

Almadina Language Charter Academy Three-Year Plan 2010-2013



Message from Board Chair (optional)

The Board of Directors of Almadina Language Charter Academy is pleased to present our Three Year Education Plan for 2010-2013. Our recent charter school evaluation recognized many of the improvements that the school has made over the last several years. The volunteer board is appreciative of the efforts and dedication demonstrated by our stakeholders and the resulting achievements of our learning community. We are committed to ensuring all students continue to demonstrate successful achievement. The board is supportive of the initiatives of campus based administration and works as a focused team to further improve the school. As well, this plan details targets and strategies in addressing areas of strength and growth.

Our AISI project will focus on English Language Learners and strengthen our programming for ELL students while also respecting our student's first language.

There have been a number of administrative changes this year including a change of the principal at each school and the hiring of a new superintendent. Also, the Board approved the new position of ELL/AISI Coordinator to assist the staff in developing strategies to support ELL students.

Our Board of Directors and staff will also be focussed on a new five year charter renewal application and continue to search for a new facility for the students attending our Franklin Campus.

Our Board of Directors anticipate an exciting and successful three years.

Mr. Mohamad Abbas,
Board Chair

Accountability Statement

The Education Plan for the **Almadina School Society #6021** for the three years commencing September 1, 2010 was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government of Alberta Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Charter Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Charter Board approved the Education Plan for 2010-2113 on November 17, 2010.

Foundation Statements (optional)

Vision:

Canada's best K-9 public school for students whose second or third language at home is English, 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.

Jurisdiction Profile (optional)

Almadina Language Charter Academy serves approximately 600 students and their families in two schools. The elementary (Mountain View campus) houses Grades 1 through 5. The middle school (Franklin campus) has Grade 6 through 9 students as well as a full time Kindergarten program with 60 students.

Our jurisdiction is committed to improving the achievement of students whose second or third language is English. Students are assessed for their language learning needs and provided support depending on their needs. Both schools have common Alberta Initiative for School Improvement projects. These focus on ELL Strategies and School Readiness across the grades. These projects are aligned with our charter mandate and school priorities.

We have a joint school council that is supportive of our school and current initiatives.

We have a school based project funded through Alberta Health and Wellness (Capacity Building) that addresses the social and emotional needs of our language learners.

As the only charter school dedicated to English language learning, we have a focused approach to ensuring students are successful with the outcomes from the Alberta Program of Studies and the language outcomes contained therein. This programming ensures students are prepared in transitioning to Grade 10-12 course loads, with ELL supports as necessary.

Almadina Language Charter Academy, with the support of all stakeholders, has demonstrated continuous improvement in student achievement. We have been increasingly recognized for our expertise in the area of ELL programming.

The objectives of our current and future plans are to ensure we maintain our strong foundation and also improve our school through continuous learning and growth to enable us to be the premier school in Calgary for meeting the needs of students whose primary language is other than English.

October 2010 Accountability and Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Almadina School Society			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Good	Safe and Caring	87.4	85.3	84.1	87.6	86.9	85.4	High	Improved	Good
	Student Learning Opportunities	n/a	Program of Studies	71.3	70.1	71.6	80.5	80.3	79.4	Low	Maintained	Issue
			Education Quality	92.0	92.1	90.1	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	0.0	10.2	7.2	4.3	4.8	4.8	Very High	Improved	Excellent
			High School Completion Rate (3 yr)	n/a	n/a	n/a	71.5	70.8	70.9	n/a	n/a	n/a
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	95.4	76.8	75.7	79.1	78.3	77.2	Very High	Improved Significantly	Excellent
			PAT: Excellence	40.7	20.9	24.2	19.4	18.3	18.2	Very High	Improved Significantly	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.5	53.3	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	56.9	57.3	56.7	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	59.8	59.2	58.7	n/a	n/a	n/a
			Work Preparation	85.3	86.3	82.7	79.9	79.6	78.9	High	Maintained	Good
			Citizenship	80.3	78.7	78.7	81.4	80.3	78.3	High	Maintained	Good
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	82.3	78.4	81.1	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	84.6	81.8	77.8	79.9	79.4	77.6	Very High	Improved Significantly	Excellent

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

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

Performance Measure: The average percentage of students in grades 3, 6, and 9 who achieve the Acceptable Standard in the Provincial Achievement Tests.

