year.
3. The school offered a free tutoring program for elementary school students during the summer of 2020 for those who performed below standard.

<sup>15</sup> Measure of Academic Progress

<sup>16</sup> Taqwiyah is an Arabic word, which literally means ""strengthening", thus enrichment. Aligned with its mission, Al-Huda School strives to use Arabic language in naming its programs (whenever possible) to promote the use of Arabic language, since it is the language of the Qur'an (the Muslim's Holy Book).

4. The school participates in Title I tutoring annually, which is offered through Prince George's County for those students who perform below standard in English Language Arts and Math.
5. The school utilizes the help of teachers' assistants for elementary school to conduct intervention programs for students who are struggling. However, there needs to be improved training for the teachers' assistants to be more effective in providing intervention to the students.
6. The Student Government Association occasionally organizes after-school tutoring clubs where high school students tutor elementary school students.
7. The school partners with parents in providing support to their children by communicating with parents on a regular basis. This includes:
  - a. A quarterly email-letter to all parents whose children receive a grade of D or F in any of the subjects, highlighting subjects and requesting their help and support in offering tutoring.
  - b. An email-letter at the end of the school year to parents whose children receive a grade of D or F as the overall grade in any of the subjects, requesting or requiring summer tutoring.
8. Students who are struggling with low motivation are referred to the School Social Worker in AHS (depending on the caseload of the social worker)
9. The Student Success Coach meets regularly with students in the AGS to motivate them and follow up with them, prioritizing students who are performing below standards.

**Additional Information and Data- Optional: N/A**

# THE PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The profile consists of the results of a self-assessment of the school's adherence to the 12 Middle States Standards for Accreditation.

## Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation

### A. By Standards Surveys

√	YES		NO	The self-assessment was conducted using the surveys provided by the Middle States Association.
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<b>Total Number of Surveys Returned</b>	223
<b>The results represent surveys completed by:</b>	
▪ Staff (includes staff, administration, board)	55
▪ Parents	72
▪ Students	96

### B. By a Committee/Focus Groups

	YES	√	NO	The self-assessment was conducted by a committee for all the Standards.
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\*\*NOTE: Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

The school must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the “Other” section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

<b>Rating of Adherence to the Indicator</b>	
<b>1. Does Not Meet</b>	The evidence indicates the school <b>DOES NOT MEET</b> the expectations of this Indicator.
<b>2. Partially Meets/In Need of Improvement</b>	The evidence indicates that the school <b>PARTIALLY MEETS</b> the expectations of this Indicator and is <b>IN NEED OF IMPROVEMENT</b> .
<b>3. Meets</b>	The evidence indicates the school <b>MEETS</b> the expectations of this Indicator.
<b>4. Exceeds</b>	The evidence indicates the school <b>EXCEEDS</b> the expectations of this Indicator.

# THE MISSION STANDARD FOR ACCREDITATION

(Indicators 1.1-1.6)

## A. INFORMATION Related to This Standard

*Not applicable in this section. See The School's Mission, Beliefs, and Profile of Graduates*

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### THE MISSION STANDARD FOR ACCREDITATION

**The Standard:** The school has a Mission that conveys clearly and concisely the school's vision of a preferred future for the school's students and its expectations for student learning. The Mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The Mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The school's statement of mission:</i></b>						
1.1	Clearly aligned with the school's beliefs and Profile of the Graduate.			x		
1.2	Communicated widely, understood and supported by the students, their families, and (if appropriate) the school's community of stakeholders.			x		
1.3	Developed using a process that considered input by appropriate stakeholders of the school.			x		
1.4	Reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.			x		

#### Indicators of Quality for faith-based schools<sup>17</sup>

<sup>17</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose Mission and educational program are defined wholly or in part by their particular faith.

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The school's religious identity is:</i></b>						
1.5	Integrated into its school-wide goals and objectives.			X		
1.6	Visible in symbols and artifacts throughout the school.			X		

**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
<b>Staff</b>	<ul style="list-style-type: none"> <li>As a staff member and parent, Al-Huda School not only meets these standards but also exceeds them. As parents we are aware of the mission of the school, it's translated into the curriculum, it's displayed in the school wide events, and in every classroom. Our children are held to high expectations and are nurtured in arriving to those standards. As a non-teachings staff member, it's humbling to see how the administration and teaching work tirelessly to pour into their students a community. Keep up the great work!</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>The Alhuda school is a beacon for religious school in the US.</li> <li>Islamic wise it meets alhumdullilah but a lot pressure on kids for other subject make little easy n fun learning for other subjects so kids enjoy learning not feel pressure</li> <li>For the younger age, I think that the goals align better than mid-high ages.</li> <li>Need more investment in digitalization inside the school</li> <li>Al-Huda School is a 'community school' and college preparatory school. Al-Huda strives to meet both goals. As a parent with two students who went to Al-Huda from pre-K to 12th grade, the school's administration and teachers' dedication is commendable.</li> <li>Alhuda school meets the standard.Education and environment both are good.</li> <li>The school needs to improve on instructors' quality which continues to be an issue. Overall as a conservative institution, the school meets my expectations.</li> <li>Values, courses and overall standards</li> <li>I appreciate it so much</li> <li>4.9 star</li> <li>I'm highly flabbergasted seeing the level of how our kids memorize Alqur'an. It motivate we parent alot. Thanks Alhuda for bringing our dreams alive</li> <li>Great school meeting my expectations. My son has been a student since preK.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>While Islamic integration is included inside of some of the topics and also have its own individual classes, having Islamic Studies and Islamic History being expanded past just the islamic studies class will be helpful for example more implementation in History.</li> <li>It definitely meets the standard, but maybe not in a way every student would like.</li> <li>I think the school does reach the standards.</li> <li>Our teachers and staff work hard to keep us safe and keep us moving throughout the Pandemic. They didn't want us to come back to school because they want to keep us safe. Lastly, they give us a good and fair amount of tests, quizzes, and homework.</li> <li>Needs to be more understanding. And try teaching kids important life lessons . Address topics teenagers need help with more. Be understanding of the circumstances everyone is in right now and not too hard on the grades or school year .</li> <li>Hosts a lot of Islamic events such as quran competition, islamic fair, etc.</li> <li>It does not meet my standard because of how the staff, such as some teachers, deal with their students' mental health. Most of them do not care as to whether they are giving the students too much work or making them memorize too much. And also for the school body itself does not listen to what the students have to say. We are not able to have our own voice and speak what we want unless we want to get in trouble.</li> <li>Islam is included in everything we do.</li> <li>In most ways they do and in other ways they don't</li> <li>it helps me learn more about my deen</li> <li>I feel that the feedback we students give, isn't usually carried out and most of the time it is overlooked.</li> <li>I rate Alhuda School 9.7 out of 10 the missing point .3 is because of security we had before the pandemic I think that the schools administration should hire at least 10 security guards around the school.</li> <li>it does because it meets</li> </ul>

	<ul style="list-style-type: none"> <li>• The school always tries to bring us ahead of others, hence why it is a college prep school!</li> <li>• great school</li> <li>• It does meet my standards, the teachers are well educated and the curriculum is advanced.</li> <li>• The school has Islamic reminders all over the school</li> </ul>
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**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

### **C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

X	Our self-assessment is that our school <b>MEETS</b> the Mission Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Mission Standard for Accreditation.

### **D. Implications for PLANNING**

**List the school’s strengths in meeting the Mission Standard.**

- |  |
|--|
| <ul style="list-style-type: none"> <li>• The school has a strong sense of religious and moral conviction to create an environment for the students where they can strengthen their religious identity and fulfill their religious obligations.</li> <li>• The school has supportive staff that helps implement as well as promote the philosophy of the institution.</li> <li>• The school stays focused on the philosophy and mission of the institution by making regular references to it in all aspects of the educational program, as well as during presentations, workshops, and assemblies.</li> </ul> |
|--|

**List the school’s areas in need of improvement in meeting the Mission Standard.**

- |  |
|--|
| <ul style="list-style-type: none"> <li>• The school’s mission, vision, and institutional transfer goals should be more visible throughout the school in simple and understandable terms for all stakeholders.</li> <li>• Integration of Islamic values within the curriculum should be done more consistently and methodically.</li> </ul> |
|--|

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Mission that should be included in the action plan in the Plan for Growth and Improvement.**

- |  |
|--|
| <ul style="list-style-type: none"> <li>• The school has developed departmental transfer goals which integrate the Common Core State Standards and the school’s institutional transfer goals. These departmental goals should be consistently and methodically included in all of the school’s unit plans.</li> </ul> |
|--|

## **E. EVIDENCE to Support the Assessment of This Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

(Indicators 2.1-2.39)

## A. INFORMATION Related To This Standard

### ***TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS***

1. Is the school incorporated?	<input checked="" type="checkbox"/>	Yes
		No
If yes, name of corporation:	Al-Huda, Inc.	

2. Is the school licensed to operate as an educational school?		Yes
		No
If yes,		
In what state(s) is the school licensed to operate?		
In what country(ies) is the school licensed to operate?		
If no, explain the school's authority to operate:	Church-exempt, per §2-206 (e)(4) of Maryland State Department of Education	

3. Is the school licensed to grant diplomas or certificates?		Yes
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?		
Type(s) of diplomas or certificates offered	High-School diploma	
If no, explain the school's authority to grant diplomas or certificates:	Church-exempt	

For religious schools:

Religious Affiliation:	ISLAM
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### ***TO BE COMPLETED BY PUBLIC SCHOOLS***

4. Is the school part of a larger school system or corporation?	<input checked="" type="checkbox"/>	Yes
		No
If yes, name of system/corporation:		

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

**The Standard:** The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's Mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The school's governing body/owner(s) ensures that the school:</i></b>						
2.1	Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates.			x		
2.2	Has no legal or proprietary ambiguities in ownership, control, or responsibility.			x		
2.3	Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements.			x		
2.4	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.			x		
2.5	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.			x		
2.6	Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.			x		
<b><i>The school's governing body/owner(s) ensures that it:</i></b>						
2.7	Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's Mission.			x		
2.8	Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.			x		
2.9	Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.			x		

2.10	Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.			x		
2.11	Works cooperatively with the school's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's Mission, are implemented at all times, and reviewed regularly.			x		
2.12	Has and implements written policies and/or procedural guidelines that define for the governing body: <ul style="list-style-type: none"> <li>● Its proper roles and responsibilities;</li> <li>● Qualifications for its members;</li> <li>● Its composition, organization, and operation;</li> <li>● Terms of office for its members; and</li> <li>● Provisions for identifying and selecting new board members when vacancies occur.</li> </ul>			x		
2.13	Implements a process for reviewing/revising its policies regularly.			x		
2.14	Evaluates systematically and regularly its own effectiveness in performing its duties.			x		
2.15	Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.			x		
2.16	Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.			x		
2.17	Includes members that represent constituencies served by the school.			x		
2.18	Maintains appropriate and constructive relations with the school's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.			x		
2.19	Recognizes the accomplishments of staff members and students.			x		
2.20	Adheres to appropriate guidelines concerning confidentiality in communications.			x		
<b><i>The school's leadership:</i></b>						
2.21	Is accountable to the governing body/owner(s) and is responsible for ensuring the school's students achieve the expected levels of achievement.			x		
2.22	Maintains a relationship with the school's governing body/owner(s) characterized by mutual trust and cooperation.			x		
2.23	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.			x		
2.24	Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process.			x		
2.25	Ensures that professional and support staff members stay well informed about educational developments.			x		
2.26	Undertakes operational, long range, and strategic planning aimed at accomplishing the school's Mission and goals.			x		

2.27	Stays well informed of and implements proven practices identified in educational research and literature.			x		
2.28	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.			x		
2.29	Adheres to appropriate guidelines concerning confidentiality in communications.			x		

**Indicators of Quality for faith-based schools**

<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The school's governing body/owner(s) and leadership:</i></b>						
2.30	Articulate and model the religious tenets of the school.			x		
2.31	Maintain the religious identity of the school as a priority.				x	
2.32	Use the school's religious values and identity to inform its policies, procedures and decisions.				x	
2.33	Accept the authority of the sponsoring religious institution.				x	
2.34	Engage the school's community of stakeholders in setting direction and planning for the future of the school as a faith-based institution.			x		
2.35	Include an assessment of candidates' understanding of and commitment to the religious beliefs and Mission of the school when hiring the school's leadership and members of the staff.				x	
2.36	Promote respect and collaboration among all members of the school's "faith" community.			x		
2.37	Give appropriate attention to building a respectful and collaborative "faith" community among the faculty and staff.				x	

**Indicator of Quality for schools that deliver all or part of their educational program by a distance modality**

<b>This Indicator does not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The school's leadership:</i></b>						
2.38	Includes personnel with the appropriate qualifications, experience, and competencies to lead an institution that uses a distance modality(ies) to deliver all or part of its educational program and/or services.			x		

## Indicators of Quality for proprietary schools

<b>X</b>	<b>These Indicators do not apply to our school.</b>
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### Stakeholders' comments to support the ratings:

Source of Comments	Comments
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Our principal is one of a kind. You can clearly see how the school has grown in the last 11 year under his leadership. He's diplomatic and able to build a relationship with each staff member. He's compassionate, he's able to use empathy in his leadership roles. He's a role model, often you see leaders who expect things from their teams that they wouldn't engage in. Our principal sets the example for us. He's a true leader, you will never feel like he's talking down to you. Even when he has to correct you, it's done in such a way that you don't feel like a subordinate.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Alhuda school has some good sides like teaching academic and religious subjects although there is weak communication between the school and parents. Most Alhuda teachers are really nice, but some are unfriendly and rude.</li> <li>• It meet Islamic wise but way of teaching other subject not same like public school a lot of pressure plz try to ease down</li> <li>• Excellent</li> <li>• Collaboration can be improved.</li> <li>• Excellent job.</li> <li>• The school's adherence to the faith teachings meets our expectations.</li> <li>• Meet the standard.</li> <li>• Really Alhuda exceeds. Excellent school.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• In terms of Faith based it does meet the standard.</li> <li>• Our school meets the standard in this category but not in a way that students can be most comfortable with.</li> <li>• The school does reach the standards for schools</li> <li>• It doesn't meet my standard because many students have their parents believing the school authority over them which is something people wouldn't be pleased with. However, the school does portray the Islamic belief properly.</li> <li>• it makes me feel safe to practice and pray.</li> <li>• Overall this section is a 9.9 the reason is their should be more events for the boys because their are at least 5-10 to events for the girls but only 1 for the boys every year.</li> <li>• yes</li> <li>• good school</li> <li>• It meets the standard of the knowledge I gained being here. There were so many things I learned from being in this school and despite me moving a lot when I was a kid, the information about Islam was mostly gained here. But as I was also in a private school back in kg-4th grade and in public school 4th-5th there were more free spaces to do stuff but I understand why there isn't here.</li> <li>• They reallt implement our Islamic Beliefs into all things we do. Teachers and admin are great influences of our belief they follow and make rules based on Islam which is great.</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Governance and Leadership Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Governance and Leadership Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the Governance and Leadership Standard.

- The school encourages diversity in all of its ranks; the stakeholders of the school represent more than 50 countries.
- The school derives its policies, procedures, goals, and objectives from Islamic teachings and principles.
- The school places great emphasis in hiring staff who are aligned with its mission, vision, beliefs and values.
- The school addresses its stakeholders and their concerns in the context of Islamic values and procedures.
- The school board members are keen on soliciting feedback from its stakeholders when making major decisions.
- The school board gives the school administration the autonomy to make necessary decisions about the day-to-day operations of the school.

List the school's areas in need of improvement in meeting the Governance and Leadership Standard.

- The school should develop a comprehensive system of evaluating the school administration and other department heads on an ongoing basis
- Recruit more people in leadership roles with specialized degrees and strong commitment to Islamic values
- Engage in more regular succession planning

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to governance and leadership that should be included in the action plan in the Plan for Growth and Improvement.

- School administration should establish stronger community bonds to improve the relationships with stakeholder groups and engage with them more regularly through workshops and social events to provide support for their children.
- For parents with students in AGS, workshops should be offered regularly for all stakeholders to continuously feel a sense of community, regardless of their geographical location.

## **E. EVIDENCE to Support the Assessment of This Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

*(Indicators 3.1-3.8)*

## A. INFORMATION Related to this Standard

### SCHOOL PLANS

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	X		SY 2021-22	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Financial Plan	X		SY 2021-22	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Facilities Plan	X		SY 2020-21	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Technology Plan	X		SY 2021-22	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Institutional Advancement and Development Plan	X		On-going	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Student Enrollment Plan	X		On-going	X	Satisfactory
					Needs Improvement
					Unsatisfactory

**\*A new requirement of MSA-CESS is that all accredited schools must have a Continuity of Education policy/plan/procedure. Schools may experience interruptions to their educational programs in the future - from snow days to governmental coups. We will now require all schools to submit a continuity of education policy/plan/procedure as part of obtaining initial accreditation or re-accreditation.**

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

NA
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## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

**The Standard:** The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its Mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
3.1	Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school's community of stakeholders.			x		
3.2	Bases its strategic plan on longitudinal data regarding the achievement and performance of the school's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.			x		
3.3	Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and the results being achieved by implementing the plan.			x		
3.4	Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.			x		
3.5	Takes into consideration the school's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.			x		
3.6	Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the school's Mission and the strategic plan's goals.			x		
3.7	Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.			x		

## Indicator of Quality for faith-based schools

	This Indicator does not apply to our school.
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
3.8	Maintains as a priority in all planning activities the spiritual life of the school and its community.			x		

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
<b>Staff</b>	<ul style="list-style-type: none"> <li>I think this is an area we can improve in. Communication is key in any organization, I think being more transparent when possible would be helpful. Luckily our top leaders are able to do this, however there's some of us that can be better in this aspect.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>As a parent, I have not knowledge as to whether a strategic plan for the school exists. I feel updated about procedures and building developments, however I am not informed about a plan for improving and growing the academic programs of the school.</li> <li>Alhuda school doesn't provide the opportunity for parents to give periodic feedback on the teaching learning process. Although the Principal is super polite and humble when you approach him, the school should send survey or questionnaire about the teaching process every quarter.</li> <li>Good work.</li> <li>The school's instructors need further training on teaching methodologies, and need to pay more attention to students' emotional needs. Some are good at this, some are very poorly performing.</li> <li>Meet the standard.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>The goal in trying to help students improve is clear but the way it is taught isn't quite helpful. Few teachers explain the concept well, while I feel others don't neglect but don't teach as well.</li> <li>The schools try many different ways for students growth in knowledge</li> <li>It improves for the better</li> <li>The school meets this standard</li> <li>excellent work</li> <li>It does meet this standard, by showing and taking action for this purpose.</li> <li>My school works hard to improve student learning and performance. (3.7) - I think the administration tries to meet the standards but I feel like the teachers didn't meet the standard yet. (Not all the teachers)</li> <li>The students performance is very important to the school, as for improvement plans. I see some things but not all.</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> this School Improvement Planning Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the School Improvement Planning Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the School Improvement Planning Standard.

- The school solicits feedback from its stakeholders on a regular basis while making key strategic decisions
- The school regularly communicates and celebrates improvements and accomplishments with the community (as an example, the school held two receptions in November 2021 to celebrate the various renovations completed in the building, and the curriculum revamping initiative that the school's Islamic studies department embarked upon).

List the school's areas in need of improvement in meeting the School Improvement Planning Standard.

- School plans are discussed, developed and improved upon during administration and administration-board meetings; however, they are not always formally documented. Hence, the sharing of such plans with the school community is limited.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school improvement planning that should be included in the action plan in the Plan for Growth and Improvement.

- Develop a consistent schedule and format to share the school's improvement plans - both in student performance and organizational capacity - with the community, along with the progress toward achieving those plans.

## **E. EVIDENCE to Support the Assessment of This Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# FINANCES STANDARD FOR ACCREDITATION

*(Indicators 4.1-4.17)*

## A. INFORMATION Related to this Standard

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

A rating of Needs Improvement or Unsatisfactory was not assigned for this standard or any of its indicators.

Indicate any anticipated major capital expenditures within the next three years.

The following major capital expenditures are anticipated within the next three years:

- Renovating playground
- Renovating the soccer / football field
- Renovating the basketball court
- Renovating three of the remaining bathrooms in the hallways
- Renovating bathrooms in the classrooms and planning rooms

### A.1. ALL SCHOOLS

#### FINANCIAL RESOURCES:

INCOME SOURCE	Current Year	Last Year
% from local, state, federal tax allocation	0.0%	0.0%
% from tuition	84.7%	75.1%
% from fees	6.8%	5.5%
% from fund-raising and other special activities	5.4%	18.5%
% from annual giving	%	%
% from grants	3.1%	0.5%
% from interest/investments/rental income	0.0%	%
Other (describe): Dar-us-Salaam (Parent Organization)	0.0%	0.4%
Other (describe):	%	%
Other (describe):	%	%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Elementary School/Lower School	\$6,378	\$5,738
Middle School	\$8,206	\$6,197
Secondary/ Upper School	\$7,921	\$8,742

**INSURANCE FOR THE SCHOOL:**

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
General Liability	X			
Workers Compensation and/or Long Term Disability	X			
Director & Officers Liability and/or Educators Legal Liability	X			
Property Insurance	X			
Business Interruption	X			
Theft/Fraud/Deceit	X			
Travel and Field Trip Insurance				X
School Owned Vehicle Insurance	X			
Other (describe): Health Insurance	X			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

A rating of Needs Improvement or Unsatisfactory was not assigned for this standard or any of its indicators.

Indicate any anticipated major capital expenditures within the next three years.

The following major capital expenditures are anticipated within the next three years:

- Renovating playground
- Renovating the soccer / football field
- Renovating the basketball court
- Renovating three of the remaining bathrooms in the hallways
- Renovating bathrooms in the classrooms and planning rooms

### A.3. For All Schools—Financial Assurances

The financial viability and stability of a school is a primary requirement for accreditation by the Middle States Association.

Therefore, if the school is not able to provide the results of a full external audit completed within the last 18 months, the head of the school and the head of the governing body (if applicable) must assure, by their electronic signatures below, that the financial information and data reported in this Self-Study Report are true and accurate.

I give my assurance that the financial information and data in this Self-Study Report are true and accurate.

Signed electronically by: 
Printed Name of the Head of the School: Haroon Baqai

Signed electronically by: 
Printed Name of the Head of the Governing Body/Owner(s): Safi Khan

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### FINANCES STANDARD FOR ACCREDITATION

**The Standard:** The school has financial resources that are sufficient to provide its students with the educational program defined in the school's Mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school's ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
4.1	Is free of any contingent financial liabilities or ongoing litigations that could affect the school's ability to continue operation.			x		
4.2	Maintains levels of income and expenditures that are in appropriate balance.			x		
4.3	Has and implements written policies and procedures that require the governing body/owner(s) and leadership to exercise prudent control over the school's finances and all financial operations.			x		
4.4	Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.			x		
4.5	Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.			x		
4.6	Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.			x		
4.7	Responds appropriately to the results and recommendations of financial audits or reviews.			x		
4.8	Gives stakeholders appropriate opportunities to provide input into financial planning.			x		
4.9	Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.			x		
4.10	Informs families enrolling students in the school about any financial obligations for attending the school.			x		
4.11	Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.			x		

4.12	Has and implements written, reasonable, and equitable tuition, collection, and refund policies.			x		
4.13	Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner(s)).			x		
4.14	Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.			x		
4.15	Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.			x		

## Indicators of Quality for faith-based schools

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The school's governing body/owner(s) and leadership ensure that the school:</i></b>						
4.16	Has the financial resources necessary to support and enhance the religious nature of the school.			x		
4.17	Considers the religious values of the school when making decisions regarding the use of its financial resources.			x		

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
<b>Staff</b>	<ul style="list-style-type: none"> <li>In all my years of working at Al-Huda School, I have never experienced any financial concerns on the part of the school. Our leadership works hard to be transparent about finances and makes miracles happen for the institution.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>Good.</li> <li>The school needs to run more independently from the other efforts and charity initiatives of the umbrella foundation.</li> <li>Meet the standard.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>Our schools meet the standards of informing us of our finances.</li> <li>They email me and my parental guardians about financial stuff related to enrolling for next years.</li> <li>The financial support overall is probably a 7 because I've heard parents are struggling to pay the school for the service.</li> <li>Sometimes, the students cant get stuff other schools can. For example, 5th graders turning 6 the grade won't get a graduation party. We don't have a cafeteria like other schools either.</li> <li>we lack some finances but have a great education.</li> <li>There were not much to know before I enter the school, my mom was also just testing it when I came but as you can see I am still here from 6th grade meaning that it really did meet the standard.</li> <li>I do think since the school is private, they have their own financial situation as opposed to public schools. Sometimes they do need some financial help.</li> <li>Computers are scarce, we can't bring our own electronics in which is inconvenient, we are always paying additional fees</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Finances Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Finances Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the Finances Standard.

