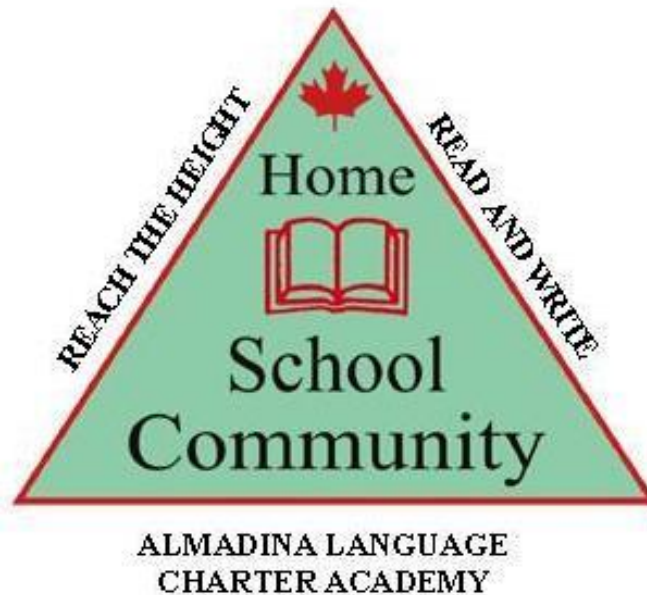


Almadina Language Charter Academy
Combined Three-Year Plan 2013-2016 and
Alberta Education Results Report
2012-2013



Submitted: November 29, 2013

Message from the Board Chair

The Board of Directors of Almadina Language Charter Academy (Almadina School Society) is pleased to present our combined AERR of 2012 – 2013 and 3Year Education Plan for 2013-2016. The board is very excited by the recent results and recognizes the hard work in collaboration with administrators, board members, school council, teachers, support staff, parents and students. We are extremely grateful to the many educational partners we have, particularly the Wellness Empowerment Team. Our stakeholders are fully engaged in continuous improvement.

We were given a conditional 15 Year Charter renewal, by the Honorable Education Minister, Mr. Jeff Johnson, pending the completion of the board governance action plan and our scheduled school evaluation. Almadina has begun the process of evaluation and hope to complete this process by January, 2014. Our Board has completed the Board Governance Action Plan. It must be noted that although it is complete, we believe professional development for all stakeholders is ongoing, life-long learning and improvement is always necessary. Most important, the board had a successful annual evaluation in June of 2013.

We have begun a system wide research project utilizing the Discover Reading program. This is our second year and we are very pleased with the first year literacy results. We believe this research will result in new innovation and even more student success.

We were able to expand our junior high options to include music, drama, art and robotics. This expansion was a result of our move to the larger Ogden school campus.

Our accountability results are excellent again this year. We are continuing to focus on literacy and numeracy for every student in our system. We have a renewed focus on the Charter and on strengthening ELL within our schools. Almadina uses the Virtues Program throughout our system. This program promotes citizenship and safe and caring school environments.

We expect an exciting year filled with great success. In November, parents responded to a survey asking if they would like a high school, **a resounding 92% said YES**. For this reason we will be expanding our school to include a high school program which will start with grade ten next year.

Respectfully,



Mr. Haytham Ghouriri,
Board Chair

Accountability Statement

The Annual Education Results Report for the **2012-2013** school year and the Education Plan for the three years commencing September 1, **2013** for **Almadina Language Charter Academy** was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2012/2013 school year and the three-year Education Plan for 2013/2016 on November 21, 2013



Board Chair – Haytham Ghouriri

Foundation Statements

- *Vision*

Strive to operate as Canada's best Public Charter School by providing students whose second or third language is English with the opportunities to reach their full potential.

- *Mission*

The Almadina School Society, through its partnership with the Minister and all stakeholders, ensures that our students whose second or third language at home is English reach their full potential as they prepare to meet the challenges of high school, lifelong learning and citizenship in a dynamic, democratic, knowledge-based society that respects each child's special gifts and the commitment to promote diversity in shared values.

A Profile of the School Authority

Almadina Language Charter Academy (ALCA) serves approximately 979 students and their families in two separate campuses. The [Mountain View Elementary Campus](#) serves Kindergarten to Grade 3 students, and [Ogden Middle School Campus](#) houses Grades 4 to 9. Our students are bussed into these two locations by First Student Canada, operated by Cardinal Coach Lines. Students are bused to our schools within our boundaries that include parts of the North and South East quadrants of Calgary. Our schools teach students from approximately 35 different countries. Almadina serves students with many diverse first languages such as Arabic, Urdu, Kurdish, Somali, and French just to name a few. As the only charter school that has an ESL mandate, Almadina has an ELL focused approach, which ensures students are successful with the outcomes from the Alberta Program of Studies and the language outcomes contained within. We have been recognized time and time again by the Frazer Institute for continuous improvement. In August 2013, The C.D. Howe report named Almadina as one of the top twelve performing schools in the province. The objectives of our current and future plans are rooted in our charter mandate. This helps us to ensure we continue to build a strong foundation for the students we teach. We are committed to system wide continuous improvement and growth. Our character education program plays a huge part in Almadina's success. We believe Almadina is a leader in teaching students whose second or third language at home is English.

All students are assessed to determine their language learning needs. We have done pre and post testing for literacy, partnering with the Reading Foundation. This project is a major ALCA research project. We are committed to the 21st Century Learning model. We have a three year technology plan that ensures consistent technology upgrades which includes 3 laptop labs at each school and an IPAD pilot project. ALCA continues to use the Mariconda Writing Program and focuses on system wide use of ELL strategies. We utilize the Discover Reading program in pilot classrooms. This is the second year we have researched the Discover Reading program.

The Wellness Empowerment Program is a school based project funded through Alberta Health and Wellness (Capacity Building). This project will finish its three year term in June 2014. It is our sincere hope that this program will receive funding to work in our school in the coming years. It has become vital, in terms of student and family mental health and the promotion of a peaceful school climate.