- The board is very accommodating in understanding the needs of the school and allocates the needed resources, to the extent possible, for the continuous operation of the school.
- The board has developed a Donor Care Office (DCO) with 8 full-time employees to raise funds for the school. The DCO raised more than \$1.8 million during the 2021 year by a number of creative projects involving members of the community.
- The school has set clear tuition policies and subscribed to an online tuition management software (Blackbaud / SmartTuition) two years ago, which has helped streamline the tuition collection process.
- Being a community school, Al-Huda School shows leniency to people who may be unable to afford its tuition and offers financial aid to such families.

List the school's areas in need of improvement in meeting the Finances Standard.

- The school does not have sufficient funds to allocate additional resources for curriculum development and supplemental student learning resources.
- The school is not able to offer competitive salaries to its staff, which makes it challenging to attract and retain good talent.
- Al-Huda School needs to include more support staff for students such as special education staff, paraprofessionals, and a counselor.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to finances that should be included in the action plan in the Plan for Growth and Improvement.

- Al-Huda School should start budgeting and allocating resources and funds to programs specific to student learning such as ELL and special needs programs.

## **E. EVIDENCE to Support the Assessment of this Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# FACILITIES STANDARD FOR ACCREDITATION

(Indicators 5.1-5.14)

## A. INFORMATION Related to This Standard

### A.1. PHYSICAL FACILITIES.

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
School building	5301 Edgewood Road, College Park, MD 20740	1954	2021 (see list below)	X	Owned
					Leased

### A.2. ADEQUACY OF FACILITIES.

Facility	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Furnishings	X			
Provisions for the Disabled	X			
Variety of Instructional Spaces		X		
Laboratories		X		
Counseling/Guidance Space(s)	X			
Health Services Space(s)	X			
Library/Learning Media Center			X	
Administrative and Support Spaces	X			
Offices and Planning Spaces for the Faculty	X			
Heating, Ventilation, Air Conditioning	X			
Electrical, Water, and Sanitation Systems	X			
Energy Conservation System				X
Security System	X			
Storage Spaces	X			
Parking Spaces	X			
Athletic Fields		X		
Indoor Athletic Space(s)				X

Cafeteria/Dining Space(s)			X	
Auditorium/Theater				X
Dormitories				X
Chapel	X			
Maintenance & Cleaning	X			

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

Many of the facilities mentioned above are either not available or in need of improvement due to a lack of space in the current school building. The board has been exuding efforts for several years to find a larger facility to accommodate the school’s growth. In the meantime, the school is trying to maximize the use of available space in the most effective manner possible.

- a. Only classroom spaces are available in the school building at this time. A variety of instructional spaces cannot be housed in the current facility.
- b. There is one science laboratory that is used on a weekly basis by High School science classes (Physics, Chemistry, Biology and Biology AP) as well as Arabic language classes.
- c. There is no media center / computer lab in the school. The school has invested in four mobile carts and two iPad carts to allow for the use of technology in the classrooms.
- d. The school uses the blacktop area and the single field at the back of the school for recess and Physical Education. For sports days, Hollywood Park – a public park – at the back of the school is reserved. For basketball practice, the school rents gymnasiums from Montgomery County (a neighboring county) Public Schools and a private gym on a weekly basis.
- e. Currently, there is no auditorium in the school. The multipurpose room is used for school ceremonies, student assemblies and staff meetings.
- f. The school aims to renovate the existing courtyard for use as a multipurpose space for the school and community at large.

### A.3. MAINTENANCE AND CLEANING STAFF:

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance	3	X	Satisfactory
			Needs Improvement
			Unsatisfactory
Cleaning	5	X	Satisfactory
			Needs Improvement
			Unsatisfactory
Grounds	3	X	Satisfactory
			Needs Improvement
			Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

NA

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### FACILITIES STANDARD FOR ACCREDITATION

**The Standard:** The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school’s Mission. The facilities provide a physical environment that supports delivery of the school’s educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
5.1	Provides sufficient and appropriate facilities for all aspects of the school’s educational programs, activities, and services including:			X		
	5.1.a Instructional areas/classrooms					X
	5.1.b Administrative offices			X		

	5.1.c	Conference rooms		x			
	5.1.d	Residential boarding (students and faculty)		x			
	5.1.e	Health services		x			
	5.1.f	Student activities			x		
	5.1.g	Student services			x		
	5.1.h	Safe and secure storage of school property, equipment, official records, and materials (e.g., cleaning supplies and chemicals).			x		
	5.1.i	Safe and secure storage of student belongings			x		
5.2		Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching.			x		
5.3		Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.			x		
5.4		Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.			x		
5.5		Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.			x		
5.6		Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning.			x		
5.7		Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.			x		
5.8		Has adequate and appropriate lighting throughout its facilities.			x		
5.9		Has sufficient space for entering, exiting, and traffic flow within its facilities.			x		
5.10		Makes safe drinking water available for the students, the staff, and visitors to the school.			x		
5.11		Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy.			x		

### Indicators of Quality for schools with early childhood education programs

X	<b>These Indicators do not apply to our school.</b>
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### Stakeholders' comments to support the ratings:

Source of Comments	Comments
Staff	<ul style="list-style-type: none"> <li>Unfortunately we are outgrowing our building. Our leadership has been working tirelessly to find us a new building or find ways to create space.</li> <li>The building is old and needs major updates. Due to zoning issue, I think it is hard for the school to get permissions.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>We need a new building with space for all the programs.</li> <li>Excellent</li> <li>The school's physical security lacks reinforcement. For example, an active shooter scenario would be devastating to the school, if, God forbid, one happens.</li> <li>Meet the standard.</li> </ul>
Students	<ul style="list-style-type: none"> <li>If the school was bigger and provide a bigger space so we could do more activities and have better. Some places in the school are not always maintained. I feel like the bathrooms and classroom could be improved for a better feeling of security.</li> <li>Our school has a good learning environment</li> <li>The equipment is good and the lighting is partially good</li> <li>I have nothing to say</li> <li>Sometimes, bathrooms can be smelly and disgusting but that problem is fixed. Sometimes, the room for students can seem tight.</li> <li>some of the things could use improvement but overall nothing severe or majorly threatening</li> <li>There were not much to know before I enter the school, my mom was also just testing it when I came but as you can see I am still here from 6th grade meaning that it really did meet the standard.</li> <li>I believe that our school needs more space and more repairments to the ceilings in the classrooms. Also the bathroom next the the 12th grade needs lots of repairing.</li> <li>In general, I do not think that Al-Huda School meets this standard. Nothing against it because I understand but when it comes to the facilities it doesn't seem like it is well maintained. Though, I can tell that the administration are trying their hardest to fix it.</li> <li>the lights need improvement</li> <li>We do have student computers and a science lab which is nie. Since the facility is quite old there are alot of leaks but they try to take action usually not long term solutions. The lighting is good and enter and exit is great. There are security cameras at all entrances and locks on the doors only to be opened from the office.</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

### C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Facilities Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Facilities Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the Facilities Standard.

- Al-Huda School is constantly looking to upgrade its facilities, despite its budgetary constraints. A number of major facilities upgrades were completed in the last three years, including:
  - Replacement of the roof over the entire building
  - Replacement of all water fountains in the school
  - Renovation of the main girls' bathroom, boys' bathroom, and the basement bathroom
  - Repainting of all of the hallways
  - Complete reconstruction of the multipurpose / prayer room
  - Repaving of the main school parking lots
  - Addition of speed bumps on part of the road that runs through the school property
  - Addition of security gates in the school along with a buzzer system
  - Replacement of all exit/entry (glass) doors with more secure steel doors
  - Significant improvement in landscaping / beautification of the property
- With the large number of students in the school facility, Al-Huda School, in conjunction with a parent volunteer, developed a robust dismissal software to streamline the dismissal traffic flow and minimize the traffic in the neighborhood, and to facilitate a safe and secure dismissal process for everyone.

List the school's areas in need of improvement in meeting the Facilities Standard.

- The school should:
  - Provide adequate office space and conference rooms for staff, especially to meet with parents or among themselves.
  - Provide a variety of instructional space for student learning (including a media center, computer lab) and social activities.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to facilities that should be included in the action plan in the Plan for Growth and Improvement.

- The school should develop programs to have students and staff participate in cleaning and maintaining the building
- The school should plan for additional learning spaces such as a computer lab, media center, or look for additional alternative solutions for these activities

## **E. EVIDENCE to Support the Assessment of This Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

*(Indicators 6.1-6.37[PA6.38-PA6.41])*

## A. INFORMATION Related To This Standard

*Not applicable in this section. See School Information in the Profile of the School.*

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

**The Standard:** The school’s organization facilitates achievement of its purposes and core values as expressed in its Mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school’s Mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school’s leaders and staff demonstrate collegial and collaborative relationships.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school's organization promotes:</i></b>						
6.1	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.			x		
6.2	Commitment to the school, dedication to their work, and pride in the outcome of their efforts.			x		
6.3	Professional satisfaction and good general morale.			x		
<b><i>The governing body/owner(s) and leadership ensure that the school's organization:</i></b>						
6.4	Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.			x		
6.5	Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school’s students.			x		

<b><i>The governing body/owner(s) and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:</i></b>					
6.6	The day-to-day operation of the school.			X	
6.7	Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.			X	
6.8	Evaluating staff members' performance.			X	
6.9	Handling complaints/ grievances by members of the staff.			X	
6.10	Orienting and mentoring of new staff members.			X	
6.11	Appropriate orientation and supervision for service providers not employed by the school.			X	
6.12	Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.			X	
6.13	Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.			X	
6.14	Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children.			X	
<b><i>The governing body/owner(s) and leadership ensure that the school's staff:</i></b>					
6.15	Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.			X	
6.16	Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting.			X	
6.17	Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the school's success.			X	
6.18	Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.			X	
6.19	Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.			X	
6.20	Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s).			X	
6.21	Is provided opportunities to offer input into the content of professional development experiences.			X	
6.22	Is encouraged by the leadership to affiliate with professional organizations.			X	
6.23	Feels safe in the school.			X	
6.24	Enforces the student code of conduct fairly and uniformly.			X	
6.25	Demonstrates a commitment to, pride in, and support for the school by participating in its activities, and promoting its Mission.			X	

## Indicators of Quality for schools with early childhood programs

X	These Indicators do not apply to our school.
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## Indicator of Quality for schools that provide all or part of their educational program by a distance modality

	These Indicators do not apply to our school.
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
6.28	Members of the faculty who deliver the educational program and associated tasks via a distance modality are appropriately qualified and experienced.			x		
<b><i>The governing body/owner(s) and leadership ensure that the program:</i></b>						
6.29	Includes developing age-appropriate relationships between students and between students and their teachers.			x		

## Indicators of Quality for faith-based schools

	These Indicators do not apply to our school.
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure the school:</i></b>						
6.30	Portrays an identifiable integration of faith, life, and culture.			x		
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
6.31	The school's programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school's foundational documents.			x		
6.32	Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school's religious nature.			x		
6.33	Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundation documents of the school.			x		
6.34	Formal and informal opportunities are provided for the spiritual development of the faculty and staff members.			x		
6.35	Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community.			x		
6.36	The religious studies program for students is consistent with the Mission of the school and the sponsoring institution.			x		
6.37	Opportunities for prayer and/or expressions of faith are integrated into the school's curricula and daily activities.				x	

**Indicators of Quality for all Pennsylvania public schools, private schools and their contractors' employees who work in direct contact with children, and student teacher candidates.**

X	<b>These Indicators do not apply to our school.</b>
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**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
<b>Staff</b>	None
<b>Parents</b>	<ul style="list-style-type: none"> <li>• The teachers discipline actions is sometimes not appropriate. For example, if one student makes a mistake, the whole class could be punished. Some teachers command their students in military style (e.g. don't do this ... if you do this, I would punish you.). They don't seem to communicate with a kid.</li> <li>• Good</li> <li>• The religious emphasis on the course of studies is exceptional and exceeds our expectations.</li> <li>• Meet the standard.</li> <li>• COVID-19 has change all of our lives. Truly respect the teachers.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• most teachers are teaching us stuff they don't have any degree in.</li> <li>• In the for all schools part, I honestly feel like it could be better improved.</li> <li>• Our school does very well in keeping up with our Islamic duties</li> <li>• for some classes, the teacher is the main thing that makes me love the class (her teaching style, way of understanding, kindness, attitude, way of talking).</li> <li>• When we used to have school in the actual building we prayed every day never missing it.</li> <li>• Nothing to say</li> <li>• Sometimes classes go over salah which was a problem in the winter. I think teachers just have to make it a little more interesting.</li> <li>• A lot of the teachers do not follow some of the rules concerning the amount of homework given, the time it takes to do the work, and when it is supposed to be due meaning, making homework due on the weekend.</li> <li>• we pray everyday and are given the appropriate time to do so</li> <li>• Some of the teachers in the school are kind of qualified, but the others aren't good teachers in my opinion.</li> <li>• Teachers are very strict on girls' uniforms vs boys' uniforms. When we were at school, boys were allowed to wear any color t-shirt/pants at recess and PE. This was not allowed for girls under any circumstances. Some teachers do not think about how we are preparing to go to college. They grade extremely strictly, thus lowering our GPA.</li> <li>• The teachers really strive to make sure the students understand content and are taken care of Islam is the biggest part and they make sure to implement in any way possible. We take out time for prayers which I absolutely love. I feel very safe.</li> <li>• I don't feel safe based on my identity apart from being a Muslim, we are constantly told that some identities are unacceptable when a majority of them aren't easily controlled.</li> <li>• Maybe give students less homework so it wouldn't have to build up stress especially at a young age because we have a life I am sorry if it is offending also maybe go easy on the students cause then we would probably want to go to al Huda we will be there excited for the next day</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the School Organization Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the School Organization and Staff Standard for Accreditation.

## D. Implications for PLANNING

**List the school's strengths in meeting the School Organization and Staff Standard.**

- The governing body has created a family-like environment in the school where staff members, for the most part, come together for a unified sense of purpose and mission.
- Staff are dedicated to the mission of the organization and value the work environment such that they are willing to accept comparatively lower wages.
- Staff and parent community believes in the vision of the organization as a model community that is striving to uphold the faith in its unaltered form.
- The school community receives regular spiritual development aligned with their Islamic values and morals in the following forms:
  - Daily morning assembly starts with prayers from the Qur'an and authentic Sunnah<sup>18</sup> (conducted online for both AHS and AGS)
  - Weekly staff lecture (Tuesdays) on spiritual development and purification of the soul (conducted online for both AHS and AGS staff)
  - Weekly Friday sermon for all staff and students

**List the school's areas in need of improvement in meeting the School Organization and Staff Standard.**

- Professional development should be coupled by closer and more targeted observations with actionable and meaningful feedback
- The school should work on raising staff salaries
- The school should provide more thorough orientation for new staff members and volunteers who may join during the school year

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school organization and staff that should be included in the action plan in the Plan for Growth and Improvement.**

- The school should offer comprehensive training for team leaders and administrators to conduct thorough observations and give meaningful and actionable feedback to teachers.
- School should encourage more staff members to get certified.

<sup>18</sup> Sunnah: the traditions of Prophet Muhammad (peace be upon him)

## **E. EVIDENCE to Support the Assessment of This Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# HEALTH AND SAFETY STANDARD FOR ACCREDITATION

(Indicators 7.1-7.18)

## A. INFORMATION Related to this Standard

### A.1. EMERGENCY AND CRISIS PLANS:

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Lockdown plan	X		
Evacuation plan (fire / bomb threat)	X		
Shelter plan (public safety, severe weather, outside hazardous material release, earthquake)	X		
Emergency closing procedures	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

NA

### A.2. EMERGENCY DRILLS:

Type of Emergency Drill	Frequency of Drills		Quality of Drills		
			S	NI	U
Evacuation(s)		Semi-Monthly			
		Monthly			
	4 times	Annually		X	
Shelter in Place		Semi-Monthly			
		Monthly			
	2-4 times	Annually	X		
Bus Evacuation - <b>Not applicable</b>		Semi-Monthly			
		Monthly			
		Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

The school should conduct evacuation and shelter in place drills for a wider variety of situations, including:

- During lunch / recess times
- During prayer times
- During dismissal

The school is required to conduct four fire drills during the year per state regulations. However, due to the COVID-19 pandemic, the school was only in session for two months from March 2020 until now.

### A.3. HEALTH AND SAFETY INSPECTION SCHEDULE:

Type of Inspection	Frequency	Results of Inspections		
		S	NI	U
Fire Alarm System	Semi-Monthly			
	Monthly			
	X Annually	X		
Food Services	Semi-Monthly			
	Monthly			
	X Annually	X		
Elevator(s) - Not Applicable	Semi-Monthly			
	Monthly			
	Annually			
Internal Communications System	Semi-Monthly			
	Monthly			
	X Annually	X		
Technology Arts/Industrial Arts Equipment	Semi-Monthly			
	Monthly			
	Annually			
Athletic Equipment	Semi-Monthly			
	Monthly			
	X Annually	X		
Playground Equipment	Semi-Monthly			
	Monthly			
	X Annually	X		
Water Supply	Semi-Monthly			
	Monthly			
	X Annually	X		
Swimming Pool Water - Not Applicable	Semi-Monthly			
	Monthly			
	Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

NA

**A.4. SUMMARY OF HEALTH SCREENINGS:**

Screening For	Conducted By	Frequency
Vision	Not required by school	Semi-Monthly
		Monthly
		Annually
Hearing	Not required by school	Semi-Monthly
		Monthly
		Annually
Dental	Not required by school	Semi-Monthly
		Monthly
		Annually
Physical	Not required by school	Semi-Monthly
		Monthly
		Annually
Tuberculosis	Not required by school	Semi-Monthly
		Monthly
		Annually

**A.5. SUMMARY OF INOCULATIONS:**

Required cumulative number of doses for each vaccine for children enrolled in KINDERGARTEN - 12th grade							
Grade Level	DTaP/DTP/Tdap/DT/Td	Tdap	Polio	MMR	Varicella	Hep B	Meningococcal
KG, 1-6	4 or 3		3	2	2	3	0
7	4 or 3	1	3	2	2	3	1
8-12	3	1	3	2	1 or 2	3	1

**A.6. PROVISIONS FOR HEALTH AND SAFETY:**

Health and Safety Issue	Quality and Adequacy		
	S	NI	U
Adequate health care services at all times.		X	
Health care at school functions that take place away from the school's premises.		X	
Means to communicate internally in event of power failure of evacuation of building.	X		
Means to communicate externally in event of power failure of evacuation of building.	X		
Place(s) to assemble during an evacuation.	X		
Proper and safe storage of dangerous substances.	X		

Fire blankets and/or eyewash stations in required areas.	X		
Automatic external defibrillators available and staff personnel trained to use them.	X		
Panic buttons for dangerous equipment.			X
Provisions for preventing the spread of infectious substances and diseases.	X		
Safety lines in required areas.	X		
Students and the staff wearing eye and ear protection in dangerous areas.	X		
Fire extinguishers available in all areas.	X		
Fire alarm pull stations in all areas.	X		
Evacuation notice and directions posted in all rooms and spaces.	X		

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

The school currently does not have a certified nurse due to budgetary reasons. Office staff have medication administration training which has a limited use. The school also currently does not have a dedicated health suite. It has dedicated space in one of the administrative offices using partitions for those students who are unwell during the day.

**A.7. HEALTH AND SAFETY STAFF:**

Type of Health and Safety Personnel	Number	Quality and Adequacy		
		S	NI	U
Certified Nurse	0		X	
Medication Technician	3	X		
School Security Officer	1	X		
Local Police Security Officer - NA				
Athletic Trainer	2		X	

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### HEALTH AND SAFETY STANDARD FOR ACCREDITATION

**The Standard:** The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
7.1	Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.			x		
7.2	Regularly reviews and updates its plans for responding to emergencies and crises.			x		
7.3	Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.			x		
7.4	Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.			x		
7.5	Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at school functions that take place away from the school's premises.			x		
7.6	Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.			x		
7.7	Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.			x		
7.8	Has and implements a system to account for the whereabouts of its students at all times.			x		
7.9	Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.			x		

7.10	Provides staff with up-to-date and relevant health, wellness, and safety information and practices pertaining to the school's students and staff.			x		
7.11	Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.			x		
7.12	Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.			x		
7.13	Has an effective system to control access to the school by visitors and other non-school personnel.			x		
7.14	Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff.			x		

## INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

X	These Indicators do not apply to our school.
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### Stakeholders' comments to support the ratings:

Source of Comments	Comments
Staff	None
Parents	<ul style="list-style-type: none"> <li>• Excellent</li> <li>• The system for total strangers accessing the school grounds needs improvements.</li> <li>• Meet the standard.</li> <li>• Offer an enrichment program for my son &amp; classmates to exceed because with the pandemic it's challenging for children to focus. Alhuda &amp; teachers find ways for students to engage.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• For "My school has plans to deal with accidents and illnesses," I'm not sure about the accidents part because there were no instructions nor an informant that has told us the procedure for this kind of thing. So, I do not know if the school is prepared for "accidents," also accidents could mean a verity of things.</li> <li>• Our school does OK with health</li> <li>• we do usually have pizza for lunch if you buy it or you can bring your own lunch</li> <li>• I think mostly it does but sometimes, when I'm get hurt in recess, i come back but i didn't feel they had a plan.</li> <li>• Masha Allah, the school really provides good health care, and it exceeds in practicing wellness and a healthy lifestyle.</li> <li>• from the view of the student, the health care may seem just under meeting but I am sure there are reasons for that which I am not aware of</li> <li>• Al-Huda does not have a nurse, which makes health care insufficient for the school. If someone (InshAllah this does not happen) was severely sick and their parents wouldn't be coming for a while, no offense, but an icepack would not do much justice. This is why it is important to always have a plan to help the students if this situation ever comes.</li> <li>• maybe in the beginning of the school year, fire drills etc, are a little frequent but after first 3 months or so drills are just practiced rarely</li> <li>• They have rules around sickness which is good. We do drills often. We don't really have a full-time school nurse, we have a healthcare worker but she does not work full time.</li> <li>• We used to be rejected from going to the office when something happened. I personally wasn't allowed to go and almost passed out before walking out and going myself</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

### C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Health and Safety Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Health and Safety Standard for Accreditation.

### D. Implications for PLANNING

List the school’s strengths in meeting the Health and Safety Standard.

- The office staff are extraordinarily kind and caring toward students whenever they are in need of medical attention.
- The office staff have received Medication Administration Training and address basic first aid needs for the students.
- The school recently added security cameras both inside and outside of the building.
- The school has hired a full-time armed security guard.
- The school has invested in a number of radios and has developed systems where all staff going outside with students (for recess or physical education) carry radios and are required to conduct radio checks with the security guard.
- In consultation with Montgomery County Department of Safety and Management, the school updated its emergency procedures recently to align with best practices.
- The school hired a full-time School Social Worker in 2019 to address the mental health needs of the students. In addition, the school hired a part-time Student Success Coach for its global school students in Fall of 2021.

List the school’s areas in need of improvement in meeting the Health and Safety Standard.

- The school should strive to offer healthy snacks and lunches more regularly
- The school should conduct more regular trainings for staff and students for various emergency situations
- The school should allocate a budget to hire a school nurse.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to health and safety that should be included in the action plan in the Plan for Growth and Improvement.

- The school should allocate a budget to hire a school nurse and to expand its counseling services through the office of School Social Worker.

## **E. EVIDENCE to Support the Assessment of This Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

(Indicators 8.1-8.61)

## A. INFORMATION Related to This Standard

### SUMMARY OF THE EDUCATIONAL PROGRAM:

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER SEMESTER/YEAR													
Curriculum Area	K	1	2	3	4	5	6	7	8	9	10	11	12
English/ Language Arts	360	360	360	360	360	360	180	180	180	180	180	180	216
Math	180	180	180	216	216	216	180	180	180	180	180	180	216
Science	72	72	72	72	72	72	180	180	180	180	180	180	216
Social Studies	72	72	72	72	72	72	180	180	180	180	180	180	NA
The Arts	36	36	36	0	0	0	0	0	0	0	0	0	NA
Other Languages (Arabic)	144	144	144	144	144	144	144	144	144	144	144	144	144
Health/P.E.	36	36	36	36	36	36	36	36	36	36	36	36	0
Technology	0	0	0	0	0	0	0	0	0	0	0	36	0
Other: Islamic Studies	180	180	180	180	180	180	180	180	180	180	180	180	180
Other: Qur'an	180	180	180	180	180	180	180	180	180	180	180	180	180

<b>X</b>	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

**Describe the school's policy/procedure for developing, reviewing, and revising the curriculum areas in the school's educational program.**

The curriculum is reviewed on an annual basis. Team leaders solicit feedback from teachers during their regular team meetings. Team leaders then discuss any such changes with the respective vice principals. At the end, recommendations for revision are discussed in the administration and a final decision is made, during the summer of every year. Textbooks and/or yearly plans are reviewed in conjunction with the team leaders / department heads.

The school engaged in active research starting in 2017 to revamp its curricular areas. After considerable research, the school decided to adopt the Understanding by Design (UbD) framework. Members of the leadership team attended several workshops with the cofounder of UbD, Jay McTighe. In addition, the school invited Mr. McTighe to conduct multiple workshops with the school's teachers during the 2021 school year. The school is on its way to implementing UbD fully by the Fall of 2023.

**Describe the school's policy/procedure for ensuring that the curriculum areas in the school's educational program are aligned vertically and horizontally.**

Vertical and horizontal curriculum alignment is planned and implemented through grade level and departmental teams under the supervision of team leaders/department heads, and the Assistant Principals overseeing those departments. Each group works with the yearly plans to ensure continuity and to coordinate instruction at the same grade level and beyond.

**Describe the school's policy/procedure for developing, reviewing, and revising curriculum guides for the curriculum areas in the school's educational program.**

Curricula is worked on and developed by the department heads and the administration. Once the documents have been updated it is shared with the respective teams and teachers. As part of the implementation of the Understanding by Design (UbD) framework, the school took the following steps in the last two years:

1. The school's institutional transfer goals were developed by a committee of school board, founding members, and administration (2019).
2. The institutional transfer goals were thoroughly reviewed and critiqued by an independent consultant, Dr. Sandy Klienman, who is also an associate working with Jay McTighe (2019).
3. The school then developed departmental transfer goals for each subject within the school, according to the following rigorous review process:
  - a. The school adopted the subject-specific goals developed by the Washington County Public School (WCPS) system in Western Maryland as the starting point. These goals were developed with the Common Core State Standards as their anchor standards.
  - b. Round 1 of Review: A committee comprised of a) the department head for each subject, b) the vice principal overseeing the department and c) the principal then integrated the school's transfer goals into the goals adopted from WCPS.
  - c. Round 2 of Review: A second round of review was then conducted with the Round 1 team, and the English department head (Zaynab Abdullah), the Islamic Studies department head, who is also one of the assistant principals (Abdul-Qaadir Abdul-Khaaliq), and the Islamic Studies Curriculum Coordinator (Samira Hingoro) to ensure complete alignment with Islamic values.
  - d. Round 3 of Review: Mr. Jay McTighe was then hired as a consultant to review each of the departmental transfer goals documents to ensure alignment with the tenets of UbD, clearly articulating transfer goals, enduring understandings, and companion essential questions.

**Describe how and in which curriculum areas students receive instruction for developing critical thinking, reasoning, problem-solving, and study skills.**

Students receive instruction for developing critical thinking skills, reasoning, problem-solving and study skills in the following classes: Biology AP, US Government & Politics AP, Calculus

AP, English Language and Composition AP, Islamic Studies (6th-12th), Arabic Language, Qur'an, and in almost all other high school level subjects.

Additionally, students practice and demonstrate the above-mentioned skills through projects displayed during school-wide events. Al-Huda School routinely holds the following events (with the exception of the COVID-19 pandemic where several of these events had to be canceled):

1. Science Fair (Science)
2. Islamic Fair (Islamic Studies)
3. Math League (Math)
4. Geography Bee (History)
5. Spelling Bee (Spelling / Language Arts)
6. Arabic Day (Arabic)
7. Qur'an Competition (Qur'an)

As teachers receive further training in implementing UbD in their planning and instruction, and start implementing authentic performance tasks more regularly in their classrooms, it is the school's hope that critical thinking and problem-solving skills will be taught in all of the classes and in all subjects across the school.

**Describe how and in which curriculum areas students receive instruction in the effective uses of technology for learning and opportunities to apply that knowledge.**

Students receive instruction in the effective use of technology for learning, and have opportunities to apply that knowledge in all of their AP subjects, Science and History classes, and in the Technology class. For students in the AGS, instruction in the effective use of technology is constantly embedded in all of their subject areas.

Al-Huda School started offering blended learning classes for High School Math in 2018. Students in those classes are taught the effective use of technology since much of their learning materials are made available online.

The school has also offered the following electives in the recent years where effective use of technology is integrated as part of the curriculum:

1. AP Computer Science Principles (high school)
2. Introduction to Coding (middle school)
3. Journalism
4. 3D Modeling
5. Public Speaking
6. Introduction to the Teaching Profession

**Describe how and in which curriculum areas students are provided with opportunities to develop social skills such as self-control, working constructively in a group, accepting individual and group responsibility, etc.**

Developing skills such as self-control, working constructively in a group, accepting individual and group responsibility, etc., are part and parcel of Al-Huda School's fourth institutional transfer goal: GROW (an intentional community).

Students are provided with opportunities to develop these skills in all subjects, especially through the Islamic Studies classes. Additionally, the Ummah Badge character-building program reinforces social skills such as self-control, accepting responsibility, working constructively, etc. The themes of the Ummah Badge program are integrated across subject areas, and are covered during the morning assembly.

**Describe the school's policy/procedure for selecting, evaluating, and reviewing instructional materials for the curriculum areas in the school's educational program.**

Department heads and team leaders recommend or select textbooks and/or instruction for the school's educational program. The textbooks and materials are evaluated based on a criteria developed by the school. If needed and available, independent ranking websites like EdReports are researched. The specific programs that receive the highest ranking are then referred to the administration as final recommendation, who approves of those programs and makes the necessary purchase.

The same process is followed for selecting vendors to offer online materials for AGS. A key point that is considered essential in the selection of online vendors is the ability to seamlessly integrate Islamic morals and values in the online materials. Click [here](#) to view the criteria used for vendor or textbook evaluations.

**Describe the school's policy/procedure for identifying and addressing different student learning styles for the curriculum areas in the school's educational program.**

Faculty and staff are trained and continue to receive training in differentiating instruction and assessment to meet the different learning styles.

**Describe the school's policy/procedure for identifying students with special needs (gifted, ESL, special education, etc.) and how the curriculum areas are modified for these students.**

If a teacher suspects a student of having special needs, in consultation with the administration, the administration contacts the parents and requests an evaluation of the child for special needs through the local public school system. The administration, teachers and parents participate in the IEP development process. Upon completion of this process, the teacher and administration determine if it is possible to meet the needs and honor the accommodations and recommendations made in the IEP.

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

**The Standard:** The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school's Mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
8.1	Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school's Mission and goals for student learning.			x		
8.2	Publishes for all students and their families an overview of the school's educational program and its programs of study and seeks input as appropriate.			x		
<b><i>The governing body/owner(s) and leadership ensure that the school's educational program includes:</i></b>						
8.3	Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.			x		
8.4	Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education.			x		
8.5	Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.			x		
8.6	Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.			x		
8.7	Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.			x		

8.8	Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.			x		
<b><i>The governing body(s) and leadership ensure that the school's educational program:</i></b>						
8.9	Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices.			x		
8.10	Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.			x		
8.11	Expresses expected student learning outcomes in terms that can be understood by the students.			x		
8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).			x		
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level.			x		
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the school.			x		

### Indicators of Quality for schools with early childhood programs

X	<b>These Indicators do not apply to our school.</b>
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### Indicators of Quality for schools with elementary school programs

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school's elementary-level educational program:</i></b>						
8.36	Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.			x		
8.37	Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.			x		
8.38	Provides individualized instruction and, as appropriate, activities in small groups.			x		
8.39	Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.			x		
8.40	Provides experiences that prepare students for successful transition to middle and secondary school settings.			x		

## Indicators of Quality for schools with middle school programs

	These Indicators do not apply to our school.
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body(s) and leadership ensure that the school's middle-level educational program:</i></b>						
8.41	Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.			x		
8.42	Provides experiences that prepare students for successful transition to the secondary school setting.			x		

## Indicators of Quality for schools with secondary school programs

	These Indicators do not apply to our school.
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school's secondary-level educational program provides:</i></b>						
8.43	Students with the knowledge, skills, and habits of mind required for college and career readiness.			x		
8.44	Experiences that prepare students for successful transition to postsecondary education and/or the world of work.			x		
8.45	Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.			x		

## Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

	These Indicators do not apply to our school.
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school's educational program:</i></b>						
8.46	Facilitates student interaction (synchronous and asynchronous) with teachers and other students through a variety of means as an essential characteristic of the educational program.			x		
8.47	Informs students and their families (if appropriate) about any aspects of the educational program that are created or delivered by an organization other than the school.			x		

8.48	Sets the expectations for student learning and performance that are achievable through a distance modality.			x		
8.49	Uses textbooks and/or other learning and instructional materials that are developed by authors qualified in distance education techniques.			x		
8.50	Includes instruction in the skills students need to use the distance modality effectively and efficiently.			x		
8.51	Provides opportunities for students to develop social skills for relating to and working with other students and adults.			x		

## Indicators of Quality for faith-based schools

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school's religious educational program:</i></b>						
8.52	Reflects appropriately the religious nature of the school.			x		
8.53	Integrates religious teachings into all areas of the educational program.			x		
8.54	Includes teachings that are grounded in the beliefs, values, and traditions of the sponsoring faith-community.			x		
8.55	Defines clearly the objectives for faith development and community service programs for students that reflect the Mission of the school.			x		
8.56	Makes religious education for students a priority in scheduling, budgeting, and planning.				x	
8.57	Is a central concern of all of the school's leaders, faculty members, and staff.			x		
8.58	Is age and developmentally appropriate.			x		
8.59	Includes health education that is consistent with the religious beliefs and values of the sponsoring faith-community.			x		
8.60	Includes opportunities for students to apply their learning beyond the classroom (e.g., community service projects, internships, job shadowing).			x		
8.61	Provides regular faith-based experiences that foster the religious formation of the students.			x		

**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
<b>Staff</b>	None
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Good</li> <li>• Regular education here is very Islamic and meets our expectations.</li> <li>• Meet the standard.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• For things such as Islamic Critical thinking and integration into our daily lives some specific teachers are VERY GOOD when it comes to this (Br.Karim Mahmoud), that provide you with a lot of things you can apply into the daily life and explains it in a way that is easy to understand but this is a specific case with some of our most recent teachers 9th and 10th grade</li> <li>• For things such as Islamic Integrations, there are some really good teachers for this, that provide you with more than enough knowledge on Islamic Perspectives.</li> <li>• No comment.</li> <li>• Our school has a very good Islamic standard</li> <li>• when it comes to the religion at my school it exceeds</li> <li>• The school doesn't really help me grow in islam, I'm still pretty much the same kind of muslim I was when I first came. We just kind of do the same thing like praying.</li> <li>• yes we do have a very good education but I believe it is very tightly constructed or to in easier terms very textbook. we do learn most if not everything we need to but growing up in an environment with prettymuch the same people doesn't allow room for growth in social skills.</li> <li>• Since the school is small, we don't get to pick courses that we would like. I haven't moved schools so I don't know if they have programs to help change schools.</li> <li>• some textbooks are too big and computers and electronics should be used more than just map testing</li> <li>• There are some times where I find myself struggling in the level i'm set in for school. Sometimes I feel I may need a lower math or science level. Since the school is private everyone has a set curriculum to follow which can be difficult.</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

**C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

X	Our self-assessment is that our school <b>MEETS</b> the Educational Program Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Educational Program Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the Educational Program Standard.

- The school has made great progress in systematically and methodically incorporating its mission and transfer goals into each subject/departmental transfer goals.
- Integration of Islamic morals and values is apparent and is made a priority in all curricular areas and the school's schedule.
- Introduction of the blended learning program in high school at AHS, as well as the launch of AGS have furthered the effective use of technology in the school.

List the school's areas in need of improvement in meeting the Educational Program Standard.

- Incorporation of critical thinking, problem solving, and analytical skills should be done consistently and uniformly across all curricular areas.
- Integration of Islamic teachings, morals and values should be done consistently in alignment with the school's transfer goals.
- AGS students should receive adequate training and coaching in the proper use of their learning management system.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to educational program that should be included in the action plan in the Plan for Growth and Improvement.

- Further training in Understanding by Design (UbD) and the implementation of authentic performance and cornerstone tasks can significantly improve the incorporation of critical thinking and problem solving skills across all curricular areas.
- Further training should be conducted in the effective implementation of blended learning in high school Math.
- The school should leverage blended learning and the launch of AGS to offer tracks within its advanced Math program at AHS.
- The school should further streamline the process of identifying, evaluating, and addressing the needs of special needs students (ESL/ELL, learning disabilities, etc.)

## **E. EVIDENCE to Support the Assessment of this Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

(Indicators 9.1-9.15)

## A. INFORMATION Related to this Standard

*Not applicable in this section. See Academic Performance Data in the Profile of the School.*

## B. Self-Assessment to Adherence to the INDICATORS OF QUALITY

### ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

**The Standard:** The school has a program for assessing student learning and performance that is consistent with the school’s Mission. The program is based on current research and best practices and is aligned with the school’s educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school’s community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body and leadership ensure that the school:</i></b>						
9.1	Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.			x		
9.2	Reports the results of its assessment of students’ learning and performance regularly, accurately, and clearly to the school’s community of stakeholders.			x		
9.3	Has leadership and a staff that are committed to, participate, and share in accountability for student learning and performance.			x		
<b><i>The governing body/owner(s) and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:</i></b>						
9.4	Evaluating the effectiveness of the school’s curricula, instructional methods, professional development programs, and student services.			x		
9.5	Monitoring learning by individual students as well as cohorts of students as they move through the school.			x		

9.6	Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.			X		
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
9.7	Maintains appropriate records of students' learning and performance.			X		
9.8	Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.			X		
9.9	Communicates its assessment policies and program to the school's community of stakeholders.			X		
9.10	Communicates regularly with families regarding students' progress in learning.			X		
9.11	Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels.			X		
<b><i>The governing body/owner(s) and leadership ensure that the school uses assessments to measure student learning that:</i></b>						
9.12	Are based on current and reliable research on child development and growth.			X		
9.13	Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.			X		
9.14	Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.			X		
9.15	Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.			X		
9.16	Reflect understanding of different styles of learning.			X		
9.17	Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.			X		
9.18	Are augmented by information and insights about students' learning and performance from students' families.			X		

**Indicator for Quality for schools with early childhood programs**

X	<b>These Indicators do not apply to our school.</b>
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**Indicators of Quality for schools that deliver all or part of their educational program by a distance modality**

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
9.21	Has and implements written policies and/or procedural guidelines that ensure students fulfill program requirements personally and with appropriate assistance.			X		
9.22	Has and implements written policies and/or procedural guidelines to ensure the identity of the students when assessing learning and performance electronically or by means other than in a location in			X		

	which the student is in the presence and under the direct supervision of a staff member.					
9.23	Requires that members of the staff who evaluate student assignments are qualified in the fields they are evaluating.			x		
9.24	Uses data on student learning and performance and completion rates to evaluate and revise, as needed, curriculums, instructional methods, and educational services.			x		

### Indicators of Quality for faith-based schools

	<b>This Indicator does not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
9.25	Includes in its assessments of students' learning and performance knowledge and application of the schools' religious beliefs and values.			x		

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
<b>Staff</b>	None
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Good</li> <li>• They try with sincerity to achieve standards.</li> <li>• Meet the standard.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• The students are able to see their grades as soon as they are entered</li> <li>• we usually get out grades in like 2 days.</li> <li>• for the most part all students are on more or less the same level, but i can say htat it is hard to catch up to speed when one student falls behind especially for the teacher since he/she has the rest of the class to worry about as well.</li> <li>• Some teachers wait till last minute to enter grades before the quarter closes down so no one can ask questions or express concerns about their grades.</li> <li>• Before I was in highschool they would make sure im turning all work in on time. By highschool they expect us to be more responsible they don't chase us as much as when we were younger.</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

### C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Assessment and Evidence Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Assessment and Evidence Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the Assessment and Evidence of Student Learning Standard.

- The school strictly maintains confidentiality of student records and performance and only shares such information with authorized individuals.
- As a measure of increased security and to be more environmentally friendly, the school office went completely green in 2020 and moved all physical files to a safe and encrypted cloud-based solution (eFileCabinet).
- The school shares information about student performance with parents on a regular basis and encourages parental involvement:
  - AHS parents:
    - can login to the student information system (Gradelink) at any time to check their children's grades/progress
    - receive text messages and emails in the middle of each quarter to encourage them to login to Gradelink to check their children's progress
    - receive report cards at the end of each quarter and have the opportunity to meet with their children's teachers during parent-teacher conferences (three times a year)
  - AGS parents
    - AGS parents can login to their children's learning management system (Agilix Buzz) at any time as observers and check their children's grades/progress
    - receive a progress report of their children's grades every two weeks in email
    - receive regular communication from their children's teachers and student success coach about their children's progress
- The school shares students' standardized test scores (MAP) with parents within a few days after the conclusion of the tests

List the school's areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.

- Staff need training on identifying students with potential learning needs so they can be further assessed by specialists
- Benchmark assessments should be instituted and uniformly applied and analyzed
- Grading practices should be implemented consistently and uniformly with grades updated in a timely fashion across the school

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to assessment and evidence of student learning that should be included in the action plan in the Plan for Growth and Improvement.

- The school should develop and implement benchmark assessments and offer training to teachers on how to read and analyze data from these (and all other) assessments
- Staff should be trained on identifying and working with students with special needs (especially ESL/ELL learners).

## **E. EVIDENCE to Support the Assessment of This Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# STUDENT SERVICES STANDARD FOR ACCREDITATION

(Indicators 10.1-10.34)

## A. INFORMATION Related to This Standard

### A.1. Student Services Staff:

Type of Student Services Personnel	Provided by		Adequacy of Type and Number		
			S	NI	U
Guidance and Counseling Services	X	School Staff	X		
		Outsourced			
Child Study Team Services		School Staff	X		
	X	Outsourced			
Special Education Services		School Staff			
	X	Outsourced		X	
Instructional Aides	X	School Staff	X		
		Outsourced			
Food Services	X	School Staff	X		
		Outsourced			
Transportation Services - NA		School Staff			
		Outsourced			
Admissions	X	School Staff	X		
		Outsourced			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

The school currently does not have any special education teachers and relies on the evaluation done by local public school systems, which is often very slow.

### A.2. Student Services

Describe the guidance and counseling services for students provided by the school (include guidance counseling, including personal, academic, college, and career, substance abuse counseling, social workers, etc).

Al-Huda School has hired professionals in the following positions:

- College Counselor:** Works with the high school students in preparing them for their academic and professional career; coordinates all student internships and community service hours; guides seniors through their college application, resume and college essay writing processes; offers informational workshops on careers, internships, and college readiness, and standardized testing preparation; and provides guidance on various elements of financial aid aligned with Islamic morals and values. Al-Huda School uses Naviance for college applications and other college counseling functions.

2. **School Social Worker:** Al-Huda School hired a full-time school social worker in 2019. The school social worker addresses mental health issues for students in AHS by conducting individual and group therapy; offers coaching and mentoring for individual and groups of students; conducts workshops for both parents and students; liaises with outside professionals and therapists whenever there is a need. The school social worker also engages with students in the AGS in a limited capacity through wraparound services. This includes connecting the students and their families with local community based services.
3. **Student Success Coach:** The student success coach (SSC) meets with students in the AGS for the purpose of coaching, mentoring, and empowering them to be successful and independent online learners. Follow up and meetings are prioritized based on students' individual academic and motivational needs. The SSC also engages with the parents of students to improve their follow up with their children. The SSC hosts virtual workshops for AHS and AGS students to enhance their study skills, as well as social events to encourage team building and boost school spirit.

**Describe the Child Study Team services provided for students identified as having special needs (includes self-contained programs, resource centers, in-class support, therapies, including psychological, speech, physical, and occupational).**

Currently, Al-Huda School does not have a formal Child Study Team. If there is a concern that a student may require special accommodations, the administration contacts the parents and requests an evaluation of the child for special needs through the local public school system. The administration, teachers and parents participate in the IEP development process. Upon completion of this process, the teacher and administration determine if it is possible to meet the needs and honor the accommodations and recommendations made in the IEP.

**Describe the special education services provided.**

Once an IEP is developed by the local public school system or an external expert, the administration, along with the teacher, reviews the recommendations offered. The school then decides the recommendations that can be implemented in the classroom given the learning challenges and available resources.

**Describe the use of instructional aides in the school.**

Currently instructional aides (Teacher's Assistants) are used in the following areas:

- KG: full-time Teacher's Assistant for the homeroom classes
- Grades 1-3: Part-Time Teacher's Assistant for the homeroom classes (one TA helps two homeroom classes)

Arabic and Qur'an TAs: Assigned to elementary and middle school Arabic and Qur'an teachers, whenever possible, to help primarily with differentiation of instruction in the classroom.

**Describe the food services for students provided by the school. If food services are not provided by the school, describe the provisions for students to eat during the school day.**

- Food is provided to students by a nearby Muslim restaurant, and is served by the manager of the school store who is a certified food handler.
- The school store sells snacks and drinks.
- Due to the COVID-19 pandemic, food services were not offered during online learning and during the two months in Fall of 2021 when the school returned for in-person instruction

**Describe the transportation services for students provided by the school. If transportation is not provided by the school, describe how students travel to and from school.**

- The school does not offer transportation arrangements to the students at this time
- Parents drop off and pick up their children from school
- The school also facilitates carpooling arrangements for parents who are interested in carpooling

**Describe any career awareness activities provided by the school.**

High school students are required to complete a 75-hour internship in a field of their choice, under the guidance and supervision of the college counselor.

**Describe any school programs for the orientation of new students or the transitioning of students between schools/levels.**

- The school holds an orientation at the beginning of each year for all parents, where the various policies and procedures of the school are shared and discussed with parents. Students are welcomed to attend this orientation.
- All K-5 parents and students (new and returning) are invited to a “Meet & Greet” event, one day before the first day of school. This allows students and parents to meet their teachers.
- The Back-to-School program provides another opportunity for parents to meet the teachers, visit the classrooms, and ask any questions about the curriculum.
- The school is in the process of developing a self-paced orientation for parents and students of AGS, which would be required to be completed before a student starts the school (whether at the beginning or the end of the school year).