We are focused on our Charter Mandate thus ensuring that we are strengthening the charter goals. We continue to focus on the student's continuous learning and growth and better achievement. Our intention at Almadina is to give our students the ELL programming that will allow them to successfully graduate from our Junior high school. It is our school society's intention to expand Almadina School to include a high school beginning with Grade 10 in the 2014 – 2015 school year.

It is our intention to continue to provide innovations within our schools. We also will strive to research best practices for ELL learners. We continue to have strong relationships with other Charter schools, the University of Calgary and the broader community. Almadina has a strong focus on improving our system through continuous learning and growth.

Combined 2013 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Almadina School Society			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.4	86.1	87.0	89.0	88.6	88.1	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	75.6	65.6	68.9	81.5	80.7	80.7	Intermediate	Maintained	Acceptable
		Education Quality	91.5	90.4	91.2	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	0.2	3.5	3.2	3.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	93.7	89.4	91.6	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	27.6	29.2	33.9	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	89.1	80.6	84.1	80.3	79.7	79.9	Very High	Maintained	Excellent
		Citizenship	83.2	78.5	79.2	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	86.8	80.7	79.4	80.3	79.7	79.8	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	95.7	86.6	83.5	80.6	80.0	80.0	Very High	Improved Significantly	Excellent

Charter Goal One: Almadina Language Charter Academy will provide opportunities to students to optimize their potential while focusing on English language learning.

Outcome: The academic success rate of ELL students will increase.

Performance Measures	Results (in percentages)						Targets		
	2008	2009	2010	2011	2012	2013	2014	2015	2016
The average percentage of students in grades 3, 6, and 9 who achieve the Acceptable Standard in the Provincial Achievement Tests.	80.1	76.8	95.4	90.0	89.4	93.7			

Strategies
<ul style="list-style-type: none"> • Teachers will differentiate instruction to accommodate the unique needs of ELL students • Offer the English Language Option program to support students by incorporating the DR program • Compose classes to include students of differing Benchmark levels to maximize opportunities for peer modeling and peer coaching • Implement ELL benchmark assessment of students to inform practice • Participation in PAT's will be strongly encouraged. Exemptions will only be given in extenuating circumstances with the appropriate approvals • Incorporate PAT results from Grades 3, 6, and 9 into the final subject area marks for the school year • Discourage parents from removing their children for overseas travel during the school year • Continue to support a mentoring program for first year teachers • Increase opportunities for parent engagement in the areas of school readiness and literacy • Collaborate with social agencies/community groups to support the social and emotional needs of the students • Continue to provide Saturday school for students who require additional support • To develop a high school program

Charter Goal Two: Almadina Language Charter Academy will support the staff in acquiring the knowledge and skills for ELL instruction.

Outcome: Improved student outcomes.

Performance Measures	Results (in percentages)					Targets			
	2008	2009	2010	2011	2012	2013	2014	2015	2016
	80.1	76.8	95.4	90.0	89.4	93.7	94	95	96

Strategies

- Give teachers time during the day to assess each child in their classroom to aide in better understanding and assisting their students.
- Based on the teachers assessment students who require additional support are provided appropriate instruction to meet their needs.
- Develop capacity to support new teachers by providing training in Discover Reading and eventually Discover Mathematics.
- Support staff in conducting action research using Discover Reading and Mathematics.
- Provide leadership training for administration and teachers through the Association of Charter Schools and the University of Calgary.
- Continue to support teacher collaboration through the Professional Learning Community model by committed professional development.
- Ensure clarity of staff expectations and accountability through planning teams.
- Use standard ELL assessment tools to gauge and track each student’s language proficiency.
- Place assessment data in student’s ELL portfolio.
- Share promising practices for ELL with all stakeholders and educators at the local, provincial and national level.
- Encourage teachers to reflect on their ELL strategies through the development of their professional growth plans.
- Encourage teachers to share with their colleagues strategies gained from professional development opportunities
- Maintain active participation on the provincial ELL Advisory Committee.
- Develop, coordinate and implement professional activities through a Professional Development Committee (consisting of administrators, teachers and ELL/Technology Coordinators).
- Encourage participation in the ATA ESL Specialist Council.
- Encourage and provide financial assistance in promoting lifelong learning for all staff.
- Continue to partner with the U of C to focus on teacher induction program, research, and professional development.
- Support teachers to attend and present innovations at the Charter Schools conference and teachers convention
- Encourage teachers to analyze results of previous PAT results to better inform future practices

Performance Measures	Results (in percentages)					Targets			
	2007	2008	2009	2011	2012	2013	2014	2015	2016
<i>The average number of teachers who feel that their professional development opportunities provided the support they required to assist students in meeting their learning needs.</i>				73%	90%	91%	92%	93%	94%

Strategies

- Support teacher autonomy when choosing professional development activities.
- Utilize feedback from staff when providing system wide professional development.
- Encourage and support teachers to continue university education.
- Monetary support for teachers attending PD of their choice
- Unused PD funds can be shared amongst staff
- 9 PD days are embedded into the calendar for the 2013/2014 school year and staff are encouraged to share knowledge with their colleagues during those PD days

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Strategies

- Operate a full day full time Kindergarten program.
- Continue to provide baseline data on student performance through testing.
- Continue to research and implement the Discover Reading Program.
- Continue to research and implement ELL best practices.
- Provide teachers with professional development opportunities to support student excellence.
- Continue to collaborate with the WEP (Wellness Empowerment Program) Team.
- Continue to collaborate with the University of Calgary and the Reading Foundation to find best practises for teaching early ELL learners.
- Continue to screen all kindergarten students to determine strengths and needs in collaboration with Renfrew Educational Services.
- Continue to in service parents on approaches to early learning.
- All Kindergarten teachers are trained and have implemented the Discover Reading program
- Orientation for parents whose children are entering kindergarten

Comment on Results:

As a result of our full day kindergarten program we have seen enhanced english language learning and academic results. After one year of implementation, the analysis of the Discover reading research results has been very promising. We expect the second year results will reinforce the need for this reading program.