**Describe the school's admission practices.**

- The school admits students from KG – 11th grade. Parents have to fill out an application form and submit required documentation including educational records.
- Students take an admission test that assesses their readiness in English and Math
- All new parents are interviewed; all students entering grades 4-11 are interviewed
- Based on the student’s academic and behavioral history, performance on the admission test, and the interview (if applicable), one of the following decisions is rendered

- The student is accepted with an 8-week probationary period
- The student is accepted with an 8-week probationary period, and is required to receive tutoring in Math or English (depending on his or her performance in the admission test)
- The student is rejected, and is afforded a second opportunity to take the admission test.
- The student is rejected (either because of failing the admission test the second time, or as a result of the interview)

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### STUDENT SERVICES STANDARD FOR ACCREDITATION

**The Standard:** The school provides student services that are effective, appropriate, and that support student learning and achieving the school's Mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school's educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure the school provides student services that:</i></b>						
10.1	Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.			x		
10.2	Are the shared responsibility of the school's counselors, leadership, teachers, and other staff members.			x		
10.3	Address students' emotional and social needs as well as academic needs.			x		
10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.			x		
10.5	Extend into and support services provided by community agencies.			x		
10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.			x		
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services.			x		
10.8	Include an orientation program for new students and their families to share the school's Mission, educational program, services, policies, and expectations.			x		

10.9	Make available to students' families information about child development and learning.			x		
<b>Transportation Services—The governing body/owner(s) and leadership ensure that the school:</b>						
10.10	Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school.					
10.11	Requires that all transportation personnel of the school or those contracted by the school are appropriately trained.					
10.12	Is in compliance with the safety requirements of all appropriate civil authorities in which the school is located for transportation services provided or contracted by the school.					
10.13	Has and implements procedures for the safe arrival and departure of students from the school.			x		
<b>Food Services—The governing body/owner(s) and leadership ensure that:</b>						
10.14	Student dining areas are functional and hygienic.					
10.15	Meals provided by the school meet generally accepted nutritional standards.			x		
10.16	Information about nutritional values of the foods is available to students and their families.					
10.17	Appropriate training is provided to food services providers.					
10.18	Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located.					
10.19	Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located.					
<b>Services for Students with Special Needs—The governing body/owner(s) and leadership ensure that the school:</b>						
10.20	Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.					
10.21	Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.			x		
10.22	If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.					
<b>Admissions and Placement—The governing body/owner(s) and leadership ensure that the school has and implements written policies or procedural guidelines governing:</b>						
10.23	Admission to the school.			x		
10.24	Placement of students in the appropriate components of the educational program and at the appropriate levels.			x		
<b>The governing body/owner(s) and leadership ensure that the school:</b>						
10.25	Informs applicants for enrollment and their families of the Mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.			x		
10.26	Employs only marketing materials, statements, and representations related to the school's educational programs,			x		

services, activities, and resources that are clear, accurate, current, and non-discriminatory.					
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**Indicators of Quality for schools that deliver all or part of their educational program by a distance modality**

<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
10.27	Advises prospective students and their parents/guardians prior to admission about the self-motivation and commitment needed for successful learning by the distance modality and the technical competence required to participate and learn in the educational program.			x		
10.28	Provides support in student use of distance modalities at the levels expected.			x		
10.29	Actively encourages students to start, continue, and finish their programs of study within the time prescribed.			x		
10.30	Has and implements written policies or procedural guidelines to evaluate students' previous academic work and to provide fair and consistent awarding of credit for previous studies or work experience.			x		

**Indicators of Quality for faith-based schools**

<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
10.31	Provides student services that reflect the school's religious identity and Mission.			x		
10.32	Provide student services that are aligned with the school's Mission, enrich the academic program, and support the development of student and family life.			x		
10.33	Provides student services that are delivered cooperatively by counseling and campus ministry personnel.			x		
10.34	Has and implements written admissions and placement policies or procedural guidelines that are consistent with the school's religious values and traditions.			x		

**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
Staff	None
Parents	<ul style="list-style-type: none"> <li>• Adequate services for students struggling academically are not provided</li> <li>• Excellent</li> <li>• Meet the standard.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• this school serves pizza every. single. day for long... 🍕</li> <li>• For all schools part, it doesn't seem so to me. There should be more interactions and variety.</li> <li>• The school has good student service</li> <li>• This is my first year and I never tasted the school food because we're online.</li> <li>• When i first came to this school i was 4 but if its talking about my mom or dad then yes.</li> <li>• Nothing to say</li> <li>• When I first came to this school. I had no clue how the system was gonna be. My new friends were the ones who informed me rather than the staff.</li> <li>• When I first came into Al-Huda, Arabic class was especially hard for me because the teacher didn't really teach me much differently than the other students. Sure in the beginning she showed me the basics like how to connect letters and when I missed a couple of assignments she let it slide, but I didn't need her to excuse my missing work, I needed her to show me how to actually do it. She showed me the absolute basics but that's it. All the other students had been there for years and they knew some basic arabic and some of the words and a basic understanding of grammar. I on the other hand, didn't know any of this. I remember in fourth grade the first assignment we did was this worksheet about the difference between verbs for girls and verbs for boys. Now I know how to do it, but back then I had no idea. I'm sure she explained it pretty well because most of the class understood it, but the problem was I wasn't on the same level as them. No matter how well she explained it, I could never understand. The reason why was that I still didn't know enough of basic Arabic rules to understand what she was talking about. It was like trying to explain how to spell red to someone who doesn't yet know the alphabet. No matter how easy it is to people who know it, the person won't understand until you teach them the alphabet. It think the problem is that Al-Huda is a school that should be joined at kg or 1st grade. You teach Arabic and Quran pretty well, but to understand it, you must be here for all of the years. For example, you start teaching the Arabic alphabet at pre-k or kg. Then next year you start teaching sounds or something. Then the next year basic words and rules. The problem is, you don't do a review of most of the stuff you taught last year. So, if someone with no Arabic knowledge whatsoever were to join the school at, lets say 3rd grade, they wouldn't know the alphabet, the sounds it makes, the words everyone else knows, and the basic rules. Sure, some of it will be taught to them like the letters and such, but rules and words aren't things that are as easy to memorize as the letters. You learn them overtime. Also, the teacher explains most of the rules in arabic which the new students don't know yet, and they won't understand what they're saying. And, when I would take longer than other students to finish my arabic tests, the teacher would get angry and compare me to students that have already been here for years. I'm lucky that I already knew how to read arabic before I got to alhuda. Imagine how hard it must be for the students that have never even seen a word of arabic. Arabic is the 2nd hardest language for an English speaker to learn. Please do something to help the new students so they don't have to go through the same thing that I did.</li> <li>• for majority of the years i spent at this school i did not have access to a guidance counselor and even recently the one that is present was not easy to acess. the teahcers did a good/okay job standing in place of a guidance counselor most of the time</li> <li>• need more food at sooq and lunch buying</li> <li>• We can contact our teachers for anything. As for food we usually have pizza and subs as a choice. Never really anything healthy. They used to have these rice chicken veggie platters years ago it was really healthy.</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Student Services Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Student Services Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the Student Services Standard.

- The school is keen to maintain its religious identity in all aspects of student services, and only selects services that are in line with Islamic teachings, and would further the mission and vision of the school.
- The school accepts low performing students on a case-by-case basis, to give them an opportunity to benefit from the Islamic environment. To ensure that such students perform at standard, the school partners with their parents to provide them tutoring services and extra help, and follows up closely with the parents.

List the school's areas in need of improvement in meeting the Student Services Standard.

- The school needs to have a comprehensive dashboard of all student performance data points in order to devise a targeted and well-balanced intervention plan for each student.
- More training for staff on data-driven instruction is needed.
- Currently, there is no dining area for the students in the school; as such, students have to eat in their classrooms.
- The school should strive to consistently serve healthy meals.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student services that should be included in the action plan in the Plan for Growth and Improvement.

- Provide more training to teachers on reading and analyzing data, and developing targeted intervention plans for improvement in student performance.
- Develop partnerships with local Muslim restaurants to serve healthy lunches to the students (upon return to in-preson instruction).

## **E. EVIDENCE to Support the Assessment of This Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

(Indicators 11.1-11.19)

## A. INFORMATION Related to This Standard

### A.1. NON-ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
Arabic day	All grades	X		
Quran Competition	All grades	X		
Islamic Fair	Middle/High school	X		
Science Fair	6th - 10th grades	X		
Math League	5th - 8th grades	X		
Food Drive	All grades	X		
Sports Day	All grades	X		
Culture Day	K-5	X		
"If I were a Mayor..." Essay Contest	4th grade	X		

### A.2. ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Available for		Number of Students Participating	Adequacy and Quality of the Activity		
	Boys	Girls		S	NI	U
Aqabah Martial Arts	X	X	All grades			
Basketball	X		Middle/High School		X	
Soccer	X		Middle / High School		X	

**For Schools with Residential Programs**

**A.3. DAY/BOARDING STUDENTS**

Type of Student	Percentage of Student Population
Boarding	0%
Day	100%

**B. Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION**

**The Standard:** The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school’s educational program. A balance of academic, social, co- or extracurricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school’s Mission.

**Indicators of Quality for all schools**

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
11.1	All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.			x		
11.2	The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school’s educational program.			x		
11.3	Activities are varied, developmentally appropriate, and enhance the educational program.			x		
11.4	Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school’s student activities.			x		
11.5	Staff members, parents, and other volunteers who lead student activities are approved by the school’s leadership, suitably qualified, and provide appropriate supervision to students.			x		
11.6	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.			x		
11.7	Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.			x		

11.8	Students and staff understand and abide by the school's Code of Conduct.			x		
11.9	An understanding and acceptance of the high expectations the school holds for learning and citizenship.			x		
11.10	Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions.			x		
11.11	Staff and students have pride in their school.			x		
11.12	Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission.			x		

**Indicators of Quality for schools with a residential program**

X	<b>These Indicators do not apply to our school.</b>
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**Indicator of Quality for schools that deliver all or part of their educational program by a distance modality**

	<b>This Indicator does not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
11.17	Students are provided with a program of co-curricular or extracurricular programs/activities or the school actively encourages and promotes students' involvement in such activities in their community.			x		
11.18	Includes regular opportunities for students to interact with each other and with their teachers and other adults in settings other than the distance modality.			x		

**Indicator of Quality for faith-based schools**

	<b>This Indicator does not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
11.19	All student activities and athletics include opportunities for the faith formation of the students.			x		

**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
Staff	None
Parents	<ul style="list-style-type: none"> <li>• Would like to see more programs for elementary aged students</li> <li>• Some teachers are not polite to the students</li> <li>• Good</li> <li>• Meet the standard.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Our school has good student activities</li> <li>• Its good.</li> <li>• I do not have access to a wide variety of extra curricular activities and more specifically ones that would look good on my resume</li> <li>• There are not many extra curricular activities, this worries me because I worry I will not have enough experience to put in my resume because I never did any extracurriculars.</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

**C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

X	Our self-assessment is that our school <b>MEETS</b> the Student Life and Student Activities Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Student Life and Student Activities Standard for Accreditation.

**D. Implications for PLANNING**

**List the school's strengths in meeting the Student Life and Student Activities Standard.**

<ul style="list-style-type: none"> <li>• The Student Government Association plans for and coordinates various after-school clubs and activities, under the guidance of their teachers and vice principals.</li> <li>• The SGA held an annual community ice-skating event, which fosters and furthers the community building mission of Dar-us-Salaam – the umbrella organization for Al-Huda School. Due to the COVID-19 pandemic, the event was not organized for the last two years.</li> <li>• The student population engages in an annual fundraising competition, which fosters team building and community development, while at the same time furthers the mission of the school.</li> <li>• The Aqabah Martial Arts program is an excellent after-school program that many Al-Huda School students participate in. More than 100 black belts have been granted through the Aqabah Martial Arts program, many of which were granted to Al-Huda students and alumni.</li> <li>• The school has developed an athletics program with basketball and soccer teams for middle and high school boys.</li> </ul>
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- Al-Huda students have several opportunities to engage in community service through the Ansar-ul-Birr<sup>19</sup> Community Services department of Dar-us-Salaam (the umbrella organization).
- During the COVID-19 pandemic, the school, in conjunction with the counseling office, offered many online activities, including workshops, arts and crafts activities, Kahoot! games involving Islamic knowledge, story times, and other activities, to continuously keep students engaged and socially connected.
- DUS Youth is a department mostly comprised of youth and alumni of the school, which holds many youth programs, athletic activities, and events, to keep the youth engaged and connected to the community.

**List the school’s areas in need of improvement in meeting the Student Life and Student Activities Standard.**

- The global campus of the school, started in Fall of 2021, currently does not have regular after-school programs.
- The athletics program is not offered every year. Also, due to a lack of indoor gymnasium space, it is not offered for all students.
- More extracurricular activities should be organized for elementary school students, including an athletics program.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student life and student activities that should be included in the action plan in the Plan for Growth and Improvement.**

- Further planning should be done to involve AGS students in community service and other extracurricular activities.
- The school should hire dedicated people to coordinate community service and after-school clubs and activities (example: Community Service Coordinator, Athletic Program Coordinator, etc.)

**E. EVIDENCE to Support the Assessment of This Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

<sup>19</sup> Ansar-ul-Birr is an Arabic term which means, “Helpers to good.”

# INFORMATION RESOURCES STANDARD FOR ACCREDITATION

*(Indicators 12.1-12.15)*

## A. INFORMATION Related to This Standard

### A.1. INFORMATION RESOURCES:

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	NI	U
Print Resources:			
Curriculum focused printed books	X		
Reference printed books	X		
Supplemental reading books for student library		X	
Online Subscriptions & Software:			
Edmentum (for electives)	X		
FlexPoint Education (formerly FLVS)	X		
Savvas Envision Math online subscription for students	X		
Computer Resources (desktops, laptops, computer labs, tablets, etc):			
Networked desktop computers for teachers/staff	X		
Laptop computers (mobile lab) for students		X	
Laptop computers in each classroom	X		
Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc):			
LCD Projectors	X		
Elmo Digital Camera / Overhead	X		
Wireless Access Points	X		

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

**Supplemental reading books for students:** Some of the elementary school classes have small classroom libraries. The school is planning to have classroom libraries in all classrooms, especially for elementary school, using some of the leveled readers books. The school is also planning to subscribe to online libraries for use in its global campus.

**Laptop computers:** There are not enough computers for use by all students. The school is slowly increasing its laptops and iPads inventory by purchasing additional devices whenever possible. So far the school has four mobile laptop carts and two iPad carts and hopes to continue adding more to its inventory.

**A.2. FACILITIES FOR INFORMATION RESOURCES:**

Type of Information Facility	Quality and Adequacy of Facility		
	S	NI	U
Information Resources Center (library, media center)		X	
Storage for Information Resources / Technology	X		
Facility for Electronic Production - Not applicable			
Office for Information Resources/Technology Staff	X		

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

The school currently does not have a library or media center due to a lack of space in the current building. The school has invested in four mobile laptop carts and two iPad carts to improve the availability of information technology within the classrooms. The school plans to continue investing in such mobile carts.

**A.3. INFORMATION RESOURCES STAFF:**

Type of Information Resources Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Credentialed Information Resources Personnel (library, media center) - <a href="#">Not Applicable</a>	0			
Information Resources Support Personnel (library, media center) - <a href="#">Not Applicable</a>	0			
Technology Support	3	X		

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

[NA](#)

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### INFORMATION RESOURCES STANDARD FOR ACCREDITATION

**The Standard:** The school's information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school's Mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
12.1	The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources.			x		
12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.			x		
12.3	Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources.			x		
<b><i>The governing body/owner(s) and leadership ensure that information resources are:</i></b>						
12.4	Age- and developmentally-appropriate.			x		
12.5	Properly organized and maintained for ready access and use by students and the staff.			x		
12.6	Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.			x		
12.7	Appropriately supported with funding from the school's budget.			x		
12.8	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff.			x		
12.9	Supportive of the school's plan for growth and improvement of student performance.			x		

#### Indicators of Quality for schools with early childhood programs

X	<b>These Indicators do not apply to our school.</b>
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## Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
12.13	The school's information resources are adequate to deliver the educational program by the distance modality.			x		
12.14	Students using the distance modality have access to the information resources required to achieve the learning goals set for their programs of study.			x		
12.15	The school provides students with reasonable technical support for the software and hardware required to learn using the distance modality.			x		

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
<b>Staff</b>	None
<b>Parents</b>	<ul style="list-style-type: none"> <li>No technology used for elementary students</li> <li>Good</li> <li>Meet the standard.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>this school has two carts of chrome books for the entire school to use. yes, the entire school. I've only ever used them about three times and i can say they're really bad. They're so dusty and, since the carts don't have chargers on them, the laptops are usually dead when we get them. Because of this, most of the class has to huddle next to outlets</li> <li>Our school provides enough resources</li> <li>If i ask then they can give me lots of information</li> <li>Most computers at the school are in very bad shape. Many are broken because they are old models they are slow, and there aren't enough for the high school classes.</li> <li>the lack of funding may require or lead to a focus that is more specific towards things that are what may be considered more essential rather than being more specific towards things that may dug a hole in the funds we have such as computers which i understand can be costly</li> <li>I suppose it doesn't meet the standard since we can barely use the computers of the school.</li> <li>For the computers, it is true that we are given them, and I understand how expensive they can get, but sometimes we do run out and don't have enough for everyone.</li> <li>We really only have projectors and computers. I think that suffices we don't need more technology, its a healthy environment students are not allowed phones. and I like it, I don't feel like I have radiation going to my brain all day.</li> </ul>

**Explanation of Any Ratings of 1: None of the indicators of quality received a rating of 1.**

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Information Resources Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Information Resources Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the Information Resources Standard.

- Despite space limitations and budgetary constraints, Al-Huda School always strives to advance in technology and prioritizes the acquisition of information resources whenever possible.
- In the last five years, the school has added three mobile carts with a total of more than 50 laptops to support blended learning in its Math classes.
- The school added 50 iPads to its information resources inventory during the 2021 year, to facilitate online activities and assessments.
- As a testament to the school leadership's continuous pursuit of advancement and excellence, AGS was launched in Fall of 2021 and attracted more than 100 students within its first year of operation.

List the school's areas in need of improvement in meeting the Information Resources Standard.

- The teachers need more training to effectively incorporate technology in their classes, especially where blended learning is being implemented.
- The school needs a dedicated computer lab, which has been a challenge due to limited space in the school.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to information resources that should be included in the action plan in the Plan for Growth and Improvement.

- More training is needed for all staff, including AHS and AGS, to effectively incorporate technology in their lessons.
- The school should continue to invest in increasing information resources available to students.

## **E. EVIDENCE to Support the Assessment of This Standard**

**A complete list of evidence is provided in the MSA Shared Google folder for the visiting team**

# THE PLAN FOR GROWTH AND IMPROVEMENT

Student Performance Objectives	Organizational Capacity Objectives
1. By 2029, Al-Huda School students will improve their language and literacy skills.	1. By 2029, Al-Huda School's global campus will increase its global outreach, student enrollment, and program offerings.
2. By 2029, Al-Huda School students will improve in Mathematics.	

## STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

The completion of the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment section, including the accompanying survey, is optional. MSA recommends the completion of this section for any academic subjects the school is using as a Student Performance Objective. The indicators, as well as, the questions in the Root Cause Analysis area will help the school as it prepares Action Plans for the Student Performance Objectives.

### Student Performance Objective #1:

- By 2029, Al-Huda School students will improve their language and literacy skills.
- A. More than 90% of the students will score above the 50th percentile in the Reading test in MAP
  - B. More than 90% of the students will score above the 50th percentile in Language Usage test in MAP
  - C. More than 90% of the students will score above the 50th percentile in Words Correct Per Minute (WCPM) (for Grades 2-5)
  - D. More than 80% of the students will score 70% or above in their benchmark assessments
  - E. More than 80% of the students will score a 3, 4 or 5 in their AP English and Composition exam (12th grade)
  - F. More than 80% of the students will score 70% or above in their cornerstone tasks (Grades 3, 5, 8, and 10)

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

The school chose to build on its previous accreditation goals by focusing on improving students' language and literacy skills. As it is known, the skills taught in Reading and Writing lay the foundation for success in all subject areas. Therefore, improving student performance in Reading and Writing will help develop our students to meet the expectations stated in the profile of graduates.

- a. More than 90% of the students will score above the 50th percentile in the Reading test in MAP<sup>20</sup>

**Baseline Data and Target Percentage for Improvement**

<b>School Year</b>	<b>(Target) Percentage</b>
Baseline Data (Spring 2020-2021)	75.35%
SY 2022-2023	77.44%
SY 2023-2024	79.54%
SY 2024-2025	81.63%
SY 2025-2026	83.72%
SY 2026-2027	85.81%
SY 2027-2028	87.91%
SY 2028-2029	90%

The aforementioned data has been disaggregated baseline data by grade level:

<b>Grade</b>	<b>Percentage of students above grade level</b>
KG	MAP testing was not conducted due to COVID-19 / online learning
1st	MAP testing was not conducted due to COVID-19 / online learning
2nd	70.27%
3rd	80.56%

<sup>20</sup> MAP: Measure of Academic Progress. Standardized test offered by the Northwest Evaluation Association (NWEA).

4th	81.48%
5th	60.61%
6th	72.09%
7th	67.44%
8th	79.41%
9th	88.89%
10th	75.86%
11th	75.00%

- b. More than 90% of the students will score above the 50th percentile in Language Usage test in MAP

**Baseline Data and Target Percentage for Improvement**

School Year	(Target) Percentage
Baseline Data (Spring 2020-2021)	65.62%
SY 2022-2023	69.10%
SY 2023-2024	72.59%
SY 2024-2025	76.07%
SY 2025-2026	79.55%
SY 2026-2027	83.03%
SY 2027-2028	86.52%
SY 2028-2029	90%

The aforementioned data has been disaggregated baseline data by grade level:

Grade	Percentage of students above grade level
3rd	65.71%
4th	68.52%
5th	59.09%

6th	45.71%
7th	58.14%
8th	67.65%
9th	78.38%
10th	80.00%
11th	90.00%

- c. More than 90% of the students will score above the 50th percentile in Words Correct Per Minute (WCPM) (for Grades 2-5)

### Baseline Data and Target Percentage for Improvement

School Year	(Target) Percentage
Baseline Data (Fall 2021)	71.20%
SY 2022-2023	73.88%
SY 2023-2024	76.57%
SY 2024-2025	79.25%
SY 2025-2026	81.94%
SY 2026-2027	84.63%
SY 2027-2028	87.31%
SY 2028-2029	90%

The aforementioned data has been disaggregated baseline data by grade level:

Grade	Percentage of students above grade level
2nd	46.34%
3rd	84.38%
4th	75%
5th	77.61%

- d. More than 80% of the students will score 70% or above in their benchmark assessments

No baseline data is available yet because benchmark assessments have not been instituted in the school as of yet. The school will aim to increase the number of students with a grade of 70% or above by 10% each year, or aim to have 80% of the students with a score of 70% or above in benchmark assessments (whichever is smaller).

School Year	(Target) Percentage Increase
Baseline Data (2022-2023)	TBD
SY 2023-2024	10%
SY 2024-2025	10%
SY 2025-2026	10%
SY 2026-2027	10%
SY 2027-2028	10%
SY 2028-2029	10%

- e. More than 80% of the students will score a 3, 4 or 5 in their AP English and Composition exam (12th grade)

**Baseline Data and Target Percentage for Improvement**

School Year	Target Percentage
Baseline Data (Spring 2021)	38.9%
SY 2022-2023	44.77%
SY 2023-2024	50.64%
SY 2024-2025	56.51%
SY 2025-2026	62.39%
SY 2026-2027	68.26%
SY 2027-2028	74.13%
SY 2028-2029	80%

- f. More than 80% of the students will score 70% or above in their cornerstone tasks (Grades 3, 5, 8, and 10)

No baseline data is available yet because cornerstone tasks have not been developed and instituted in the school as of yet. The school will aim to increase the number of students with a grade of 70% or above by 10% each year, or aim to have 80% of the students with a score of 70% or above in cornerstone tasks (whichever is smaller).

School Year	Target Percentage Increase
Baseline Data (2022-2023)	TBD
SY 2023-2024	10%
SY 2024-2025	10%
SY 2025-2026	10%
SY 2026-2027	10%
SY 2027-2028	10%
SY 2028-2029	10%

## Action Plan for Student Performance Objective #1

Strategy #1: Combine reading instruction from anthologies with digital sources to enhance student's literacy training, reading comprehension opportunities, and adopting greater interest for unassigned novels and nonfiction texts.					
Action Step	Person(s)/ Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
<p>Implementation of classroom library system (onsite &amp; digital) with Islamically appropriate books on various reading levels to increase student's reading engagement for <i>measured</i> improvement in vocabulary acquisition and reading comprehension.</p> <p>(Measures: A, B, F)</p>	Administration; K-12 ELA team leaders and teachers	SY 2022-2023: K-2 SY 2023-2024: 3-5 SY 2024-2025: 6-8 SY 2025-2026: 9-12	<p>On-site mobile library</p> <p>Digital library software and applications (see resources)</p> <p>Classroom library organization system/software</p> <p>Tool to measure and track reading fluency and comprehension increased reading to increased comprehension and vocabulary acquisition</p>	<p>Improvement in reading fluency and comprehension scores</p> <p>Improvement in MAP Reading scores</p>	
<p>Offer teacher training for phonetics and spelling rules aligned with best practices to improve reading fluency and decoding skills.</p> <p>(Measures: C)</p>	K-5 ELA Teachers	K-5 Training SY 2022-2023	<p>Manipulatives (whiteboards, magnetic letters, pointing sticks)</p> <p>Small group resources</p> <p>Dedicated team of teachers to research available programs and best practices</p>	Improvement in MAP Language usage scores	
<p>Offer training for teacher's assistants to effectively conduct intervention plans in reading and writing with below-grade-level students.</p>	K-3 teachers and team leaders	SY 2022-23: K-2 TAs training SY 2023-24: Grade 3 TA	Training time built in to orientation and professional development days	Intervention plans conducted independently by teachers' assistants	

(Measure: A, B, D, F)					
<p>Develop a robust and scalable system to track student reading fluency and comprehension skills along with training on recording, analyzing, and comparing student performance data with MAP scores.</p> <p>(Measure: A, B)</p>	Administration; ELA team leaders	SY: 2022-23	Measuring tools and strategies for evaluating and analyzing students' reading comprehension improvement	<p>Number of staff trained on recording and analyzing student data</p> <p>Implementation of consistent student performance tracking and analysis system across grade levels</p>	
<p>Standardize reading comprehension strategies and train teachers across curricular areas to implement the same strategies.</p> <p>(Measure: A, F)</p>	K-12 ELA Teams	<p>SY 2023-2024: K-5 non-homeroom teachers</p> <p>SY 2024-2025: 6-8 non-ELA teachers</p> <p>SY 2025-2026: 9-12 non-ELA teachers</p>	Tips and strategies on implementing reading strategies across content area	<p>Integration of reading strategies in unit plans across subject areas</p> <p>Improvement in student reading fluency and comprehension scores</p>	
<p>Institutionalize collaborative meetings with all ELA teachers to read and analyze student data from reading fluency assessments, benchmark assessments, and standardized tests to develop specific intervention strategies for the English department.</p> <p>(Measures: A, B, D, F)</p>	Administration; K-12 ELA team leaders	<p>SY 2022-23 (K-2)</p> <p>SY 2023-24 (3-5)</p> <p>SY 2024-25 (6-12)</p>	<p>Time for data meetings built in to teaching schedules, orientation, and professional development / in-service days</p> <p>Standardized protocol for data meetings</p>	Meeting minutes with implementation of standardized protocol	
<p>Consistently offer additional incentives for increased reading among students (example: Pizza Hut Book It! program)</p> <p>(Measures: A, B, F)</p>	K-12 ELA teams	<p>SY 2022-23 (K-2)</p> <p>SY 2023-24 (3-5)</p> <p>SY 2024-25 (6-12)</p>	<p>Research and adoption of additional incentives</p> <p>Allocation of budget for incentives (if needed)</p>	<p>Implementation of program</p> <p>Improvement in reading fluency and</p>	

				comprehension scores	
Strategy #2: Incremental and consistent observations performed by an assigned AHS team to assess and evaluate teacher's applications of action items 1-3 in their planning and instruction.					
Offer comprehensive training for teachers and team leaders on conducting effective classroom observations and giving constructive and actionable feedback.  (Measures: All)	Administration, in conjunction with external trainers	On-going	Allocation of Title IIA budget toward external trainers and consultants  Observation time built in to team leaders' teaching schedule  Centralized system to keep track of observers' feedback on individual teachers	Number of new / returning team leaders and administrators having completed training  Number of weekly observations completed with constructive and actionable feedback given  Improvement in student performance	
Develop standardized criteria aligned with the UbD framework and the school's mission for teacher observation and evaluation year-to-year to accommodate modifications and changes in best practices of instruction.  (Measures: All)	Administration	SY: 2022-23	Allocation of a part of Title IIA budgeting toward training and consultation in the development of criteria	Final draft of observation tool with the tenets of UbD and school's mission incorporated	
Develop a system of peer-to-peer observation and feedback in implementing tenets of the UbD framework and the instructional routines.  (Measures: All)	Administration	SY: 2022-23 (K-2) SY: 2023-24 (3-5) SY: 2024-25 (6-12)	Peer-to-peer observation and feedback time built in to teachers' schedules	Number of peer-to-peer observations with follow up feedback meetings  Improvement in the implementation of standardized instructional routines	

<p>Manage a user friendly bi-annual departmental instructional resource website to reflect current and continuing practices and modifications of instructional strategies and student-teacher engagement year-to-year.</p> <p>(Measures: All)</p>	<p>Administration</p> <p>Dedicated technical staff to design and publish website</p>	<p>SY: 2025-26</p>	<p>Dedicated technical staff to design and publish website</p>	<p>Website completed</p> <p>Increase number of website visits by teachers and team leaders</p>	
<p>Strategy #3: Develop a uniform writing program that is vertically and horizontally aligned across grades K-12</p>					
<p>Offer comprehensive training for all teachers in teaching the writing process.</p> <p>(Measures: B, D, E)</p>	<p>Administration; ELA Teams</p>	<p>SY: 2022-23 (K-5) SY: 2023-24 (6-12)</p>	<p>Dedicated time during orientation and professional development days for a) in-house training by subject-matter experts, b) exploring and reviewing available instructional materials on publishers' websites, and c) training by external trainers</p>	<p>Completed training for all relevant publisher resources and professional development materials for all new and returning staff</p> <p>Completed training for all staff on the writing process</p>	
<p>Compile chosen writing resources into individual teacher binders for grades K-12</p>	<p>Administration ELA Teams</p>	<p>SY: 2022-23 (K-5) SY: 2023-24 (6-12)</p>	<p>Individual teacher writing binders with relevant resources</p>	<p>Individual teacher binders compiled</p>	
<p>Train teachers on incorporating writing strategies across curricular areas, in light of best practices.</p>	<p>Administration; All team leaders</p>	<p>SY 2022-23 (K-2) SY 2023-24 (3-5) SY 2024-25 (6-8) SY 2025-26 (9-12)</p>	<p>Training and professional development time during orientation, professional development days, and staff meetings (for review)</p>	<p>Document of standardized writing strategies across curricular areas developed</p>	
<p>Standardize rubrics, upgraded tri-annually, to accurately assess writing across all grade levels.</p> <p>(Measures: E, F)</p>	<p>Administration ELA team; all other team leaders</p>	<p>SY 2022-23 (K-2) SY 2023-24 (3-5) SY 2024-25 (6-8) SY 2025-26 (9-12)</p>	<p>Dedicated team of teachers with meeting times allotted during the school year and/or in the summer</p>	<p>Rubrics developed and are accessible to teachers</p>	
<p>Offer teachers training in how to assess writing and give students appropriate, informed, and meaningful feedback to improve their application of the elements in the writing process.</p>	<p>Administration; K-12 ELA team</p>	<p>SY 2022-23 (K-2) SY 2023-24 (3-5) SY 2024-25 (6-8) SY 2025-26 (9-12)</p>	<p>Either an in-house or out of school trainer to provide professional development</p>	<p>Professional development completed for all new and returning</p>	

(Measures: E)				teachers	
Institutionalize a requirement that at least 50% of students' ELA grades are derived from writing texts.  (Measures: E)	Administration	SY 2023-24 (K-2) SY 2024-25 (3-5) SY 2025-26 (6-8) SY 2026-27 (9-12)	NA	Requirement institutionalized and reflected in all handbooks and online gradebook	
Formalize a Newsletter Club for middle and high school where students are encouraged to submit their writing for publication  (Measures B, E, F)	Administration ELA Teams SGA	SY 2023-2024	Electronic tools to develop and publish newsletters	Number of newsletters published per year	
Strategy #4: Plan for and implement the use of cornerstone tasks					
Develop cornerstone tasks for grades 3.5.8, and 10 along with specific rubrics  (Measures: A, B, F)	Administration ELA Teams	SY 2022-2023 (Grades 3 and 5) SY 2023-24 (Grades 8 and 10)	Allocation of a part of Title IIA budgeting toward training and consultation in the development of cornerstone tasks and rubrics	Cornerstone tasks with clear instructions and rubrics created for all grade levels	
Develop a system for tracking student progress in cornerstone tasks from grades 3-10  (Measures: B, F)	Administration ELA Teams	SY 2022-2023	Tool for tracking student progress	Student performance tool developed, reviewed and tested	
Offer professional development on the development, implementation, evaluation, and analysis of data from cornerstone tasks to guide instruction  (Measures: B, D, F)	Administration	SY 2023-2024	Either an in-house or out of school trainer to provide professional development	Professional development completed for all teachers and team leaders	
Institutionalize collaborative data meetings among ELA teachers where cornerstone data is discussed and analyzed, and specific interventions are developed.  (Measures: All)	Administration; ELA teachers	SY 2023-24 (Grades 3 and 5) SY 2024-25 (Grades 8 and 10)	Allocation of a part of Title IIA budgeting toward training and consultation in the development of cornerstone tasks and rubrics  Meeting times built in to	Meeting minutes showing regular data meetings with standardized protocols implemented	

			teachers' schedules Standardized meeting protocol	Development and implementation of intervention plans Improvement in student performance on cornerstone tasks	
<b>Strategy #5:</b> Develop ELA units for all grade levels, which are aligned with the Understanding by Design (UbD) framework and incorporate the school's mission and transfer goals					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
Offer training and implementation follow up for the Understanding by Design (UbD) framework so teachers are able to design units that target enduring understandings and transfer of knowledge.  (Measures: E)	Administration	On-going	Allocation of a part of Title IIA budgeting toward training and consultation	Completion of training for all new and returning teachers	
Develop UbD units in ELA for all grade levels that align with common core standards while incorporating the school's transfer goals.  (Measures: A, B, C, D, E, F)	K-12 ELA teachers and team leaders	Summer of 2023	Online UbD planning tool (EduPlanet21)	Completion of all ELA units according to UbD	
Institutionalize collaborative meetings among teachers to review and continuously improve upon ELA UbD units for all grade levels.  (Measures: E, F)	Administration	SY 2022-23 and 2023-24	Meeting times built in to teachers' schedules	Meeting minutes of regularly held collaborative meetings	
<b>Strategy #6:</b> Identify ESL/ELL learners and adopt best practices to mainstream ESL/ELL planning and instruction to English Language Arts grade levels with AI Huda school mission and goals in mind.					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
Develop a system of conducting annual assessments to identify ESL/ELL learners in the school	Administration, ELA team leaders	SY 2022-23: K-2 SY 2023-24: 3-5 SY 2024-25: 6-8	ESL/ELL benchmark assessments	Development of a recording and tracking system for ESL/ELL	

(Measures: All)		SY 2025-26: 9-12		learners	
Mainstream planning and instruction for ESL/ELL students aligned with CCCS and framed by the UbD design.  (Measures: D, F)	K-12 ELA Teams	SY 2022-23: K-2 SY 2023-24: 3-5 SY 2024-25: 6-8 SY 2025-26: 9-12	AHS Elementary, MS, and High School instructors; best practices of reading and reading comprehension strategies for mixed language classes; MAP reading assessment strands	Inclusion of specific strategies and best practices in ELA unit plans  Improvement in test scores, especially for any ESL/ELL learners	
Target an appropriate component of best practices to mainstream ESL/ELL discovered from research applicable to each UbD ELA Unit and specific to Al Huda School mission and goals.  (Measures: F)	Administration; K-12 Team Leaders	SY 2022-23: K-5 SY 2023-24: 6-12	Use of Common Core aligned Language Arts centers (independent hands-on learning opportunities)	Inclusion of specific strategies and best practices in ELA unit plans  Improvement in test scores, especially for any ESL/ELL learners	
Vary best practices within standardized summative strategies to accommodate and assess mainstream ELLs and multilingual ELLs content knowledge and application throughout subsequent midterm and final exam periods.  (Objective A, B, C, D)	Administration (for resources)  K-12 ELA teachers	SY 2022-23: K-5 SY 2023-24: 6-12	Leveled readers books  Data tracking system	Charts of student progress showing consistent improvement	
Institutionalize quarterly meetings with team leaders of elementary and middle/high school to confirm vertical and horizontal alignment of standards to track students' deficiencies and apply strategies to improve and increase students' skills in target areas.  (Measures: E)	Collaboration of K-12 Team Leaders  Administration	SY: 2022-23	Meeting schedule built in to professional development / staff in-service days, and/or arrangement for substitutes for some team leaders  Team leaders meetings protocols	Meeting minutes showing standardized protocols for team leaders meetings being implemented	

**Who participated in developing the action plan for Student Performance Objective?**

Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
<b>Core Committee Members<sup>21</sup></b>	
Zaynab Abdullah	AHS Teacher / English Department Head
Zara Tariq	AGS Teacher / Student Success Coach
Maryam Yasmeen Muhammad	AHS Teacher
<b>Reviewers</b>	
Fawzia Alrashid	Parent
Tasneem Mansour	Alumni / Administrative Assistant

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

Strengths:

- Hard working, dedicated, and qualified teachers.
- A unified focus on the mission and vision of the school.
- Systematic, thoughtful, and gradual implementation of Understanding by Design (UbD) framework.

Areas of improvement

- More training to effectively teach writing skills and assess writing on a regular basis.
- Uniform implementation of UbD.
- Instituting benchmark assessments and tracking student performance consistently across multiple data points.
- Training on Identifying and addressing the needs of ESL/ELL learners.
- Better utilization of available publisher resources.

[Link to progress tracker for Student Performance Objective #1](#)

<sup>21</sup> Core Committee Members were directly involved in the development of action plans. Reviewers were other stakeholders who reviewed and gave feedback on the action plans.

## Student Performance Objective #2:

By 2029, Al-Huda School students will improve in Mathematics.

- A. More than 80% of the students will score above the 50th percentile in the Math test in MAP
- B. More than 80% of the students will score above 70% in their benchmark assessments.
- C. More than 80% of the students will score a 3, 4 or 5 in their AP Calculus AB exam (12th grade).
- D. More than 80% of the students will score a 70% or higher in their cornerstone tasks (Grades 3, 5, 8, and 10)

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

The school chose to build on its previous accreditation goals by focusing on improving students' Math skills. Improving student performance in Math will help develop our students to meet the expectations stated in the profile of graduates.

- a. More than 80% of the students will score above the 50th percentile in the Math test in MAP

### Baseline Data and Target Percentage for Improvement

School Year	(Target) Percentage
Baseline Data	55.21%
SY 2022-2023	58.75%
SY 2023-2024	62.29%
SY 2024-2025	65.83%
SY 2025-2026	69.38%
SY 2026-2027	72.92%
SY 2027-2028	76.46%
SY 2028-2029	80%

The aforementioned data has been disaggregated baseline data by grade level:

<b>Grade</b>	<b>Percentage of students above grade level</b>
KG	MAP testing was not conducted due to COVID-19 / online learning
1st	MAP testing was not conducted due to COVID-19 / online learning
2nd	51.35%
3rd	47.22%
4th	58.18%
5th	16.67%
6th	42.50%
7th	55.81%
8th	77.14%
9th	72.22%
10th	80.77%
11th	63.64%

b. More than 80% of the students will score above 70% in their benchmark assessments.

No baseline data is available yet because benchmark assessments have not been instituted in the school as of yet. The school will aim to increase the number of students with a grade of 70% or above by 10% each year, or aim to have 80% of the students with a score of 70% or above in benchmark assessments (whichever is smaller).

<b>School Year</b>	<b>Target Percentage Increase</b>
Baseline Data (2022-2023)	TBD
SY 2023-2024	10%
SY 2024-2025	10%
SY 2025-2026	10%
SY 2026-2027	10%

SY 2027-2028	10%
SY 2028-2029	10%

- c. More than 80% of the students will score a 3, 4 or 5 in their AP Calculus AB exam (12th grade).

**Baseline Data and Target Percentage for Improvement**

School Year	(Target) Percentage
Baseline Data	23%
SY 2022-2023	31.14%
SY 2023-2024	39.29%
SY 2024-2025	47.43%
SY 2025-2026	55.57%
SY 2026-2027	63.71%
SY 2027-2028	71.86%
SY 2028-2029	80%

- d. More than 80% of the students will score a 70% or higher in their cornerstone tasks (Grades 3, 5, 8, and 10)

No baseline data is available yet because cornerstone tasks have not been developed and instituted in the school as of yet. The school will aim to increase the number of students with a grade of 70% or above by 10% each year, or aim to have 80% of the students with a score of 70% or above in cornerstone tasks (whichever is smaller).

<b>School Year</b>	<b>Target Percentage Increase</b>
Baseline Data (2022-2023)	TBD
SY 2023-2024	10%
SY 2024-2025	10%
SY 2025-2026	10%
SY 2026-2027	10%
SY 2027-2028	10%
SY 2028-2029	10%

## Action Plan for Student Performance Objective #2

Strategy #1: Develop instructional techniques that allow students to apply their knowledge and skills in an authentic and relevant context.					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Develop cornerstone tasks for Grades 3, 5, 8, and 10 along with specific rubrics (2022-2023).  (Measure: D)	Administration; Math teams	SY 2022-23 (Grades 8 and 10) SY 2023-24 (Grades 3 and 5)	Allocation of a part of Title IIA budgeting toward training and consultation in the development of cornerstone tasks and rubrics	Cornerstone tasks with clear instructions and rubrics created for all grade levels	
Develop a system of tracking student progress in cornerstone tasks from Grades 3-10.  (Measure: D)	Administration; Math Teams	SY 2022-2023	Tool for tracking student progress	Student performance tool developed, reviewed and tested	
Offer professional development on the development, implementation, evaluation, and analysis of data from cornerstone tasks to guide instruction.  (Measure: D)	Administration	SY 2023-2024	Either an in-house or out of school trainer to provide professional development	Professional development completed for all teachers and team leaders	
Institutionalize collaborative data meetings among Math teachers where cornerstone data is discussed and analyzed, and specific interventions are developed.  (Measure: D)	Administration; Math teachers	SY 2023-24 (Grades 8 and 10) SY 2024-25 (Grades 3 and 5)	Allocation of a part of Title IIA budgeting toward training and consultation in the development of cornerstone tasks and rubrics  Meeting times built in to teachers'	Meeting minutes showing regular data meetings with standardized protocols implemented  Development and implementation of intervention plans  Improvement in student performance on cornerstone tasks	

			schedules  Standardized meeting protocol		
<b>Strategy #2:</b> Develop Math units for all grade levels, which are aligned with the Understanding by Design (UbD) framework and incorporate the school's mission and transfer goals					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
Offer training and implementation follow up for the Understanding by Design (UbD) framework so teachers are able to design units that target enduring understandings and transfer of knowledge.  (Measures: All)	Administration	On-going	Allocation of a part of Title IIA budgeting toward training and consultation	Completion of training for all new and returning teachers	
Develop UbD units in Math for all grade levels that align with common core standards while incorporating the school's transfer goals.  (Measures: All)	K-12 Math teachers and team leaders	Summer of 2023	Online UbD planning tool (EduPlanet21)	Completion of all Math units according to UbD	
Institutionalize collaborative meetings among teachers to review and continuously improve upon UbD units  (Measures: All)	Administration	SY 2022-23 and 2023-24	Meeting times built in to teachers' schedules	Meeting minutes of regularly held collaborative meetings	
<b>Strategy #3:</b> Identify students who need formal differentiated instruction through math intervention, math enrichment, or math acceleration.					
Institutionalize diagnostic and benchmark assessments across grade levels to identify student levels throughout the year.  (Measure: B)	Administration; K-12 Math team leaders	SY 2022-23 Grades 6-8 SY 2023-24: Grades 9-12 SY 2024-25: Grades K-5	Access to existing assessments on publishers' websites and other online sources	Identified and prepared diagnostic and benchmark assessments	
Train teachers and team leaders on the correct interpretation of data.  (Measure: A, B)	Administration; K-12 Math team	SY 2022-23 Grades 6-8 SY 2023-24: Grades 9-12 SY 2024-25: Grades K-5	Training via publishers' materials and/or external trainers	Completion of training by all Math teachers	

Offer Math tracks to allow students to receive instruction according to their mathematical ability and prior performance.  (Measure: A, B, C)	Administration	SY 2025-26 Grades 6-8  SY 2026-27 Grades 9-12	Budget allocation for hiring additional Math teachers  School scheduled that accommodates tracks	Ability for students to sign up for Math classes according to their level/track	
Facilitate more planning time for teachers  (Measure: A, B, C)	Administration	SY 2025-26 Grades 6-8  SY 2026-27 Grades 9-12	Budgeting allocation for additional lunch / dismissal supervisors	Added planning time in teachers' schedules	
Institutionalize collaborative data meetings among Math teachers where student data from benchmark assessments and standardized tests are analyzed and specific interventions are developed  (Measure: A, B, C)	Administration; Math team leaders	SY 2022-23 Grades 6-8 SY 2023-24: Grades 9-12 SY 2024-25: Grades K-5	Time for data meetings built in to teaching schedules, orientation, and professional development / in-service days  Standardized protocol for data meetings	Meeting minutes with implementation of standardized protocol	
<b>Strategy #4:</b> Organize workshops to equip parents with the necessary skills to be active participants in the academic development of students.					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
Develop a list of age-appropriate online Math supplemental materials that parents can use with their children.  (Measure: A, B)	Math teachers and team leaders	SY 2022-23: Grades K-2  SY 2023-24: Grades 3-5  SY 2024-25: Grades 6-12	Stipend for dedicated team of teachers to research and develop a list of supplemental materials	Completed list of supplemental materials for use at home	
Organize at least two parent workshops during the year where parents are shown how to supervise and support the implementation of supplemental Math resources at home.	Math teachers	SY 2022-23: Grades K-2  SY 2023-24: Grades 3-5	Stipend for teacher presenters	Scheduled parent workshop dates on the school calendar	