As a result of extensive professional development opportunities, our teachers have become ELL masters.

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	10.2	0.0	0.5	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Strategies

- Continue to support counsellors at each campus (Wellness Empowerment Program). Speech Therapist and an Occupational Therapist offering services to both campuses.
- Continue building teacher capacity (Wellness Empowerment Program) to ensure that students and parents are aware of support and resources beyond the school.
- Continue to offer a structured transition program in cooperation with all Calgary High Schools for all students transitioning into high school. (Until we start our grade ten high school.)
- Continue to have students involved in the *Tell Them From Me* project.
- Continue to invite former Almadina students who are currently attending high school and post-secondary education to share experiences with current students.
- Introduce Grade 9 students to post-secondary institutions
- Continue to promote Do Your “PART”, Almadina Peace Keeper and Buddies Program.
- Offer support through the Respect Room for students needing additional assistance.
- Maintain proactive, open and timely communication with parents.
- Expand Almadina to include a high school program.

Comments on Results:

Continued collaboration with the Wellness Empowerment Project has aided students, teachers and parents in the area of student safety and wellness. We have had successful transitions from Grade 9 into high school as a result of the transition support given by our middle years administration and staff.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.8	95.4	90.0	89.4	93.7		n/a	n/a	n/a	94	95	96
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.9	40.7	32.0	29.2	27.6		n/a	n/a	n/a	31	34	36

Strategies

- Provide a full time ELL coordinator to support teachers in delivering the Program of Studies with emphasis on ELL strategies and Discover Reading thus helping to meet the needs of ELL students.
- Continue to invite Alberta Education to present an overview of the Accountability Pillar process to assist staff in understanding the results to support program development.
- Provide a workshop on the analysis of PAT results to enhance planning when requested by teachers
- Continue an orientation program so that teachers understand how to effectively plan for successful learning and meeting language learning needs through our Almadina Unit Planner.
- Strengthen ELL strategies and build student literacy using project based learning.
- Provide opportunities for students needing additional assistance to access the English Language Option.
- Continue our membership with the Alberta Assessment Consortium (AAC) and encourage teachers to use AAC resources.
- Compose classes to include students of differing Benchmark levels to maximize opportunities for peer modelling and peer coaching.
- Provide professional development to assist teachers in differentiating instruction.
- Develop consistent reading and writing strategies across schools including Mariconda Writing Program and Discover Reading.
- Provide professional development opportunities as needed to address new curriculum.
- Continue to provide additional instructional time in all core subject areas.
- Provide training for staff in Discovery Reading (LA) and in the future Discover Math.
- Continue to provide Saturday school for students who require additional support

Comments on Results:

This year we have hired a full time ELL Coordinator to support teachers to meet the needs of our ELL students.

We are convinced that this support is necessary to meet our charter goals.

Our classrooms are composed of students of varying benchmark levels, this has developed peer modelling, coaching and leadership within our student body.

The use of consistent programs across grades, has provided a common language and a scope and sequence for student achievement review, from grade to grade.

Saturday school for students who require additional support has been widely supported by parents and has resulted in great academic improvement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.7	80.3	78.9	78.5	83.2		Very High	Maintained	Excellent	84	85	86
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	86.3	85.3	86.5	80.6	89.1		Very High	Maintained	Excellent	90	91	92

Strategies

- Continue with the Wellness Empowerment Program.
- Emphasize the transition program from Grade nine to high school.
- Continue to utilize peer mediation and student leadership programs.
- Continue to utilize the Learning Clicks program at the junior high level.
- Junior High students are involved in a program that requires twenty hours of volunteer work.
- Provide mandatory professional development by the Alberta School Council Association for the all parents interested in becoming school council members.
- Continue to support school council in organizing large community events. (Fun Day and Community BBQ)
- Continue to emphasize the “Almadina Gives Back”:
 - Kindergarten to grade three visits to senior citizens home to promote good citizenship
 - Provide opportunities for the junior high students make and deliver food for the downtown drop in centre
 - Scare Hunger project for staff and students to donate to the food bank
 - Grade Three Raising Money for digging wells in India.
 - Students raising money for Zoo Animals, Children’s Hospital, Terry Fox Foundation, Alberta Flood Relief, Run for the Cure
- Continue to use Mount Royal University and private companies to help students understand entrepreneurship through the junior achievement program
- Continue to provide Grade 9 field trip to the Legislative Assembly in Edmonton to see their MLA’s in action
- Continue to encourage students to becomes members of the junior MLA program
- Continue to encourage students to participate in the speak out initiative

Comments on Results:

Engagement in the “Almadina Gives Back” initiative has developed citizenship and leadership in our student body as well as the staff. This volunteer work has added to our student’s sense of belonging within our community.

Outcome: Students demonstrate citizenship and entrepreneurship. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	69.4	66.2	70.8	65.5	75.8		n/a	n/a	n/a	85	89	90

Strategies

- Teachers, administration and Board Office will continue to use innovative communication tools to keep parents informed and involved.
- Increase opportunities for parents to visit the school communities.
- Increase opportunities for teachers to showcase student successes.
- Recognize and respond to the needs of parents.
- Increase communication to parents regarding the Almadina System.
- Train volunteers and parent council
- Volunteer appreciation events
- Volunteer recognition assemblies
- System-wide cultural diversity events

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Strategies

- Continue to encourage field trips to First Nations schools and historical and cultural sites to promote an awareness of FNMI.
- Continue to invite guest speakers to discuss FNMI cultures.
- Continue to participate in a culturally diverse athletic league.
- Continue to provide and utilize culturally diverse resources in the library and classrooms
- Incorporate FNMI art, dance and information sessions into the school year.
- Encourage professional development with FNMI focus

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	70.1	71.3	69.8	65.6	75.6		Intermediate	Maintained	Acceptable	85	89	90