(Measure: A, B)		SY 2024-25: Grades 6-12			
Organize Math Nights and inter-school Math competitions with other Islamic schools where students present math projects and engage in healthy Math competitions.  (Measure: A, B)	Math teachers and team leaders	SY 2023-24: Grades K-5  SY 2024-26: Grades 6-12	Budget for holding events at the school (or external venue, if needed)	Scheduled Math events on the school calendar	
<b>Strategy #5: Organize continuous professional development for teachers</b>					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
Organize at least four Math workshops per year for teachers at different grade levels, focusing on Math instructional strategies and differentiation  (Measure: A, B)	Administration; K-12 Math team leaders	SY 2022-23: Grades K-5  SY 2023-24: Grades 6-12	Allocation of a part of Title IIA budgeting toward training and consultation for external trainers; budget allocation for stipend for in-house presenters	Scheduling and completion of Math workshops during the school year	
System of peer support and coaching for faculty members implementing the instructional strategies in their classrooms.  (Measure: A, B)	Administration; K-12 Math team leaders	SY: 2022-23 (K-2) SY: 2023-24 (3-5) SY: 2024-25 (6-12)	Peer-to-peer observation and feedback time built in to teachers' schedules	Number of peer-to-peer observations with follow up feedback meetings  Improvement in the implementation of standardized instructional routines	
Integrate the expected instructional strategies into the observation, supervision, and evaluation procedures.  (Measure: A, B)	Administration; K-12 Math team leaders	SY: 2022-23 (K-2) SY: 2023-24 (3-5) SY: 2024-25 (6-12)	Standard criteria/rubric for teacher evaluation	Final draft of observation tool with the tenets of UbD, school's mission, and specific Math instructional strategies incorporated	

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
<b>Strategy #6</b> Adopt/Develop assessment methodologies to meet and reflect curriculum and performance expectations periodically.					
Design a comprehensive program to conduct the following functions: a) Students will complete a diagnostic test at the beginning of the school year. b) MAP results are analyzed and processed twice a year, in September, and in March. c) Benchmark tests are evaluated three times in a year, at the end of the first three quarters. d) Each grade's performance is compared over the past years, once a year.  (Measure: All)	Administration, K-12 Math team leaders, teachers	SY 2022-23 Grades 6-8  SY 2023-24: Grades 9-12  SY 2024-25: Grades K-5	Times for collaborative data meetings built in to teachers' schedules and professional development days	Improvement in student performance  Regular reports indicating recent trends in student performance	
Provide online platforms for assessments that enable effective analysis of data.  (Measure: All)	Administration; K-12 Math team leaders	SY 2022-23 Grades K-8  SY 2023-24: Grades 9-12	Budget allocation for subscription to online tools for conducting assessments and data analysis	Subscription to and implementation of online data analysis platform provided by publishers	
Use the above assessments to design an action plan for the improvement of low-performing students as well as for cohorts of students as the data becomes available.  (Measure: All)	Administration; K-12 Math team leaders	On-going	Times for collaborative data meetings built in to teachers' schedules and professional development days	Improvement in student performance  Implementation of intervention plans for low-performing students	
Provide professional development in conducting effective data analysis.  (Measure: All)	Administration	SY 2022-23 Grades K-8  SY 2023-24: Grades 9-12	Allocation of a part of Title IIA budgeting toward training and consultation for external trainers	Completion of professional development training for all new and returning teachers	
Reevaluate the distribution of technology to maximize access for students.	Administration; IT department	SY 2022-23: Grades 6-11	Budget allocation (from the school)	Dedicated mobile cart for laptops and ipads for specific grade levels so	

(Measure: All)		SY 2023-24: Grades 3-5  SY 2024-25: Grades K-2	and from grants) for additional laptops and iPads	assessments and supplemental activities can be completed online	
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**Who participated in developing the action plan for Student Performance Objective?**

<b>Committee Member's Name</b>	<b>Role in the School's Community (e.g. teacher, parent, student, etc.)</b>
<b>Core Committee Members<sup>22</sup></b>	
Saher Gujar	AHS teacher / department head / Parent
Suleiman Adeyemi	AHS teacher
Naghmana Khatoon	AHS teacher / team leader / Parent
<b>Reviewers</b>	
Dr. Aynur Abdurazik	Parent
EIHadji Sy	Student / President of the Student Government Association (boys)
Sara Kamili	Student / President of the Student Government Association (girls)
Muhamamd Zakaria	Alumni / Ex-President of the Student Government Association

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

<p>Strengths:</p> <ul style="list-style-type: none"> <li>● Hard working, dedicated, and qualified teachers.</li> <li>● A unified focus on the mission and vision of the school.</li> <li>● Systematic, thoughtful, and gradual implementation of Understanding by Design (UbD) framework.</li> <li>● A proven track record of above-average performance by high school students in Math</li> <li>● Implementation of a blended learning program in high school</li> </ul> <p>Areas of Improvement</p> <ul style="list-style-type: none"> <li>● Offering tracks for students in middle/high school Math, or leveraging AGS classes.</li> <li>● More training in blended learning, differentiated instruction, and the implementation of UbD</li> <li>● Better utilization of available publisher resources</li> <li>● More collaboration among teachers</li> </ul>
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[Link to tracker for Student Performance Objective #2](#)

<sup>22</sup> Core Committee Members were directly involved in the development of action plans. Reviewers were other stakeholders who reviewed and gave feedback on the action plans.

# ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

## Organizational Capacity Objective

By 2029, Al-Huda School’s global campus will increase its global outreach, student enrollment, and program offerings.

- A. Student enrollment will increase to 750
- B. Monthly website traffic will increase to 10,000
- C. Succeeding enrollments percentage will be 90% or above
- D. Number of community service projects completed by students will be 100 or more
- E. All grade levels from K-12 will be offered
- F. College acceptance rate will be at least 90%

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

The school’s aggregated ratings for all of the standards and indicators met or exceeded expectations. The organization incapacity objective was developed in light of the following:

- Al-Huda Global School is a new project, which has a great potential to further the mission and vision of the school.
- Growth in AGS and its offerings can tremendously help students in the brick-and-mortar program by offering more electives, tracks in Math classes, and incorporating more technology in the classrooms.
- Attracting talent from all over the globe.
- Improving the financial standing of the school by increasing its revenues and minimizing reliance on donations.

By 2029, Al-Huda School’s global campus will increase its global outreach, student enrollment, and program offerings as measured by the following:

- a. Student enrollment will increase to 750

### Baseline Data and Target Enrollment

School Year	Target Enrollment
Baseline (SY 2021-2022)	106
SY 2022-2023	198
SY 2023-2024	290
SY 2024-2025	382
SY 2025-2026	474

SY 2026-2027	566
SY 2027-2028	658
SY 2028-2029	750

b. Monthly website traffic will increase to 10,000

**Baseline Data and Target Increase**

School Year	Target Monthly Website Visits
Baseline Data (2021)	3,100
SY 2022-2023	4,000
SY 2023-2024	5,000
SY 2024-2025	6,000
SY 2025-2026	7,000
SY 2026-2027	8,000
SY 2027-2028	9,000
SY 2028-2029	10,000

c. Succeeding enrollments percentage will be 90% or above

**Baseline Data and Target Percentage for Improvement**

School Year	(Target) Percentage
Baseline Data (SY 2021-2022)	72%
SY 2022-2023	75%
SY 2023-2024	78%
SY 2024-2025	81%
SY 2025-2026	84%
SY 2026-2027	86%
SY 2027-2028	88%

SY 2028-2029	90%
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d. Number of community service projects completed by students will be 100 or more

Since the global campus is a new initiative, community service projects have not started as of yet.

School Year	Target Number
Baseline Data (SY 2021-2022)	0
SY 2022-2023	15
SY 2023-2024	30
SY 2024-2025	45
SY 2025-2026	60
SY 2026-2027	75
SY 2027-2028	90
SY 2028-2029	100

e. All grade levels from K-12 will be offered

School Year	Grades Offered
Baseline Data (SY 2021-2022)	5 - 10
SY 2022-2023	5 - 11
SY 2023-2024	5 - 12
SY 2024-2025	4 - 12
SY 2025-2026	3 - 12
SY 2026-2027	2 - 12
SY 2027-2028	1 - 12
SY 2028-2029	K - 12

f. College acceptance rate will be at least 90%

No baseline data is available yet because the global school does not currently offer up to 12th grade. The school will aim to increase the college acceptance rate for students in the global program by 10% each year, or aim to have a college acceptance rate of 90% (whichever is smaller).

<b>School Year</b>	<b>Target Percentage Increase</b>
Baseline Data (2022-2023)	NA
SY 2023-2024	NA
SY 2024-2025	10%
SY 2025-2026	10%
SY 2026-2027	10%
SY 2027-2028	10%
SY 2028-2029	10%

## Action Plan for Organizational Capacity Objective

<b>Sub-Objective / Measure #A and #E :</b>					
A. Student enrollment will increase to 750 E. All grade levels from K-12 will be offered					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
Implement website optimization for the AGs website to ensure all potential users access the information easily and are able to navigate the website on all devices.	Administration, IT coordinator	Summer of 2022	Web development consultant; Marketing team	Fully functional and improved website with Google analytics	
Develop a calendar for year-round virtual open houses (to be held twice a month)	Administration, office staff	SY 2022-23: Once-a month open houses  SY 2023-24: Twice a month open houses	Open house presenters, coordinators	Completed calendar of open houses published on the website with a coordinator assigned for each open house	
Develop a template for open house presentations and training, involving all stakeholders (parents, staff, students)	Administration, office staff	Fall of 2022	Graphic designer, list of presenters as stakeholders	Finalized template of open house presentations and trainings	
Develop a testimonials page on the AGS website with videos, quotes, and success stories by parents, students, and staff.	Administration, Marketing team	On-going	Budget for videographers and video editors	Finalized annual marketing videos; testimonials page	
Develop training materials and standard operating procedures for online chat representatives in different time zones	Administration	Summer of 2022	Budget for training	Fully trained chat representatives working round-the clock	
Hire an Admissions Coordinator to follow up with website visitors for enrollment	Administration	Summer of 2024	Budget for admissions coordinator	Hiring of admissions coordinator	
Develop standard operating procedures (SOP) and training for conducting Admissions Consultation meetings for prospective parents	Administration	Summer of 2023	Budget for professional development	Completed SOP document for admission consultation meetings	
Offer religious studies courses (Arabic, Qur'an, Islamic Studies [AQI]) after school to attract public school students.	Administration	SY 2023-24	Additional teachers	Full schedule for after-school AQI courses	
Offer core courses (English Language Arts, Math, Science, Social Studies/History) after school to attract Hifzh School <sup>23</sup> and homeschooled students.	Administration	SY 2023-24	Additional teachers	Full schedule for after-school core courses	
Develop self-paced courses for Arabic, Qur'an, and Islamic Studies.	Administration, Curriculum developers/teachers	Summer of 2023	Budget for training in instructional design	Completed and tested self-paced courses for AQI	

<sup>23</sup> Hifzh School: As part of the Muslim tradition, people are encouraged to commit the entire Qur'an to memory. This memorization is facilitated through full-time programs where students attend school only to memorize the Qur'an. Per their own state regulations, they must continue to homeschool and learn the core subjects. After-school core classes will facilitate learning / homeschooling for Hifzh School students.

Hold student enrollment fairs at major national Islamic conferences (including Islamic Society of North America [ISNA], Islamic Circle of North America [ICNA])	Marketing team	On-going	Budget for purchasing booth spaces	Schedule for enrollment fairs at Islamic conferences	
Develop standard operating procedures for a robust partnership outreach program to sign partner schools and Islamic organizations up with AGS	Marketing team, administration	Summer of 2023	Consultants to draft SOPs; Personnel to maintain contact with partner schools	Completed SOPs for partnership outreach program	
Develop a system to offer rolling admissions for students to be able to start at any time during the year	Admissions office; administration	SY 2024-25	Student information system (SIS) to manage and track rolling admissions  Teacher training for managing students being admitted on an ongoing basis	Functional SIS to manage and track rolling admissions;  Students enrolling on an on-going basis	
Hire additional staff to provide necessary instructional and non-instructional support to students <ul style="list-style-type: none"> <li>• Teachers</li> <li>• College Counselor</li> <li>• School Social Worker</li> <li>• Instructional Support Personnel</li> </ul>	Administration	- Teachers: Ongoing - College counselor: SY 2023-24 - School Social Worker SY 2024-25 - Instructional support personnel SY 2025-26	Budget allocation for additional AGS roles	Fully prepared and executed contracts for the listed positions	
<b>Sub-Objective / Measure B:</b> Monthly website traffic will increase to 10,000					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
Optimize the global school website for search engine optimization (SEO) by: <ul style="list-style-type: none"> <li>• Publishing relevant and interesting content for the target population in blog posts</li> <li>• Editing existing content</li> <li>• Improve and regularly update meta-data</li> <li>• Maintain and update alt tags on the website</li> </ul>	Administration; marketing team	Summer of 2023; On-going	Hiring of web development and marketing consultants; content writers and editors	Increase in organic traffic on the website	
Develop a complete system to manage Google AdWords to increase paid traffic on the website	Marketing team	SY 2022-23	Google AdWords grant for nonprofits	Increase in paid traffic on the website	
Promote the global school on a number of social media platforms (facebook, instagram, twitter, etc)	Marketing team	On-going	Digital marketing consultants; budget to boost social media ads	Increase in website traffic from social media ads	
Post information about recent school events, student accomplishments, and inspirational stories on the global school's social media accounts, at least three times a week	Marketing team; administration	On-going	Graphic designers for social media posts; system of communicating inspiring stories	Increase in social media followers, likes, and engagement	

			from the school on social media		
Develop a complete structure for affiliate partner marketing with large Muslim organizations and key influencers	Administration; marketing team	Summer of 2022	Marketing consultants	Formally written structure of affiliate partner marketing with clearly identified incentives	
Develop a structure for retargeting website visitors (Google and Facebook)	Marketing team	Summer of 2022	Budget for retargeting ads; graphic designer and content writer for ads	Increase in returning traffic to the website	
Create marketing videos to be played at the beginning of relevant YouTube videos	Marketing team; administration	On-going	Budget for YouTube video ads	Increase in website traffic from YouTube videos	
Send emails about recent school events, student accomplishments, and inspiration stories to: <ul style="list-style-type: none"> <li>• Current parents</li> <li>• People who signed up for virtual open houses</li> <li>• People whose email addresses were collected from the website chat</li> </ul>	Marketing team; administration	On-going	Content writer for emails; continuous access to email marketing software (ConstantContact)	Regularly scheduled emails to potential parents	
<b>Sub-Objective / Measurement #3:</b> Succeeding enrollments percentage will be 90% or above					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
Develop standard operating procedures and training for Student Success Coach (SSC)	Administration; SSC	Summer 2023	Allocation of part of the Title IIA budget for professional development	Standard operating procedures and training are finalized	
Hire a team of dedicated, full-time student success coaches for AGS	Administration	SY 22-23: 1 Part-Time SSC  SY 23-24: 1 full-time SSC  SY 25-26: 2 full-time SSC	Budget allocation for hiring SSS	Finalized and executed contract(s) for dedicated, full-time student success coaches	
Set aside budget for student prizes	Administration	SY 2023-24	Budget	Budget for prizes is finalized	
Develop standard operating procedures and training for Family Engagement Specialist (FES)	Administration; SSC	SY 2023-24	NA	Standard operating procedures and training for FES are finalized	
Hire an FES for AGS	Administration	SY 2024-25: Part-Time FES  SY 2026-27: Full-time FES	Budget allocation for hiring for FES	Finalized and executed contract(s) for Family Engagement Specialist	
Develop self-paced orientation for students to complete prior to starting at AGS, including, but not limited to:	Administration; SSC, School Social Worker	Summer of 2022	E-learning tool to develop self-paced	Self-paced orientation for students is developed;	

<ul style="list-style-type: none"> <li>a. Technology orientation for learning management system (LMS), email, Google Documents, uploading assignments, etc.</li> <li>b. Time management and organizational skills.</li> <li>c. Basic school policies and procedures</li> </ul>		Revision: Summer of 2023	orientation (Articulate)	Student feedback about the orientation is gathered	
<p>Develop self-paced orientation for parents to complete prior to their children starting at AGS, including, but not limited to:</p> <ul style="list-style-type: none"> <li>a. Technology orientation for learning management system (LMS) as a parent, email.</li> <li>b. Basic school policies and procedures</li> <li>c. Ways that parents can be involved in their children's learning</li> <li>d. Parenting skills for successful online students</li> </ul>	Administration; SSC, School Social Worker	<p>Summer of 2023</p> <p>Revision: Summer of 2024</p>	E-learning tool to develop self-paced orientation (Articulate)	<p>Self-paced orientation for parents is developed;</p> <p>Parental feedback about the orientation is gathered</p>	
Develop an annual calendar of student motivational activities and workshops	Administration; SSC; School Social Worker	Summer of 2022	NA	Annual calendar of student motivational activities and workshops is developed and published on the school website	
Develop an annual calendar for parenting workshops and activities for continuous training on parenting skills	Administration; SSC; School Social Worker	Summer of 2023	NA	Annual calendar of parenting workshops and activities for continuous training on parenting skills is developed and published	
<p><b>PD:</b></p> <ul style="list-style-type: none"> <li>• Training for SSCs <ul style="list-style-type: none"> <li>○ Motivating and closely following up with students</li> <li>○ Developing relationships with students</li> <li>○ Effective communication</li> </ul> </li> <li>• Training for FES on closely following up with parents and training them on parenting skills <ul style="list-style-type: none"> <li>○ Effective communication</li> <li>○ Developing relationships with parents</li> </ul> </li> </ul>	Administration; School Social Worker; FES	On-going, starting Summer of 2022	Budget allocation for Title IIA funds	Completed PD for SSC and FES	
<p><b>Sub-Objective / Measure D:</b>  Number of community service projects completed by students will be 100 or more</p>					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
Develop a Community Service Handbook to offer guidelines, processes, and procedures for students to select, participate in, and report community service hours	Administration	Summer of 2023	Human resources / volunteers	Completed community service handbook	
Implement the requirement of completing at least 2 specific community service projects per year, whether individually or in small groups (of students)	Administration	SY 2023-24	NA	Updated handbook; at least two community service projects	

				reviewed, approved, and completed	
Develop a robust system of partnerships with charity and humanitarian organizations all over the world for students to volunteer with (examples: Islamic Relief USA, ICNA Relief, Helping Hand for Relief and Development [HHRD], etc).	Administration	Summer of 2023	Contacts with humanitarian organizations	Signed Memorandum of Understanding (MOU) with charity organization(s)  Students participating in and completing community service projects	
Hire a Community Service Coordinator to review, approve, and keep track of student participation in community service projects	Administration	SY 2024-25: Part-Time Community Service Coordinator  SY 2026-27: Full-time Community Service Coordinator	Budget allocation to hire Community Service Coordinator	Signed and executed contract for Community Service Coordinator	
<b>Sub-Objective / Measure F: College acceptance rate will be at least 90%</b>					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
Hire a College Counselor, specifically for the global school	Administration	Part time: Spring of 2024  Full-time: SY 2026-2027	Budget to hire College Counselor	Signed and executed contract for College Counselor	
Develop an annual schedule of workshops pertaining to college admissions, including: <ul style="list-style-type: none"> <li>Freshman orientation</li> <li>Resume writing</li> <li>Financial aid</li> <li>College application process (for juniors and seniors)</li> <li>Internship</li> <li>College essay writing</li> <li>Careers and majors</li> </ul>	College counselor	Summer of 2024	NA	Completed annual schedule of workshops	
Organize workshops to prepare students for standardized assessments, including: <ul style="list-style-type: none"> <li>PSAT</li> <li>SAT</li> <li>ACT</li> </ul>	College counselor; administration	Summer of 2023	Budget for instructors to offer workshops	Finalized and published schedule of workshops	
Research college admission processes in specific countries where juniors and seniors are enrolled from	College counselor; administration	Ongoing, starting SY 2024-25	Access to guidelines and regulations for specific countries  Contacts with university admission	Formalized document of admission procedures separated by country	

			counselors in other countries		
Develop a robust system of getting feedback from students and parents about elective offerings, to offer a comprehensive range of electives for both middle and high school students	College counselor; administration	On-going	Pre-packaged elective courses  Specialized instructors to teach electives	Written procedures for getting feedback, evaluating, and offering electives  Consistent annual electives offerings	
Hold bi-annual meetings for each junior and senior student with the college counselor to review their transcripts and career options	College counselor	SY 2024-25	Coordination of meeting times between students and college counselor	Scheduled meetings with each junior and senior student	

**Who participated in developing the action plan for Organizational Capacity Objective?**

Name	Role in the School
Rahila Riaz	AHS Parent / AGS Administrative Assistant
Shamila Hashim	AGS Parent / AHS and AGS Technology Coordinator
Dr. Haroon Baqai	AHS/AGS Principal
Dr. Kuburat Bello	AHS Parent / AGS Assistant Principal
Farida Chowdhury	AHS/AGS Teacher / AHS College Counselor

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

With AGS being a new project, the action plan items for the organizational capacity objective were derived from best practices in marketing and prior experience of operating a K-12 brick-and-mortar school.

**Strengths:**

- The governance, leadership, and the staff of the school have a unified focus on the mission, vision, and the institutional transfer goals, and to further them. AGS is one way of furthering the school’s mission by sharing it with students all over the globe.
- Al-Huda School always tries to find creative ways to educate students and to grow a community (which is one of the institutional goals); the launch of AGS is an example of building an international community, rooted in faith and authentic revelation.
- The successful implementation of blended learning in high school Math classes was a stepping stone toward the launch of AGS.

**Areas in need of improvement**

- Increase technology resources for students
- Offering of more electives (which can be facilitated through AGS)
- Increase student enrollment, thereby improving financial stability
- Offering tracks for the Math program, especially in the middle school

[Link to the tracker for Organizational Capacity Objective #1](#)

APPENDIX A  
 Technical Review of Measurable Objectives  
 (Reviewed by Dr. Timothy M. Sierer, Accreditation Liaison)



**MIDDLE STATES COMMISSIONS ON  
 ELEMENTARY AND SECONDARY SCHOOLS  
 TECHNICAL REVIEW OF OBJECTIVES**

<b>Date of Review</b>	October 19, 2021
<b>School Name</b>	Al-Huda School
<b>School Code</b>	MD0054W
<b>Review Number</b>	Technical Review #1
<b>Staff Reviewer</b>	Dr. Timothy M. Sierer, Accreditation Liaison
<b>Projected Visit Dates</b>	March 14-16, 2022
<b>Protocol</b>	<i>Excellence by Design</i>

**Next Steps:**

<b>X</b>	<b>Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. Please include this document, objectives, and Action Plans as an appendix of your self-study. The Visiting Team will conduct the Second Level of Review (see the <i>Guide for Self-Study and Accreditation</i> for the criteria) during the Team's visit.</b>
	<b>Minor modifications recommended. Please make corrections prior to including as an appendix of your Self-Study. No need to resubmit.</b>
	<b>Modifications required. Please make changes and resubmit as soon as possible.</b>
	<b>Call Dr. Timothy M. Sierer at (267) 284-5035 or email at <a href="mailto:tsierer@msa-cess.org">tsierer@msa-cess.org</a> to discuss.</b>

# FOUNDATION DOCUMENTS

## **Mission of School**

Al-Huda School's mission is to nurture Allah centric youth to overcome today's challenges with innovative solutions

## **Belief Statements** **(Core Values)**

Al-Huda School has four institutional transfer goals that permeate its curriculum, instruction, and all school and community activities. The four institutional goals are summarized by four key words: Know, Show, Glow, and Grow.