Strategies

- Reference Almadina Charter Goal Two
- Continue with the Wellness Empowerment Program to provide training and leadership opportunities for parents.
- Continue to utilize peer mediation and student leadership programs.
- Provide mandatory professional development by the Alberta School Council Association for the all parents interested in becoming school council members and continue getting PD from ASCA workshops and visiting other schools.
- Teachers, administration and Board Office will continue to use innovative communication tools to keep parents informed and involved.
- Increase opportunities for parents to visit the school communities.
- Increase opportunities for teachers to showcase student successes.
- Continue to emphasize the Borba “Values/Virtues” character education program as a foundation for leadership throughout the system.
- Develop the capacity of staff by providing expertise in the area of integrating technology into the classroom.
- Encourage and support teachers to integrate computer technology into core subjects.
- Encourage teachers to research and integrate the most promising practices using technologies.
- Create opportunities for teachers to collaborate more effectively on the use of technology in the classroom.
- Provide Governance Board Professional Development, by providing necessary training to all Board Members, especially newly elected boards.
- Provide opportunity for staff to be involved in the leadership training provided by the University of Calgary and the Charter School association.
- Provide opportunities for staff and administration to share Almadina’s most promising ELL practices with other educational organizations.
- Continue to emphasize the Charters core values and incorporate them into everyday life at Almadina

Comments on Results:

We have hired a full time technology coordinator to support teachers to integrate technology into the classroom. The teachers have supported this initiative and are engaged in using new technologies with their students.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.4	82.3	75.3	80.7	86.8		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.1	92.0	91.2	90.4	91.5		Very High	Maintained	Excellent			

Strategies

- Continue ongoing governance Board training.
- Adopt a lifelong learning model to include Professional Development and Governance Training.
- Maintain monthly Board Newsletters.
- Continue to translate monthly Board newsletters and other important information for all stake holder and post on our website.
- Continue annual board evaluations.
- Utilize Board Surveys to gain parent, student and staff insights.
- Utilize survey results when making decisions for system change.
- Provide mandatory board and parent governance training.
- Continue to liaise with other charter boards.
- Continue to be actively engaged in the Charter School Association.
- Organize opportunities for all stakeholders to meet and mingle with the Board in informal situation (Board BBQ).
- Celebrate and appreciate administrators, teachers and staff (annual staff appreciation night).
- Utilize Board Monitoring Calendar and Strategic Plan.
- Continue to encourage parents to attend parent teacher interviews
- Continue to keep parents informed of innovative programming through e-newsletters available on the school website.
- Continue to update the school website so that current information is readily available, interactive, and provides feedback opportunities.
- Continue to provide website orientation workshops for parents.
- Continue to survey parents and students in regards to research.
- Continue to develop, implement and monitor a Strategic Communications Plan.
- Promote community use of schools to establish schools as community learning hubs
- Develop strategies to engage, educate and increase involvement of our parent community.

Comments on Results:

Continuous governance board training for all board members has created a much more harmonious, supportive environment for staff, parents, and the community at large.
 Clear procedures, policies, roles and responsibilities have supported the system.
 The Collegial committee has provided a forum for communication between the board office and the schools, which has resulted in better understanding and collaboration.
 Parent council training has resulted in successful joint initiatives and strong communication between both the board and the school.

Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.3	87.4	87.6	86.1	87.4		High	Maintained	Good	90	92	94
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.8	84.6	79.3	86.6	95.7		Very High	Improved Significantly	Excellent			

Strategies

- Continue to increase the options at Ogden Campus.
- Invite specialist instructors to Ogden Campus to enhance the options program.
- Increase exposure to a wide variety of options with an emphasis on Arts Education.
- Restructure the timetable to allow for more student choice.
- Plan a Career Day for middle school students (Ogden Campus).
- Continue to support the Three Year Plan for CTS Evergreening.
- Continue to enhance the DPA programming through the introduction of the “Positive Playgrounds” program.
- Continue to develop a partnership with the Reading Foundation to enhance student literacy and learning.
- Modify and enhance the website to improve communication to the school community.
- Utilize a variety of communication methods to inform and encourage parents to attend school functions.
- Connect with curriculum based Junior Achievement programming across both campuses.
- Connect the character education program to meaningful humanitarian fundraising projects (MV

Campus).

- Incorporate the Wellness Empowerment Program at all grade levels.
- Focus on recognizing and addressing bullying behaviour in a proactive manner.
- Promote safety on school buses by supporting and communicating regularly with the drivers.
- Continue to collect discipline data in school and on buses to improve student behaviour.
- Continue to promote “Diversity in Shared Values” through assemblies and newsletters.
- Continue to incorporate teacher intervention and support through the “Respect Room” process.
- Target “at risk” students for early intervention.
- Continue to partner with the Girls’ Cultural Club to empower female students to actively participate in all school and community activities.

Comments on Results:

The career day for middle year students has resulted in an increase in student engagement in the area of career choice.

Our humanitarian fundraising projects are connected to and support the system wide “Virtues Program”.

We see continuous improvement in student behavior as a result of system wide programs that have tackled bullying in our schools (WEP, Virtues Program, Diversity in Shared Values, Almadina Gives Back).

As a result of the move to a larger campus, our options menu has increased, with an emphasis on arts education.

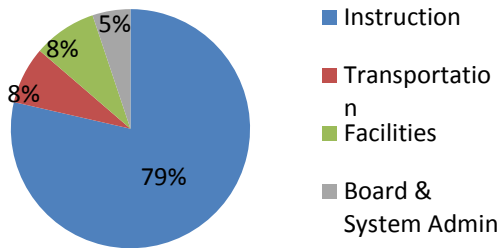
SUMMARY OF FINANCIAL RESULTS 2012/2013

Revenue

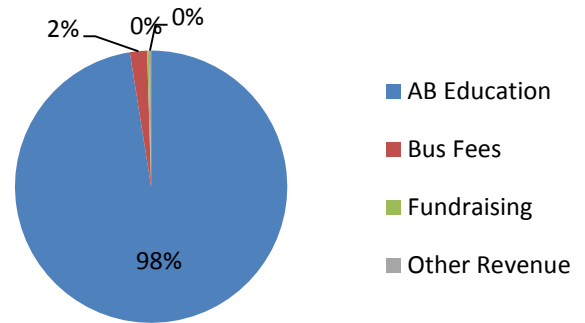
Alberta Education	\$ 7,608,578
Fees	\$ 159,026
Fundraising	\$ 16,033
Other Revenue	<u>\$ 20,473</u>
Total Revenue	\$ 7,804,110
Expenses	<u>\$ 7,801,019</u>
Surplus	\$ 3,091

Program Details	Revenue Allocated	Program Expenses	Program Surplus
Grades ECS- 9	6,141,797	6,129,312	12,485
Facilities	526,486	603,105	(76,619)
Transportation	667,967	667,976	(9)
Board & System	<u>467,860</u>	<u>400,626</u>	<u>67,234</u>
Ending Accumulated Surplus	\$1,259,472		

2013 Expenses



2013 Revenues



Full day ECS instruction supports consistency of learning and early acquisition of language. The Instruction Program (ECS –Gr9) ended the year with a small surplus of \$12,485.

The Facilities Program spending deficit of \$76 K resulted from major health & safety renovation projects at both Ogden and Mountain View campuses.

To balance the Transportation Program, along with fees charged to parents and basic Transportation grants, a portion of the Socio-economic grants was allocated to the Transportation Program.

Lower expenses in Board and System have resulted in a program surplus of \$67 K.

This first year in the new locals at Ogden Campus has provided an improved learning environment for the grade 5 to 9 students of Almadina. The overall surplus provides Almadina with the reassurance that it can provide consistent language learning skills to all student, from the critical early grades to and including middle school grades.

Link to Audited Financial Statements:

http://www.esl-almadina.com/documents/board/reports/2013_Audited_Financial_Statement.pdf

2013 / 2014 BUDGET SUMMARY

AB Education	\$ 9,808,093
Bus Fees	\$ 188,000
Capital Allocations	\$ 20,250
Other	\$ 49,500
Total Revenues	\$10,065,843
Certified Salaries & Benefits	\$ 6,301,669
Non-Certified Salaries & Benefits	\$ 1,136,679
Services, Contracts & Supplies	\$ 2,644,956
Amortization	\$ 66,250
Total Expenses	\$10,149,554
Projected deficit 2013-14	\$ (87,311)

The budget numbers are based on 61 ECS children and 929 students as of September 30, 2013.

The educational needs of this increased enrollment have been met by hiring 14 additional certified teachers and 2 additional education assistants.

The current Alberta Teachers' Association agreement links teachers' salaries to the Calgary Board of Education (CBE) pay grid. Due to ATA / CBE negotiations, reasonable estimates for teacher salaries are included in the budget.

Under the new Alberta Infrastructure lease provisions, both the Mountain View (July, 2016) and Ogden (July, 2017) school leases from CBE are at \$1.00 per year.

Board spending initiatives will include the Discover Reading assessments and support program.

The deficit will be funded by the Accumulated Surplus.

The revised budget was approved by the board.

www.esl-almadina.com

2014 Budget Link: http://www.esl-almadina.com/documents/board/reports/2014_Revised_Budget.pdf

Facility and Capital Plans/ Projects

This plan is intended to forecast the facility requirements of the school for the next school year under the current Charter (expires August 31, 2017) we have a lease for Mountain View Elementary for a further 3 years expiring July 2016. Ogden School, for 4 years and expires July 2017. We have done numerous safety and facility upgrades this year.

2013/2014

1. Mountain View Elementary – lease expiry date July 2016

Interior Modernization Mountain View Elementary

Replacement of computer lab carpet
Replace south exit doors due to rotting at the bottom
Interior painting throughout the school – done in phases

Exterior Renovations Mountain View Elementary

Staff parking lot asphalt replacement due to variation in level and large holes (health and safety)
Asphalt replacement at outdoor play area uneven and unsafe (health and safety)
Peeling paint around the entire exterior of the school, painting required (health and safety)
Window replacement required due to rotting window sills
Flashing replacement above gym and portables due to wind and snow damage
Replace present wooden steps with metal mesh to reduce slippage from ice build up
Roof replacement – detached portables
Roof replacement – attached portables

2. Ogden Middle School Campus – Ogden School lease expiry date July 2017

Interior Modernization Ogden

Carpet replacement with tiles throughout the school
Interior painting throughout the school – in phases

3. Seek to locate a high school facility that can accommodate our anticipated high school program.

For further information please contact:
Suzanne Bedard, Secretary Treasurer
Secretarytreasurer@esl-almadina.com
P: 403-543-5078 F: 403-543-5079

Parental Involvement

The Almadina Language Charter Academy has outlined numerous strategies to keep parents informed and involved in the school. Parents are happy with their involvement in the school (86.8%). We have a strong, trained parent council. The parent council and board meet once per month and work collaboratively. Most recently, in November, Almadina parents were surveyed and asked if they would like a high school. 92% of the 302 parents surveyed said they fully support the development of a high school program as soon as possible.