**Goal 1 - KNOW (Allah):** Students will independently use their learning to apply the knowledge of Allah in order to be a servant of Allah in their daily life

Indicators:

1. Affirm the Oneness of Allah in His Worship, Names and Attributes and Lordship through daily life choices.
2. Demonstrate the impact of the authentic Revelation (Qur'an and Authentic Sunnah<sup>24</sup>) in one's daily life.
3. Apply an Allah centered approach to analyze and solve problems.
4. Incorporate the correct knowledge of Allah to practice humility.
5. Persevere in the world of doubts by using the correct Islamic belief.

**Goal 2 - SHOW (gratitude to Allah):** Students will independently use their learning to apply the concept of gratitude through interactions with Allah, self, family, neighbors, community, humans, non-humans, and the environment.

Indicators:

1. Demonstrate the concept of gratitude to Allah through actions of the body (tongue and limbs) and the heart.
2. Employ gratitude to Allah to overcome everyday challenges.
3. Demonstrate the impact of gratitude to Allah on one's relationships.
4. Work collaboratively towards a common goal in gratitude to Allah.
5. Use gratitude to Allah to maintain mental and emotional well-being.

**Goal 3 - GLOW (with the message of Islam):** Students will independently use their learning to share Islam in an holistic and comprehensive manner.

Indicators:

1. Develop innovative and inspiring ways to communicate the message of Islam.
2. Communicate based on audience, purpose and using appropriate language.
3. Demonstrate professionalism through collaboration with others.

**Goal 4 - GROW (an intentional community):** Students will independently use their learning to build reciprocal connections between the individual and the community.

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<sup>24</sup> *Sunnah is the way of the Prophet Muhammad (peace be upon him) that we learn through his statements and actions*

Indicators:

1. Apply the knowledge of Allah, gratitude to Allah, and sharing the message of Allah to establish a community.
2. Apply Islamic values to all facets of a community.
3. Apply problem-solving strategies to manage conflict and change when working collaboratively.

### **Profile of a Graduate**

The graduates of the Al-Huda School will be prepared to make positive contributions to their families, community and society as a whole. They will also be able to continue to further their personal growth emotionally and spiritually, and pursue higher learning that will lead to fulfilling careers. In addition, they will develop the skills that will strengthen their Islamic identity, and help them to reach success in the Hereafter, in accordance with the teachings of the Qur'an and Sunnah.

The graduate will be literate and proficient in the following areas:

### **Core Areas of Knowledge**

- English Language
- Mathematics
- The Sciences
- Civics and government
- History
- Arabic Language
- Islamic Studies
- Qur'an

### **AP Courses**

- Biology
- Calculus AB
- Government
- English Language and Composition

### **Communal and Social Literacies**

- P.E. for strong body and mind
- Health and wellness awareness
- Civic and community awareness
- Social Responsibilities towards friends and families in conjunction with Qur'an and Sunnah.

### **Learning and Thinking Skills**

- Critical Thinking and Problem Solving Skills
- Written and Oral Communication
- Working with the a group/team (Collaboration)

- Contextual learning
- Creativity and innovation
- Information and media literacy

### Information and Communication Technology Literacy

- Use of technology to learn how to think critically, solve problems, using information to facilitate communication, creativity and collaboration
- Foster critical thinking

### Life skills

- Leadership
- Strong Moral Values
- Accountability
- Adaptability
- Responsibility
- Respectfulness
- Organization and time management

In summary, it is hoped that In shaa Allah<sup>25</sup> as a result of his/her education at Al-Huda High school, the graduate will live his/her life:

- bearing witness that there is no God but Allah, and that Muhammad (*sallallaahu ‘alayhi wa sallam*) is His messenger
- being active in spreading the message of their religion, i.e. becoming an active *daa’ee*<sup>26</sup>
- practicing the Qur’an and Sunnah<sup>27</sup> as a complete way of life
- mastering a rigorous college preparatory curriculum
- thinking critically, and analytically, and communicating effectively
- developing strong work habits and study skills
- working cooperatively with others
- respecting elders and showing mercy to the young
- contributing positively to the community
- striving to become a reflective practitioner of Islam by engaging in continuous self-evaluation of character, according to Qur’an and Sunnah
- reflecting values of honesty, integrity, and modesty as taught by the Qur’an and Messenger *sallallaahu ‘alayhi wa sallam*<sup>28</sup>

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<sup>25</sup> *In shaa Allah: means God Willing*

<sup>26</sup> *Daa’ee: means someone who invites*

<sup>27</sup> *Sunnah is the way of the Prophet Muhammad (peace be upon him) that we learn through his statements and actions*

<sup>28</sup> *Sallallaahu ‘alayhi wa sallam: means “peace be upon him”*

## General Comments about All Objectives

		Yes	No
<b>1</b>	Has the school identified three, four, or five objectives for accreditation purposes?	<b>X</b>	
<b>Comments:</b> <i>The Al-Huda School has identified three objectives for accreditation purposes.</i>			

		Yes	No
<b>2</b>	Do the objectives focus on growing and improving areas of student performance and/or organizational capacity, as expressed in the school's Foundation Documents?	<b>X</b>	
<b>Comments:</b> <i>All of the identified objectives focus on growing and improving areas of student performance and organizational capacity as expressed in Al-Huda School's Foundation Documents.</i>			

### **Student Performance Objective #1**

By 2029, Al-Huda School students will improve their language and literacy skills.

### **Student Performance Objective #2**

By 2029, Al-Huda School students will improve in Mathematics.

### **Organizational Capacity Objective #1**

By 2029, Al-Huda School's global campus will increase its global outreach, student enrollment, and program offerings.

## Technical Review of Objectives

### Student Performance Objective #1: As submitted by the school:

By 2029, Al-Huda School students will improve their language and literacy skills, as measured by the following:

- a. More than 90% of the students will score above the 50th percentile in the Reading test in MAP<sup>29</sup>

### Baseline Data and Target Percentage for Improvement

School Year	(Target) Percentage
Baseline Data (Spring 2020-2021)	75.35%
SY 2022-2023	77.44%
SY 2023-2024	79.54%
SY 2024-2025	81.63%
SY 2025-2026	83.72%
SY 2026-2027	85.81%
SY 2027-2028	87.91%
SY 2028-2029	90%

### Disaggregated baseline data by grade level:

Grade	Percentage of students above grade level
KG	MAP testing was not conducted due to COVID-19 / online learning
1st	MAP testing was not conducted due to COVID-19 / online learning
2nd	70.27%
3rd	80.56%
4th	81.48%
5th	60.61%

<sup>29</sup> MAP: Measure of Academic Progress. Standardized test offered by the Northwest Evaluation Association (NWEA).

6th	72.09%
7th	67.44%
8th	79.41%
9th	88.89%
10th	75.86%
11th	75.00%

- b. More than 90% of the students will score above the 50th percentile in Language Usage test in MAP

**Baseline Data and Target Percentage for Improvement**

<b>School Year</b>	<b>(Target) Percentage</b>
Baseline Data (Spring 2020-2021)	65.62%
SY 2022-2023	69.10%
SY 2023-2024	72.59%
SY 2024-2025	76.07%
SY 2025-2026	79.55%
SY 2026-2027	83.03%
SY 2027-2028	86.52%
SY 2028-2029	90%

**Disaggregated baseline data by grade level:**

<b>Grade</b>	<b>Percentage of students above grade level</b>
3rd	65.71%
4th	68.52%
5th	59.09%
6th	45.71%
7th	58.14%

8th	67.65%
9th	78.38%
10th	80.00%
11th	90.00%

- c. More than 90% of the students will score above the 50th percentile in Words Correct Per Minute (WCPM) (for Grades 2-5)

**Baseline Data and Target Percentage for Improvement**

School Year	(Target) Percentage
Baseline Data (Fall 2021)	71.20%
SY 2022-2023	73.88%
SY 2023-2024	76.57%
SY 2024-2025	79.25%
SY 2025-2026	81.94%
SY 2026-2027	84.63%
SY 2027-2028	87.31%
SY 2028-2029	90%

**Disaggregated baseline data by grade level:**

Grade	Percentage of students above grade level
2nd	46.34%
3rd	84.38%
4th	75%
5th	77.61%

- d. More than 80% of the students will score 70% or above in their benchmark assessments

No baseline data is available yet because benchmark assessments have not been instituted in the school as of yet. The school will aim to increase the number of students with a grade of 70% or above by 10% each year, or aim to have 80% of the students with a score of 70% or above in benchmark assessments (whichever is smaller).

School Year	(Target) Percentage Increase
Baseline Data (2022-2023)	TBD
SY 2023-2024	10%
SY 2024-2025	10%
SY 2025-2026	10%
SY 2026-2027	10%
SY 2027-2028	10%
SY 2028-2029	10%

- e. More than 80% of the students will score a 3, 4 or 5 in their AP English and Composition exam (12th grade)

**Baseline Data and Target Percentage for Improvement**

School Year	Target Percentage
Baseline Data (Spring 2021)	38.9%
SY 2022-2023	44.77%
SY 2023-2024	50.64%
SY 2024-2025	56.51%
SY 2025-2026	62.39%
SY 2026-2027	68.26%
SY 2027-2028	74.13%
SY 2028-2029	80%

- f. More than 80% of the students will score 70% or above in their cornerstone tasks (Grades 3, 5, 8, and 10)

No baseline data is available yet because cornerstone tasks have not been developed and instituted in the school as of yet. The school will aim to increase the number of students with a grade of 70% or above by 10% each year, or aim to have 80% of the students with a score of 70% or above in cornerstone tasks (whichever is smaller).

School Year	Target Percentage Increase
Baseline Data (2022-2023)	TBD
SY 2023-2024	10%
SY 2024-2025	10%
SY 2025-2026	10%
SY 2026-2027	10%
SY 2027-2028	10%
SY 2028-2029	10%

**Technical Review Criteria**

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
<b>Comments:</b> <i>The stated objective is derived from an analysis of Student Performance data.</i>			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
<b>Comments:</b> <i>The objective addresses expectations for all students.</i>			

		Yes	No
3	Does the objective have an impact on the Profile of a Graduate?	X	
<b>Comments:</b> <i>The objective will have an impact on expected student outcomes.</i>			

		Yes	No
4	Does the objective comply with the following:		

	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	Have multiple measures been identified to determine achievement of the objective?	X	
	Are baseline data and collection year included for each assessment?	X	
	Is a challenging and appropriate end goal set for each assessment?	X	
	Are periodic benchmarks included that will be used to measure achievement of the objective?	X	
<b>Comments:</b> <i>The realization of the objective is correctly stated as 2028, which is seven years from the year of the Team Visit. Six measures have been identified to determine achievement of the objective. Baseline data and collection year have been collected and stated for all but two of the assessments. Appropriate and challenging target goals have been set for the measure. Benchmarks have been established which will enable the assessment of annual progress towards achieving the target goals of the objective.</i>			

		Yes	No
5	Are disaggregated data included where appropriate?	X	
<b>Comments:</b> <i>The data is disaggregated as appropriate.</i>			

		Yes	No
6	Is the objective measured by both external and internal assessments when appropriate and available?	X	
<b>Comments:</b> <i>The objective is appropriately measured.</i>			

**Suggestions for Revising Objective:**

- Objective is approved.

**Student Performance Objective #2: As submitted by the school:**

By 2029, Al-Huda School students will improve in Mathematics, as measured by the following:

- a. More than 80% of the students will score above the 50th percentile in the Math test in MAP

**Baseline Data and Target Percentage for Improvement**

School Year	(Target) Percentage
Baseline Data	55.21%
SY 2022-2023	58.75%
SY 2023-2024	62.29%
SY 2024-2025	65.83%
SY 2025-2026	69.38%
SY 2026-2027	72.92%
SY 2027-2028	76.46%
SY 2028-2029	80%

**Disaggregated baseline data by grade level:**

Grade	Percentage of students above grade level
KG	MAP testing was not conducted due to COVID-19 / online learning
1st	MAP testing was not conducted due to COVID-19 / online learning
2nd	51.35%
3rd	47.22%
4th	58.18%
5th	16.67%
6th	42.50%
7th	55.81%
8th	77.14%

9th	72.22%
10th	80.77%
11th	63.64%

- b. More than 80% of the students will score above 70% in their benchmark assessments.

No baseline data is available yet because benchmark assessments have not been instituted in the school as of yet. The school will aim to increase the number of students with a grade of 70% or above by 10% each year, or aim to have 80% of the students with a score of 70% or above in benchmark assessments (whichever is smaller).

School Year	Target Percentage Increase
Baseline Data (2022-2023)	TBD
SY 2023-2024	10%
SY 2024-2025	10%
SY 2025-2026	10%
SY 2026-2027	10%
SY 2027-2028	10%
SY 2028-2029	10%

- c. More than 80% of the students will score a 3, 4 or 5 in their AP Calculus AB exam (12th grade).

### Baseline Data and Target Percentage for Improvement

School Year	(Target) Percentage
Baseline Data	23%
SY 2022-2023	31.14%
SY 2023-2024	39.29%
SY 2024-2025	47.43%
SY 2025-2026	55.57%
SY 2026-2027	63.71%

SY 2027-2028	71.86%
SY 2028-2029	80%

- d. More than 80% of the students will score a 70% or higher in their cornerstone tasks (Grades 3, 5, 8, and 10)

No baseline data is available yet because cornerstone tasks have not been developed and instituted in the school as of yet. The school will aim to increase the number of students with a grade of 70% or above by 10% each year, or aim to have 80% of the students with a score of 70% or above in cornerstone tasks (whichever is smaller).

School Year	Target Percentage Increase
Baseline Data (2022-2023)	TBD
SY 2023-2024	10%
SY 2024-2025	10%
SY 2025-2026	10%
SY 2026-2027	10%
SY 2027-2028	10%
SY 2028-2029	10%

## Technical Review Criteria

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
<b>Comments:</b> <i>The stated objective is derived from an analysis of Student Performance data.</i>			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
<b>Comments:</b> <i>The objective addresses expectations for all students.</i>			

		Yes	No
3	Does the objective have an impact on the Profile of a Graduate?	X	
<b>Comments:</b> <i>The objective will have an impact on expected student outcomes.</i>			

		Yes	No
4	Does the objective comply with the following:		
	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	Have multiple measures been identified to determine achievement of the objective?	X	
	Are baseline data and collection year included for each assessment?	X	
	Is a challenging and appropriate end goal set for each assessment	X	
	Are periodic benchmarks included that will be used to measure achievement of the objective?	X	
<b>Comments:</b> <i>The realization of the objective is correctly stated as 2028, which is seven years from the year of the Team Visit. Four measures have been identified to determine achievement of the objective. Baseline data and collection year have been collected and stated for all but two of the assessments. Appropriate and challenging target goals have been set for the measure. Benchmarks have been established which will enable the assessment of annual progress towards achieving the target goals of the objective.</i>			

		Yes	No
5	Are disaggregated data included where appropriate?	X	
<b>Comments:</b> <i>The data is disaggregated as appropriate.</i>			

		Yes	No

6	Is the objective measured by both external and internal assessments when appropriate and available?	X	
<b>Comments:</b> <i>The objective is appropriately measured.</i>			

**Suggestions for Revising Objective:**

- Objective is approved.

**Organizational Capacity Objective #1: As submitted by the school:**

By 2029, Al-Huda School’s global campus will increase its global outreach, student enrollment, and program offerings as measured by the following:

- a. Student enrollment will increase to 750

**Baseline Data and Target Enrollment**

School Year	Target Enrollment
Baseline (SY 2021-2022)	106
SY 2022-2023	198
SY 2023-2024	290
SY 2024-2025	382
SY 2025-2026	474
SY 2026-2027	566
SY 2027-2028	658
SY 2028-2029	750

- b. Monthly website traffic will increase to 10,000

**Baseline Data and Target Increase**

School Year	Target Monthly Website Visits
Baseline Data	3,100
SY 2022-2023	4,000
SY 2023-2024	5,000
SY 2024-2025	6,000
SY 2025-2026	7,000
SY 2026-2027	8,000
SY 2027-2028	9,000
SY 2028-2029	10,000

c. Succeeding enrollments percentage will be 90% or above

**Baseline Data and Target Percentage for Improvement**

<b>School Year</b>	<b>(Target) Percentage</b>
Baseline Data (SY 2021-2022)	72%
SY 2022-2023	75%
SY 2023-2024	78%
SY 2024-2025	81%
SY 2025-2026	84%
SY 2026-2027	86%
SY 2027-2028	88%
SY 2028-2029	90%

d. Number of community service projects completed by students will be 100 or more

Since the global campus is a new initiative, community service projects have not started as of yet.

<b>School Year</b>	<b>Target Number</b>
Baseline Data (SY 2021-2022)	0
SY 2022-2023	15
SY 2023-2024	30
SY 2024-2025	45
SY 2025-2026	60
SY 2026-2027	75
SY 2027-2028	90
SY 2028-2029	100

e. All grade levels from K-12 will be offered

<b>School Year</b>	<b>Grades Offered</b>
Baseline Data (SY 2021-2022)	5 - 10
SY 2022-2023	5 - 11
SY 2023-2024	5 - 12
SY 2024-2025	4 - 12
SY 2025-2026	3 - 12
SY 2026-2027	2 - 12
SY 2027-2028	1 - 12
SY 2028-2029	K - 12

f. College acceptance rate will be at least 90%

No baseline data is available yet because the global school does not currently offer up to 12th grade. The school will aim to increase the college acceptance rate for students in the global program by 10% each year, or aim to have a college acceptance rate of 90% (whichever is smaller).

<b>School Year</b>	<b>Target Percentage Increase</b>
Baseline Data (2022-2023)	NA
SY 2023-2024	NA
SY 2024-2025	10%
SY 2025-2026	10%
SY 2026-2027	10%
SY 2027-2028	10%
SY 2028-2029	10%

## Technical Review Criteria

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
<b>Comments:</b> <i>The stated objective is derived from an analysis of Student Performance data.</i>			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
<b>Comments:</b> <i>The objective addresses expectations for all students.</i>			

		Yes	No
3	Does the objective have an impact on the Profile of a Graduate?	X	
<b>Comments:</b> <i>The objective will have an impact on expected student outcomes.</i>			

		Yes	No
4	Does the objective comply with the following:		
	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	Have multiple measures been identified to determine achievement of the objective?	X	
	Are baseline data and collection year included for each assessment?	X	
	Is a challenging and appropriate end goal set for each assessment?	X	
	Are periodic benchmarks included that will be used to measure achievement of the objective?	X	
<b>Comments:</b> <i>The realization of the objective is correctly stated as 2028, which is seven years from the year of the Team Visit. Six measures have been identified to determine achievement of the objective. Baseline data and collection year have been collected and stated for all but one of the assessments. Appropriate and challenging target goals have been set for the measure. Benchmarks have been established which will enable the assessment of annual progress towards achieving the target goals of the objective.</i>			

		Yes	No
5	Are disaggregated data included where appropriate?	X	
<b>Comments:</b> <i>The data is disaggregated as appropriate.</i>			

		Yes	No

6	Is the objective measured by both external and internal assessments when appropriate and available?	X	
<b>Comments:</b> <i>The objective is appropriately measured.</i>			

**Suggestions for Revising Objective:**

- Objective is approved.

## **APPENDIX B**

### **INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT**

As part of its planning for growth and improvement, the school conducted an in-depth self-examination of the curriculum, instructional program, and assessment practices for those components of its educational program that are considered essential to the areas of student performance that have been identified as the priorities for growth and improvement. Using the Middle States Indicators of Quality for curriculum, instruction, and assessment, this self-assessment required the school to look carefully at its written curriculum, how the curriculum is delivered to the students, and the practices used to assess the degree to which the students are achieving the learning goals of the curriculum.

The overall purpose of this self-assessment is to identify any aspects of the school's curriculum, instructional pedagogy, and assessment practices that need to be developed or improved to increase the likelihood that the school will be able to achieve the goals it set for growing and improving student performance. Areas identified for development and/or improvement should be included in the action plans for the measurable student performance and organizational capacity goals that are the heart of the Plan for Growth and Improvement.

# SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:

[English Language Arts](#)

The self-assessment of the degree to which this component of the school's educational program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:

<b>X</b>	Survey of the school's stakeholders using the Middle States Survey.
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	A subcommittee comprised of the following individuals:
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Total Number of Surveys Returned (by parents, students, and staff)	<b>11</b>
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If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.

[NA](#)

## A. INFORMATION Related to The Indicators Of Quality

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

- CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the educational program by completing each column as described.*

<u>Grade Level:</u>	<i>Enter the grade level(s) at which each course/program in this curricular component is taught.</i>
<u>Course Title:</u>	<i>List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).</i>
<u>Hours per Semester/Year:</u>	<i>Indicate the number of hours of instructional time devoted to each program/ course per semester/year.</i>

Grade Level(s)	Course Title	Hours per Semester/Year
K	Language Arts	360
1	Language Arts	360
2	Language Arts	360
3	Language Arts	360
4	Language Arts	360
5	Language Arts	360
6	English	180
7	English	180
8	English	180
9	English I	180
10	English II	180
11	English III	180
12	AP English	180

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

**2. Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

There are no gaps or omissions in the sequences of courses taught in English Language Arts. In the 12th grade, all students are required to take the AP English Language and Composition course and take the College Board AP exams.

The writing component of the middle and high school needs improvement to better prepare students to take the AP English exams. The English Department Head, along with the assigned vice principal, are in the process of reviewing current instructional practices to ensure adequate time is spent on teaching and assessing writing. Additionally, training other subject teachers to effectively integrate writing skills is being planned.

The English department is also working on instituting benchmark assessments across grade levels to better track student performance and adjust instruction accordingly.

**3. Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

There are no unnecessary repetitions in the sequences of courses taught.

#### 4. ASSESSMENT RESULTS:

Name of Assessment/Test	Grade/Areas Assessed	Percentage of students above grade level
MAP	KG : Reading	MAP testing was not conducted due to COVID-19 / online learning
	1st : Reading	MAP testing was not conducted due to COVID-19 / online learning
	2nd : Reading	70.27%
	3rd : Reading	80.56%
	4th : Reading	81.48%
	5th : Reading	60.61%
	6th : Reading	72.09%
	7th : Reading	67.44%
	8th : Reading	79.41%
	9th : Reading	88.89%
	10th : Reading	75.86%
	11th : Reading, Vocabulary, Language Usage	75.00%
Words Correct Per Minute (WCPM)	2nd : Reading Fluency Assessment	46.34%
	3rd : Reading Fluency Assessment	84.38%
	4th : Reading Fluency Assessment	75%
	5th : Reading Fluency Assessment	77.61%
AP English	12th : English Language & Composition (average score 3 or above)	38.9%

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

In order to improve the quality of our educational program, Al-Huda School intends to link the learning in the classroom with a number of data points, including standardized assessments and benchmark assessments to evaluate student performance. For this purpose, MAP tests were instituted to include all grade levels at Al-Huda School. Training has been done for teachers to understand and analyze data from MAP assessments. However, more consistent training needs to be done to utilize MAP data to drive instruction. Additionally, the school is in the process of instituting benchmark assessments for all grade levels and will need to conduct extensive training for teachers to effectively utilize data from the assessments.

## **B. Self-Assessment of The INDICATORS OF QUALITY**

The Indicators of Quality for curriculum, instruction and assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.

<b>Rating of Adherence to the Indicator</b>	
<b>1. Does Not Meet</b>	The evidence indicates the school system <b>does not meet</b> the expectations of this Indicator.
<b>2. Partially Meets/In Need of Improvement</b>	The evidence indicates that the school system <b>partially meets</b> the expectations of this Indicator and <b>is in need of improvement.</b>
<b>3. Meets</b>	The evidence indicates the school system <b>meets</b> the expectations of this Indicator.
<b>4. Exceeds</b>	The evidence indicates the school system <b>exceeds</b> the expectations of this Indicator.