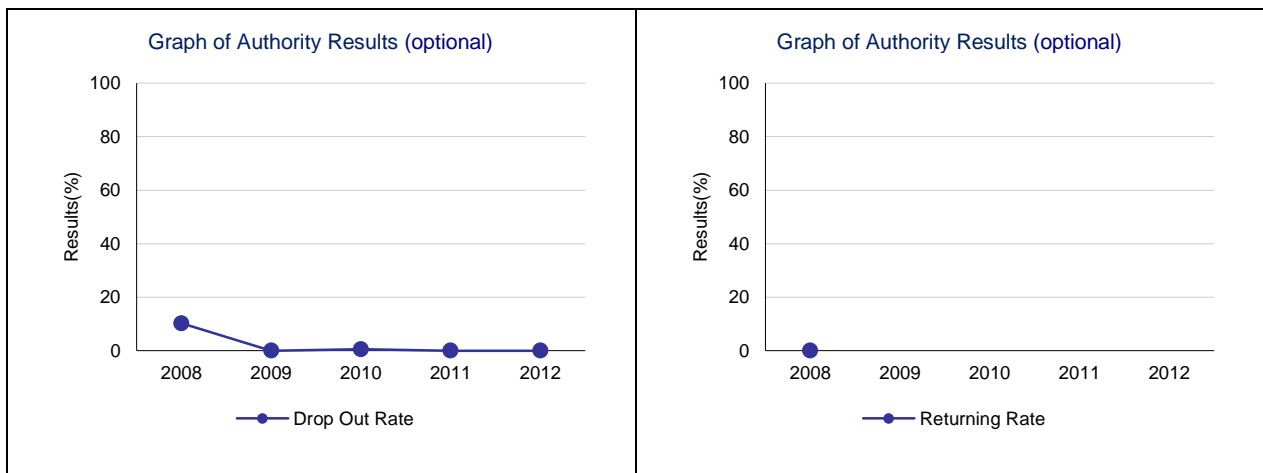
Timelines and Communication

- October 31, 2013 – Superintendent forwarded a draft copy to school principals to share and obtain input.
- November 13, 2013 – Administration reviewed and made changes to the plan.
- November 14, 2013 – Teacher/Staff review
- November 14, 2013 – School Council review
- November 21, 2013 – Review and Approval of the Board
- November 29, 2013 – A copy sent to Alberta Education and the document was posted on the website

This combined plan and report was approved by the board is available on the website.

Class size reports can be found on our website and are available on the website.

www.esl.almadina.com



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details (OPTIONAL)

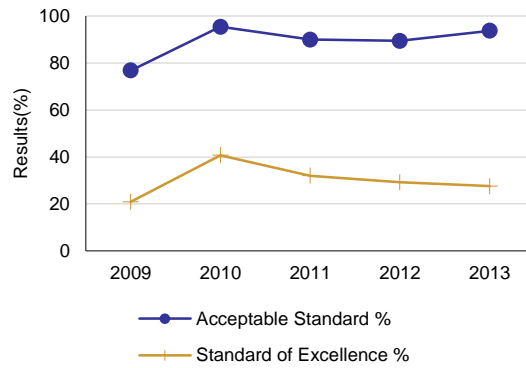
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	71.8	37.6	92.8	62.3	88.6	26.6	84.8	32.9	92.2	40.3		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	77.2	39.2	88.6	39.2	96.1	54.5		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	Authority	78.3	5.8	98.2	14.0	88.1	37.3	86.7	21.3	98.6	23.6		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	69.5	16.9	80.0	18.7	98.6	50.0		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	Authority	72.5	24.6	98.2	43.9	86.4	16.9	92.0	32.0	90.3	18.1		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	Authority	n/a	n/a	64.9	19.3	66.1	8.5	74.7	18.7	93.1	30.6		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
English Language Arts 9	Authority	81.1	8.1	92.2	19.6	93.6	23.4	92.0	12.0	n/a	n/a		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	89.4	42.6	74.0	28.0	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		
Science 9	Authority	89.2	16.2	96.1	58.8	95.7	61.7	94.0	48.0	n/a	n/a		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
Social Studies 9	Authority	n/a	n/a	88.2	39.2	93.6	29.8	92.0	8.0	n/a	n/a		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

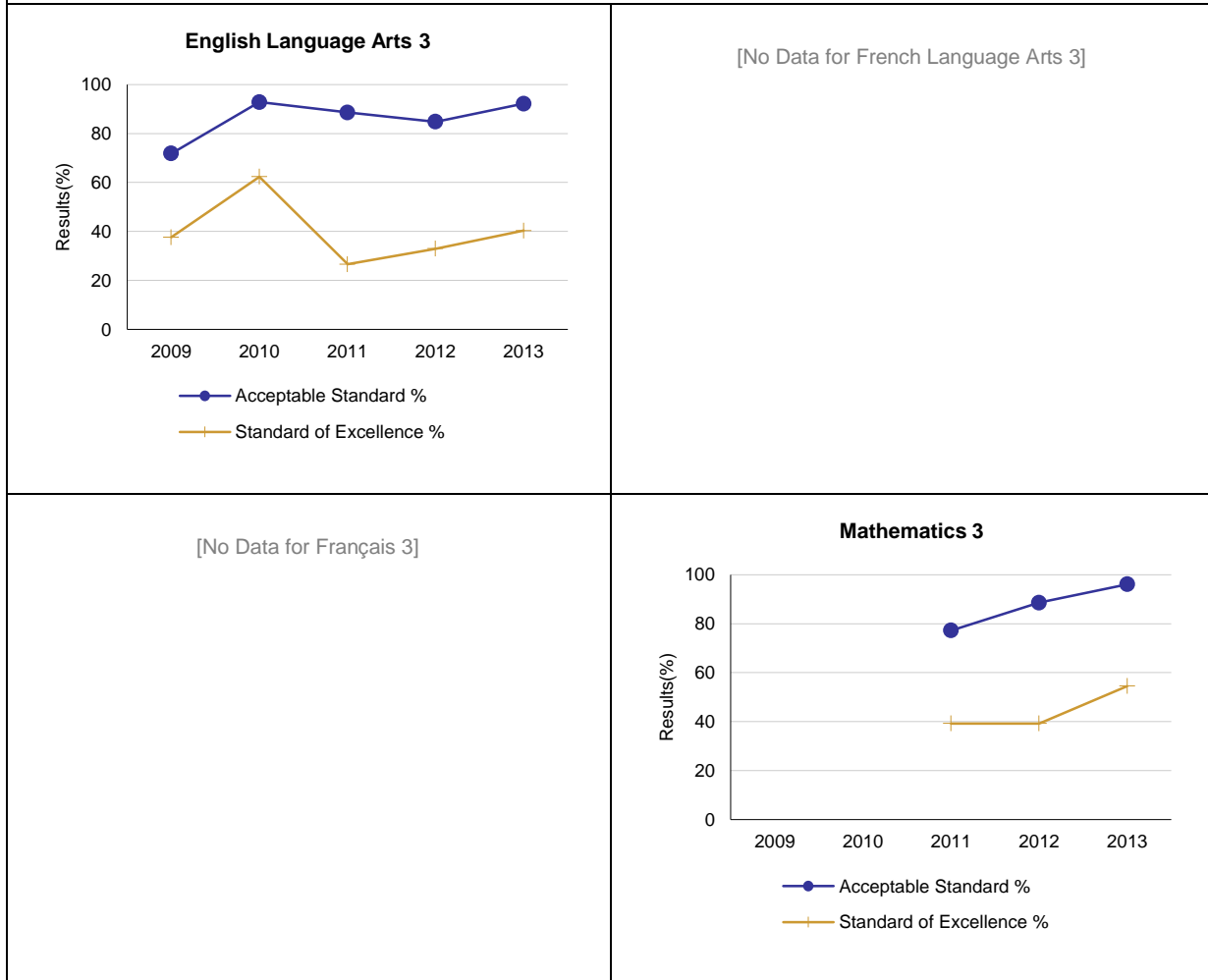
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

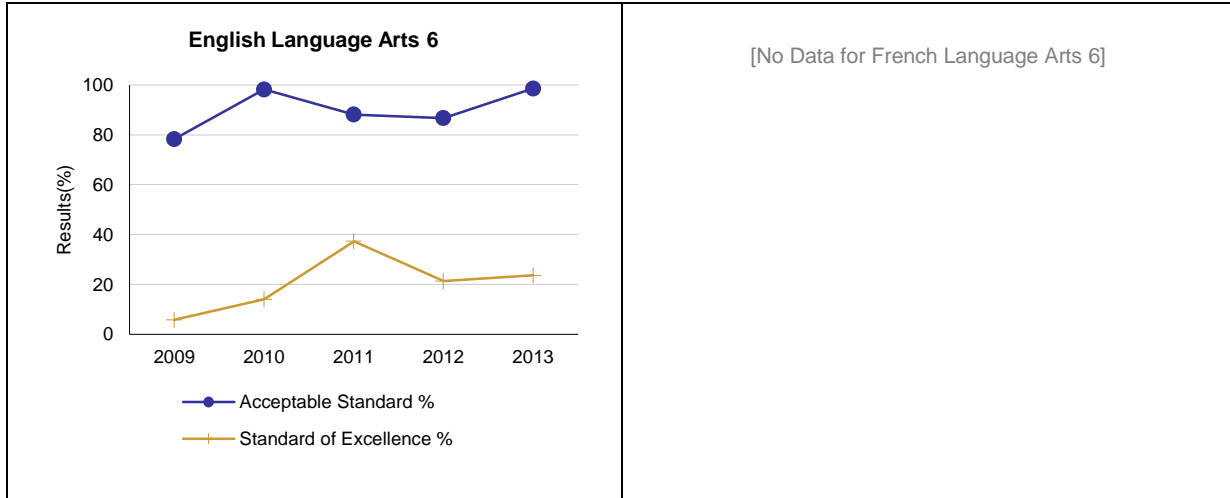
Graph of Overall Provincial Achievement Test Results (optional)



Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

Graph of Provincial Achievement Test Results by Course (optional)