# INDICATORS OF QUALITY FOR CURRICULUM

## Indicators of Quality for All Schools

Indicator of Quality		1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			x		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			x		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			x		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			x		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			x		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			x		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			x		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			x		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.			x		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			x		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			x		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			x		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			x		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			x		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			x		

Cl.16	Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media.			x		
Cl.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			x		
Cl.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			x		
Cl.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			x		
Cl.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			x		

**Indicators for school systems that deliver all or part of their educational program by a distance modality**

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
Cl.21	Students and their families (if appropriate) are informed about any aspects of the curriculum that are created or delivered by an organization other than the school.			x		
Cl.22	Stated student performance outcomes for any part of the curriculum delivered through distance education are achievable through that methodology.			x		
Cl.23	Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the curriculum and instructional process.			x		

**Stakeholders' comments to support the ratings:**

	None
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**Explanation for Any Ratings of 1:**

None of the indicators of quality received a rating of 1.

## INDICATORS OF QUALITY FOR INSTRUCTION

### Indicators for All Schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.			x		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			x		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			x		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			x		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			x		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			x		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			x		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			x		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			x		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			x		
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			x		

### Indicators for schools that deliver all or part of their educational program by a distance modality

<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
II.12	Student interaction (synchronous and asynchronous) with the faculty and other students is facilitated through a variety of means as an essential characteristic of the curriculum.			x		
II.13	Instructional materials in the curriculum are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning.			x		

**Stakeholders' comments to support the ratings:**

None
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**Explanation for Any Ratings of 1:**

None of the indicators of quality received a rating of 1.

## INDICATORS OF QUALITY FOR ASSESSMENT

### Indicators for All Schools

Indicator of Quality		1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			x		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			x		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			x		
	a. Individual students as they move through courses in the curriculum.			x		
	b. Cohorts of students as they move through courses in the curriculum.			x		
	c. Comparable (local, state, and national) groups outside of the school.			x		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			x		
AI.5	Records of students' learning and performance are maintained in the curriculum.			x		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			x		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			x		

**Stakeholders' comments to support the ratings:**

None
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**Explanation for Any Ratings of 1:**

None of the indicators of quality received a rating of 1.

**C. ROOT CAUSE ANALYSIS**

<b>Curriculum Design Issues</b>				
<b>Content</b>				
Are the skills required for improvement in student performance included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Al-Huda School's English program curriculum is aligned to the Common Core State Standards. As such, the skills required for improvement in student performance are included in the curriculum.			
Hypothesis derived from your conclusion:	NA			
<b>Sequence</b>				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	X	YES		NO
Data to support your conclusion:	<p>The skills required for each grade level are scheduled to be taught before unit exams (for ES), quarterly exams (for MS and HS), and mid-term and final cumulative exams (for HS). The yearly plans identify objectives and define the scope and sequence of the curriculum.</p> <p>The MAP standardized assessments are scheduled at specific times of the year and assess students' general knowledge and skills as required by Common Core. Those skills may not always be formally taught before the administration of the MAP assessments.</p> <p>Currently benchmark assessments are not conducted for all subjects / grade levels.</p>			
Hypothesis derived from your conclusion:	If the school includes the skills required for improvement in student performance - based on standardized test results and benchmark assessments - in the curriculum, then this will increase student performance.			
<b>Pacing</b>				
Are the skills required for improvement in student performance given sufficient time in		YES	X	NO

the current pacing of the curriculum?				
Data to support your conclusion:	Based on teacher observations, the instructional time spent on teaching grammar and writing is not sufficient to adequately prepare students for the English AP test in their senior year.			
Hypothesis derived from your conclusion:	If teachers spent ample instructional time to teach all necessary skills, including grammar and writing skills, then student scores in writing will improve.			
<b>Format</b>				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:	Reading skills are taught in a way that aligns with the way they are assessed in class and in standardized tests. Writing skills are also taught in a way that aligns with the assessment of standardized AP exams. However, they are not given ample time across grade levels to effectively build students' skills to be better prepared for the AP exams.			
Hypothesis derived from your conclusion:	If the curriculum is vertically aligned, closely implemented and observed, such that ample time is allocated for teaching grammar and writing skills, then students' performance will improve.			
<b>Instructional Delivery Issues</b>				
<b>Teacher Awareness of Content</b>				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Teachers are provided with, and often included in the development of yearly plans. As such, they are aware that the skills required for improvement in student performance are included in the current curriculum.			
Hypothesis derived from your conclusion:	NA			
<b>Teacher Awareness of Sequencing</b>				
Are teachers aware that the skills required for improvement in student performance are scheduled to be taught prior to the administration of the assessment?	X	YES		NO
Data to support your conclusion:	For the ES quarter exams and the MS/HS mid-term and final exams, teachers are aware and are directly involved in teaching the skills required for			

	<p>improvement in student performance prior to the administration of their respective assessments.</p> <p>Given that MAP is a standardized test which assesses students general knowledge and skills, those skills may not always be formally taught or may not be given ample time before the administration of the MAP assessments.</p> <p>Teachers are aware of the importance of teaching writing skills throughout a students' academic career at Al-Huda School.</p>			
Hypothesis derived from your conclusion:	NA			
<b>Teacher Awareness of Pacing</b>				
Are teachers spending the specified time on the skills required for improvement in student performance?		YES	X	NO
Data to support your conclusion:	In light of teacher observations, teachers are not spending enough time in teaching and effectively assessing writing across grade levels.			
Hypothesis derived from your conclusion:	If teachers spend adequate time in teaching writing and effectively assessing it, then student performance in writing will improve.			
<b>Professional Development Issues</b>				
<b>Teacher Awareness of Format</b>				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	X	YES		NO
Data to support your conclusion:	The curriculum resources provided to teachers include the skills that students need to learn (aligned with Common Core) to be prepared for the assessments.			
Hypothesis derived from your conclusion:	If the teachers continue to learn how to effectively utilize the curriculum resources in teaching the necessary skills, then their instruction, and ultimately student performance, will improve.			
<b>Teacher Resources</b>				
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for	X	YES		NO

improvement in student performance?				
Data to support your conclusion:	The curriculum resources provided to teachers include detailed instruction on initial, supplementary, and remedial instruction, and formative assessment of skills required. However, teachers are not always aware of the plethora of those publishers' resources available at their disposal.			
Hypothesis derived from your conclusion:	If teachers receive adequate training and exposure to the available resources, and there is closer follow up on teachers, then they will take advantage of those resources, which will improve student performance.			
<b>Teacher Skills</b>				
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:	100% of ELA teachers have a bachelor's degree; on average, ELA teachers have 9 years of teaching experience; 30% of ELA teachers have certifications.			
Hypothesis derived from your conclusion:	If teachers are given appropriate guidance and professional development, they can improve on their teaching skills, which will in turn improve student performance.			

**Describe any improvements related to this component of the educational program made within the past five years.**

<p>In the last five years, Al-Huda School's ELA program has gone through a lot of positive changes.</p> <ul style="list-style-type: none"> <li>• There is greater awareness of and insights into using the curriculum efficiently as well as increase in use of best teaching strategies.</li> <li>• In the elementary school, a greater emphasis has been placed on implementing unified instructional routines within the classrooms in light of available publisher resources.</li> <li>• Tracking reading fluency scores is now being done in a more systematic and organized fashion, along with communicating the results of those with parents.</li> <li>• Regular meetings help carry on the discussion about the problem areas and have helped recognize the need for improvement.</li> <li>• MAP tests have been conducted regularly, along with consistent reminders to students to take the assessments seriously and avoid random-guessing.</li> <li>• Completed an English Language Arts (ELA) handbook focusing on aligning key skills and content across the middle school grades (vertical alignment).</li> <li>• ELA departmental transfer goals were carefully articulated, keeping in mind the Common Core standards as well as the school's institutional transfer goals. The goals went through two internal review cycles and an external review cycle with Mr. Jay McTighe - co-author of the Understanding by Design (UbD) framework</li> </ul>
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**List the strengths of the school in this component of the educational program.**

The greatest strength Al-Huda School has is its dedicated and hardworking teachers. Teachers believe in the mission of the school and deeply care for the well-being of students. On average, ELA teachers have been teaching for nine years or more, and have been with the school long enough to recognize problem areas. Teachers regularly present ideas for improvement and are an integral part of the improvement planning process.

**List the areas for improvement of the school in this component of the educational program.**

- Teachers need resources and individualized training to increase remedial teaching, identify and address the needs of ELL/ESL learners.
- Teachers need training to effectively teach writing skills, develop rubrics, and assess writing on a regular basis.
- The tenets of UbD need to be uniformly implemented in the school where the focus is on enduring understandings and transfer of knowledge and skills into new situations.
- In addition, classroom assessments, benchmark tests, and standardized tests need to be linked to the curriculum and teaching in the classroom to regularly assess the progress of learning. Assessment tools must be made available to teachers in order to make monitoring of learning progress easy and manageable.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.**

- More training on identifying and addressing the needs of ESL/ELL learners
- More training on developing writing skills and assessing them effectively
- Focus on data-driven instruction
- More training on UbD; designing and implementing cornerstone tasks
- Better utilization of available publisher resources

## **D. Implications for PLANNING**

**List the strengths in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

- Group of dedicated and experienced teachers
- A continuous commitment to excellence and constantly improving upon the quality of the educational program
- Thoughtful and gradual implementation of the Understanding by Design (UbD) framework in direct consultation with its cofounder
- A concerted effort to move into the direction of data-driven instruction

List the areas in need of improvement in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.

- More training in identifying and addressing the needs of special education students (specifically ELL/ESL), teaching and assessing writing skills, and implementing UbD
- Development and uniform implementation of benchmark assessments
- A robust system to analyze multiple data points to drive instruction (MAP, benchmark assessments, reading fluency tests)
- More training in and better utilization of available publisher resources.

Based on the strengths and areas for improvement identified in this curriculum area, list any important next steps or strategic priorities related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement.

- More training on identifying and addressing the needs of ESL/ELL learners
- More training on developing writing skills and assessing them effectively
- Focus on data-driven instruction
- More training on UbD; designing and implementing cornerstone tasks
- Better utilization of available publisher resources

### E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Evidence	School
Scope and sequence for this curriculum area	X
Examples of syllabi for this curriculum area	X
Written curriculum guides for this curriculum area	X
Record of development/review/revision of this curriculum area	X
Examples of assessments used in this curriculum area to determine levels of student achievement/performance	X
Exemplars of student work within this curriculum area	X
Record of professional development activities related to this curriculum area	X

# SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:

Math

The self-assessment of the degree to which this component of the school's educational program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:

**X** Survey of the school's stakeholders using the Middle States Survey.

A subcommittee comprised of the following individuals:

Total Number of Surveys Returned (by parents, students, and staff)	<b>29</b>
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**\*\*NOTE:** Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

**If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.**

NA

## D. INFORMATION Related to The Indicators Of Quality

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

**5. CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the educational program by completing each column as described.*

- Grade Level: *Enter the grade level(s) at which each course/program in this curricular component is taught.*
- Course Title: *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).*
- Hours per Semester/Year: *Indicate the number of hours of instructional time devoted to each program/ course per semester/year.*

Grade Level(s)	Course Title	Hours per Semester/Year
K	Math	180
1	Math	180
2	Math	180
3	Math	180
4	Math	180
5	Math	180
6	Math	180
7	Pre-Algebra (AHS) / Grade 7 Math (AGS)	180
8	Algebra I (AHS) / Pre-Algebra (AGS)	180
9	Geometry (AHS) / Algebra I (AGS)	180
10	Algebra II (AHS) / Geometry (AGS)	180
11	Pre-Calculus (AHS)	180
12	AP Calculus (AHS)	180

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

6. Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

At AHS, Grade 7 Math is an accelerated program, which prepares students for Algebra I in 8th grade. This poses a challenge for those students who may be struggling in Math because there are currently no tracks offered at the school. Some steps that are being planned are:

- Offering after-school enrichment classes for Math
- Offering tracks for AHS students
- Leveraging AGS by allowing AHS students to enroll in some of the AGS classes

7. Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

There are no unnecessary repetitions in the sequences of courses taught.

**8. ASSESSMENT RESULTS:**

Name of Assessment/Test	Grade/Areas Assessed	Percentage of students above grade level
MAP - Math	KG	MAP testing was not conducted due to COVID-19 / online learning
	1st	MAP testing was not conducted due to COVID-19 / online learning
	2nd	51.35%
	3rd	47.22%
	4th	58.18%
	5th	16.67%
	6th	42.50%
	7th	55.81%
	8th	77.14%
	9th	72.22%
	10th	80.77%
	11th	63.64%
AP Calculus	12th : Calculus AB (average score 3 or above)	23%

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

In order to improve the quality of our educational program, Al-Huda School intends to link the learning in the classroom with a number of data points, including standardized assessments and benchmark assessments to evaluate student performance. For this purpose, MAP tests were instituted to include all grade levels at Al-Huda School. Training has been done for teachers to understand and analyze data from MAP assessments. However, more consistent training needs to be done to utilize MAP data to drive instruction. Additionally, the school is in the process of instituting benchmark assessments for all grade

levels and will need to conduct extensive training for teachers to effectively utilize data from the assessments.

Additionally, due to varying levels in Math classes, teachers need to receive further training in differentiating instruction to address the needs of all students.

## E. Self-Assessment of The INDICATORS OF QUALITY

The Indicators of Quality for curriculum, instruction and assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school system <b>does not meet</b> the expectations of this Indicator.
2. Partially Meets/In Need of Improvement	The evidence indicates that the school system <b>partially meets</b> the expectations of this Indicator and <b>is in need of improvement</b> .
3. Meets	The evidence indicates the school system <b>meets</b> the expectations of this Indicator.
4. Exceeds	The evidence indicates the school system <b>exceeds</b> the expectations of this Indicator.

## INDICATORS OF QUALITY FOR CURRICULUM

### Indicators of Quality for All Schools

Indicator of Quality		1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			x		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			x		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			x		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			x		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			x		

CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			x		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			x		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			x		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.			x		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			x		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			x		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			x		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			x		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			x		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			x		
CI.16	Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media.			x		
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			x		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			x		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			x		
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			x		

## Indicators for school systems that deliver all or part of their educational program by a distance modality

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
CI.21	Students and their families (if appropriate) are informed about any aspects of the curriculum that are created or delivered by an organization other than the school.			x		
CI.22	Stated student performance outcomes for any part of the curriculum delivered through distance education are achievable through that methodology.			x		
CI.23	Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the curriculum and instructional process.			x		

### Stakeholders' comments to support the ratings:

<ul style="list-style-type: none"> <li>● Amazing Efforts Mashaa Allah.</li> <li>● Excellent at all levels.</li> <li>● Satisfied with he instructions.</li> </ul>
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### Explanation for Any Ratings of 1:

None of the indicators of quality received a rating of 1.

## INDICATORS OF QUALITY FOR INSTRUCTION

### Indicators for All Schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.			x		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			x		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			x		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			x		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			x		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			x		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			x		

II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			x		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			x		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			x		
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			x		

**Indicators for schools that deliver all or part of their educational program by a distance modality**

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
II.12	Student interaction (synchronous and asynchronous) with the faculty and other students is facilitated through a variety of means as an essential characteristic of the curriculum.			x		
II.13	Instructional materials in the curriculum are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning.			x		

**Stakeholders' comments to support the ratings:**

- |   |
|---|
| <ul style="list-style-type: none"> <li>● Excellent at all levels</li> </ul> |
|---|

**Explanation for Any Ratings of 1:**

None of the indicators of quality received a rating of 1.

**INDICATORS OF QUALITY FOR ASSESSMENT**

**Indicators for All Schools**

Indicator of Quality		1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			x		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			x		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			x		

	d. Individual students as they move through courses in the curriculum.			x		
	e. Cohorts of students as they move through courses in the curriculum.			x		
	f. Comparable (local, state, and national) groups outside of the school.			x		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			x		
AI.5	Records of students' learning and performance are maintained in the curriculum.			x		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			x		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			x		

**Stakeholders' comments to support the ratings:**

<ul style="list-style-type: none"> <li>● Excellent at all levels</li> </ul>
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**Explanation for Any Ratings of 1:**

None of the indicators of quality received a rating of 1.

**F. ROOT CAUSE ANALYSIS**

<b>Curriculum Design Issues</b>				
<b>Content</b>				
Are the skills required for improvement in student performance included in the current curriculum?	X	YES		NO
Data to support your conclusion:	AI-Huda School's Math program curriculum is aligned to the Common Core State Standards. As such, the skills required for improvement in student performance are included in the curriculum.			
Hypothesis derived from your conclusion:	NA			
<b>Sequence</b>				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	X	YES		NO

Data to support your conclusion:	<p>The skills required for each grade level are scheduled to be taught before unit exams (for ES), quarterly exams (for MS and HS), and mid-term and final cumulative exams (for HS). The yearly plans identify objectives and define the scope and sequence of the curriculum.</p> <p>The MAP standardized assessments are scheduled at specific times of the year and assess students' general knowledge and skills as required by Common Core. Those skills may not always be formally taught before the administration of the MAP assessments.</p> <p>Currently benchmark assessments are not conducted for all subjects / grade levels.</p>			
Hypothesis derived from your conclusion:	<p>If the school includes the skills required for improvement in student performance - based on standardized test results and benchmark assessments - in the curriculum, then this will improve student performance.</p>			
<b>Pacing</b>				
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?		YES	X	NO
Data to support your conclusion:	<p>Due to the accelerated Math program in Grade 7 at AHS, skills required of students to prepare for Algebra I are not given sufficient time.</p>			
Hypothesis derived from your conclusion:	<p>If the curriculum is designed such that ample time is given (starting in Elementary School) to develop skills before students have to take Algebra I, then student performance will improve.</p>			
<b>Format</b>				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:	<p>The skills taught in Math classes are aligned with the way students are tested in their assessments. More emphasis needs to be placed on effectively teaching word problems in the classrooms.</p>			
Hypothesis derived from your conclusion:	<p>If teachers spend more time focusing on word problems within the class, then student performance will improve.</p>			
<b>Instructional Delivery Issues</b>				
<b>Teacher Awareness of Content</b>				

Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Teachers are provided with, and often included in the development of yearly plans. As such, they are aware that the skills required for improvement in student performance are included in the current curriculum. More time should be spent in increasing teacher awareness about the curriculum content.			
Hypothesis derived from your conclusion:	If teachers are fully aware of the skills included in the curriculum, and spend ample time in effectively teaching and practicing those skills, then student performance will improve.			
<b>Teacher Awareness of Sequencing</b>				
Are teachers aware that the skills required for improvement in student performance are scheduled to be taught prior to the administration of the assessment?	X	YES		NO
Data to support your conclusion:	For the ES quarter exams and the MS/HS mid-term and final exams, teachers are aware and are directly involved in teaching the skills required for improvement in student performance prior to the administration of their respective assessments.  Given that MAP is a standardized test which assesses students general knowledge and skills, those skills may not always be formally taught or may not be given ample time before the administration of the MAP assessments.			
Hypothesis derived from your conclusion:	NA			
<b>Teacher Awareness of Pacing</b>				
Are teachers spending the specified time on the skills required for improvement in student performance?		YES	X	NO
Data to support your conclusion:	Currently, teachers are not able to spend enough time in their Math classes, especially in MS, to adequately prepare students well for Algebra I.  Teachers are not spending enough time teaching the application of mathematical skills through word problems.			

Hypothesis derived from your conclusion:	If teachers spend adequate time in teaching mathematical applications through word problems, then student performance will improve.			
<b>Professional Development Issues</b>				
<b>Teacher Awareness of Format</b>				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	X	YES		NO
Data to support your conclusion:	The curriculum resources provided to teachers include the skills that students need to learn (aligned with Common Core) to be prepared for the assessments. However, all teachers are not uniformly and effectively utilizing available resources to them.			
Hypothesis derived from your conclusion:	If the teachers continue to learn how to effectively utilize the curriculum resources in teaching the necessary skills, then their instruction, and ultimately student performance, will improve.			
<b>Teacher Resources</b>				
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:	The curriculum resources provided to teachers include detailed instruction on initial, supplementary, and remedial instruction, and formative assessment of skills required. However, teachers are not always aware of the plethora of those publishers' resources available at their disposal.			
Hypothesis derived from your conclusion:	If teachers receive adequate training and exposure to the available resources, and there is closer follow up on teachers, then they will take advantage of those resources, which will improve student performance.			
<b>Teacher Skills</b>				
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:	100% of Math teachers have a bachelor's degree; on average, Math teachers have 10 years of teaching experience.			
Hypothesis derived from your conclusion:	If teachers are given appropriate guidance and professional development, they can improve on their			

	teaching skills, which will in turn improve student performance.
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**Describe any improvements related to this component of the educational program made within the past five years.**

- A blended learning program was introduced for the high school students to allow them the opportunity to move at their pace (to some extent), and to allow the more individualized time with the teachers.
- Middle school textbooks were replaced after thorough and systematic research; a complete accelerated program for Grade 7 Math was selected to facilitate student preparedness for Algebra I in 8th grade.
- iPads were purchased using a grant, to allow middle school Math teachers to conduct online Math assessments to get real time data about student performance.

**List the strengths of the school in this component of the educational program.**

- As a result of the accelerated program, mean class scores on MAP standardized assessments are usually higher than the national average, especially in the middle and high school classes.
- MAP tests have been conducted regularly, along with consistent reminders to students to take the assessments seriously and avoid random-guessing.
- Teachers strive to incorporate real life lessons in their Math classes
- Math departmental transfer goals were carefully articulated, keeping in mind the Common Core standards as well as the school's institutional transfer goals.

**List the areas for improvement of the school in this component of the educational program.**

- The elementary school program does not adequately prepare students for an accelerated middle school program.
- The tenets of UbD need to be uniformly implemented in the school where the focus is on enduring understandings and transfer of knowledge and skills into new situations.
- In addition, classroom assessments, benchmark tests, and standardized tests need to be linked to the curriculum and teaching in the classroom to regularly assess the progress of learning. Assessment tools must be made available to teachers in order to make monitoring of learning progress easy and manageable.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.**

- Offering tracks in Math for AHS students, or leveraging AGS classes to do so.
- More training in differentiated instruction in Math.
- More training in blended learning to maximize the benefit from blended learning in the high school.
- Focus on data-driven instruction.
- More training on UbD; designing and implementing cornerstone tasks.

- Better utilization of available publisher resources.
- Better collaboration between elementary, middle and high school staff, to provide meaningful progression of learning activities.

## **D. Implications for PLANNING**

**List the strengths in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

- An accelerated program, which, despite its shortcomings, has led to an overall above-average performance by students
- Group of dedicated and experienced teachers
- A continuous commitment to excellence and constantly improving upon the quality of the educational program
- Thoughtful and gradual implementation of the Understanding by Design (UbD) framework in direct consultation with its cofounder
- A concerted effort to move into the direction of data-driven instruction
- Increased use of technology
- Thorough and systematic review of existing textbooks and their replacement with better and updated textbooks that support an accelerated middle school program

**List the areas in need of improvement in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

- More allocation of time for Math classes, especially at the middle school level, to better prepare students for Algebra I in 8th grade
- More training for teachers on data-driven instruction, implementing UbD, and differentiation

**Based on the strengths and areas for improvement identified in this curriculum area, list any important next steps or strategic priorities related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement.**

- Offering tracks for MS Math students; leveraging AGS to offer tracking
- Focus on data-driven instruction
- Better utilization of technology resources to help low-performing students
- Improved parental engagement to provide further support for students
- More training on implementing UbD in classroom

**E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment**

Evidence	School
Scope and sequence for this curriculum area	X
Examples of syllabi for this curriculum area	X
Written curriculum guides for this curriculum area	X
Record of development/review/revision of this curriculum area	X
Examples of assessments used in this curriculum area to determine levels of student achievement/performance	X
Exemplars of student work within this curriculum area	X
Record of professional development activities related to this curriculum area	X