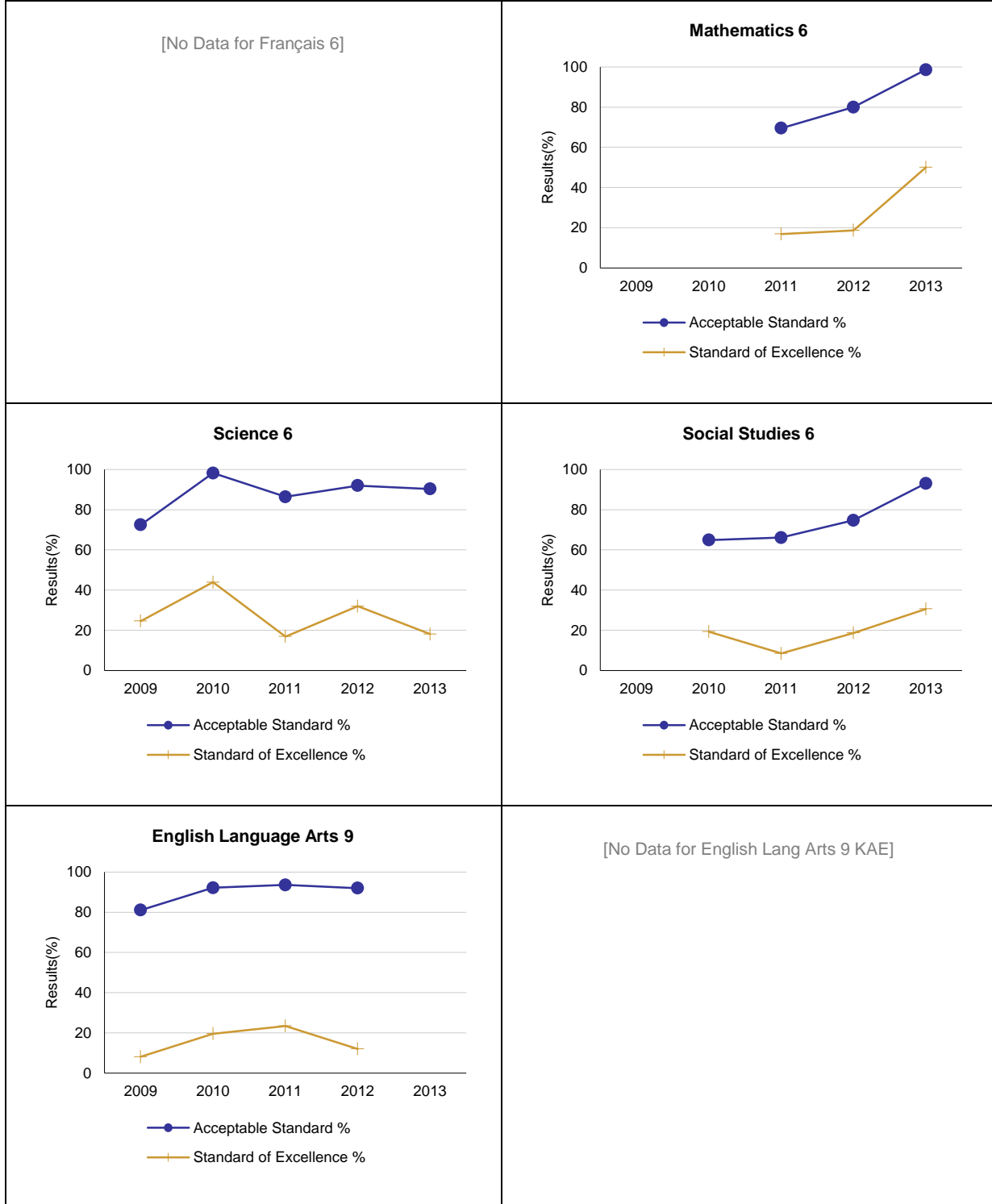


[No Data for French Language Arts 6]

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Graph of Provincial Achievement Test Results by Course (optional)



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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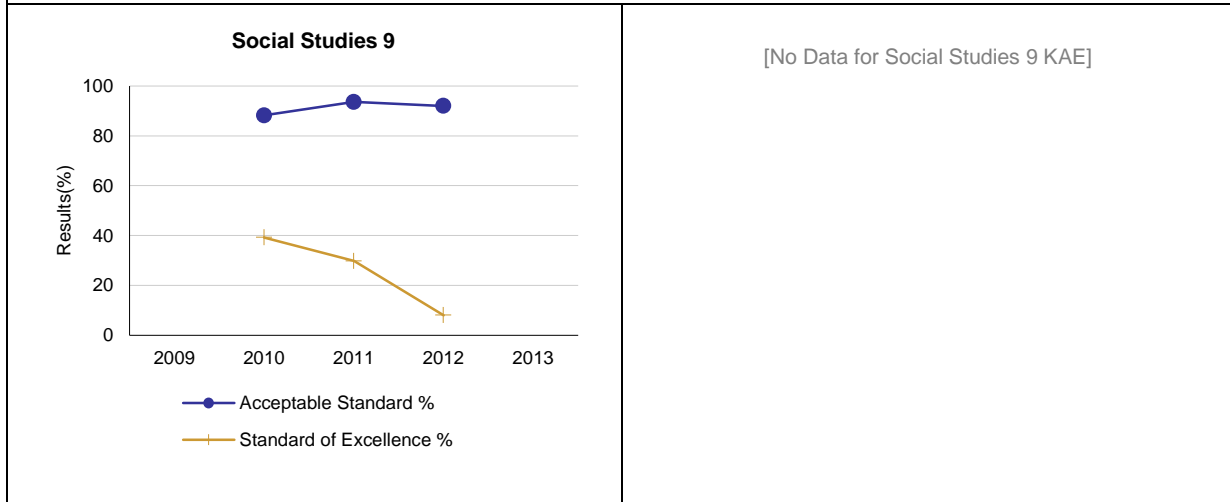
Graph of Provincial Achievement Test Results by Course (optional)

<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td>90</td> <td>42</td> </tr> <tr> <td>2012</td> <td>75</td> <td>28</td> </tr> <tr> <td>2013</td> <td></td> <td></td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009			2010			2011	90	42	2012	75	28	2013			<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2009																			
2010																			
2011	90	42																	
2012	75	28																	
2013																			
<p style="text-align: center;">Science 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>90</td> <td>18</td> </tr> <tr> <td>2010</td> <td>95</td> <td>60</td> </tr> <tr> <td>2011</td> <td>95</td> <td>62</td> </tr> <tr> <td>2012</td> <td>93</td> <td>48</td> </tr> <tr> <td>2013</td> <td></td> <td></td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	90	18	2010	95	60	2011	95	62	2012	93	48	2013			<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2009	90	18																	
2010	95	60																	
2011	95	62																	
2012	93	48																	
2013																			

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course (optional)



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Almadina School Society								Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	High	Maintained	Good	77	92.2	76	88.7	46,095	81.5	43,231	81.8	
	Standard of Excellence	Very High	Maintained	Excellent	77	40.3	76	40.6	46,095	17.8	43,231	19.2	
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	79.7	3,192	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	12.4	3,192	15.6	
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8	
Mathematics 3	Acceptable Standard	n/a	Improved Significantly	n/a	77	96.1	79	82.9	46,041	76.5	43,823	77.1	
	Standard of Excellence	n/a	Improved	n/a	77	54.5	79	39.2	46,041	25.5	43,823	25.8	
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	72	98.6	64	91.0	44,141	82.5	43,401	83.0	
	Standard of Excellence	Very High	Maintained	Excellent	72	23.6	64	24.2	44,141	16.3	43,401	18.4	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	88.6	2,571	89.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	16.3	2,571	16.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3	
Mathematics 6	Acceptable Standard	n/a	Improved Significantly	n/a	72	98.6	67	74.7	44,089	73.0	43,355	74.2	
	Standard of Excellence	n/a	Improved Significantly	n/a	72	50.0	67	17.8	44,089	16.4	43,355	17.2	
Science 6	Acceptable Standard	High	Maintained	Good	72	90.3	64	92.2	44,138	77.5	43,341	76.9	
	Standard of Excellence	Intermediate	Declined	Issue	72	18.1	64	30.9	44,138	25.9	43,341	26.5	
Social Studies 6	Acceptable Standard	Very High	Improved Significantly	Excellent	72	93.1	64	68.6	43,914	72.7	43,436	71.8	
	Standard of Excellence	Very High	Improved Significantly	Excellent	72	30.6	64	15.5	43,914	19.0	43,436	18.1	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	49	92.6	28,137	76.4	42,995	78.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	49	18.3	28,137	14.7	42,995	15.9	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	62.4	1,616	65.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	4.3	1,616	7.2	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	87.2	2,359	87.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	13.9	2,359	13.2	