Targets

Year	Average Percentage
2011	85%
2012	88%
2013	90%

Strategies:

- Teachers will differentiate instruction to accommodate the unique needs of ELL students.
- Offer the English Language Option program to support students at the benchmark level of three or below.
- Compose classes to include students of differing Benchmark levels to maximize opportunities for peer modelling and peer coaching.
- Implement ELL 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 for grades 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.
- Hold School Council information sessions on the PAT's before Spring Break each school year to focus on the importance of the test results.
- Increase opportunities for parent information and development sessions through developmental work with School Council.
- Analyze student GLAR patterns in Grade 1-9 to inform teaching practices.
- Collaborate with social agencies/community groups to support the social and emotional needs of the students

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 Measure: The average percentage of students in grades 3, 6, and 9 who achieve the Acceptable Standard in the Provincial Achievement Tests.

Targets

Year	Average Percentage
2011	85%
2012	88%
2013	90%

Performance Measure: The average number of teachers who feel that the professional development opportunities provided the support they required to assist students in achieving an acceptable standard on the Provincial Achievement Tests.

Targets:

Year	Percentage
2011	80%
2012	85%
2013	90%

Strategies:

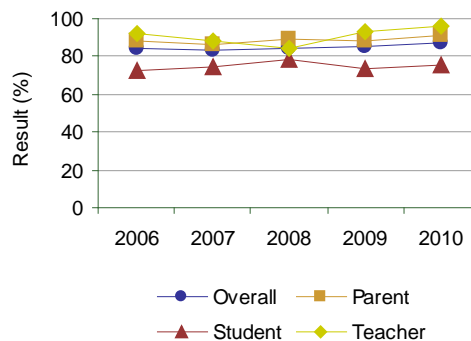
- Provide time during the regular day for all teachers to complete the 100 hour online Teaching English as a Foreign Language (TEFL) Diploma to ensure a shared understanding of ELL teaching strategies.
- Continue to support the PLC model through committed professional development resources.
- Ensure clarity of staff expectations and accountability through planning teams.
- Use standardized ELL assessment tools to gauge each student’s language proficiency.
- Place assessment data in student’s ELL portfolio.
- Share promising practices for ELL with all stakeholders at the local, provincial, and national level.
- Encourage teachers to reflect on their ELL strategies through the development of their professional growth plan and team collaboration.
- Maintain active participation on the provincial ELL Advisory Committee.
- Continue to develop and adapt the benchmark assessment tools.
- Develop, coordinate and implement professional activities through a Professional Development Committee (consisting of teachers and ELL/AISI Coordinator).
- Encourage participation in the ATA ESL Specialist Council.
- Continue to partner with the University of Calgary to focus on teacher induction program, research, and professional development.
- Continue to increase leadership opportunities for staff.

Goal One: High Quality Learning Opportunities
Outcome: School environments are safe and caring.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2010 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2010/2011	2011/2012	2012/2013
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	87.4	84.1	High	Improved	Good			

- Strategies**
- Continue to utilize the Borba “Values/Virtues” character education program.
 - Connect the character education program to meaningful humanitarian fundraising projects.
 - 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 record student misconducts and use these as reflection tools.
 - Continue to promote “Diversity in Shared Values” through assemblies and newsletters.
 - Continue to utilize peer mediation and student leadership programs.
 - Continue to incorporate teacher intervention and support through the “Respect Room” process.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Overall	370	84.3	202	83.0	448	84.0	435	85.3	442	87.4
Parent	46	88.3	54	85.8	63	89.4	66	88.7	70	91.1
Student	296	72.8	115	74.8	354	78.2	334	73.8	330	75.4
Teacher	28	92.0	33	88.4	31	84.5	35	93.5	42	95.7



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

Outcome: The education system meets the needs of all K–12 students and supports our society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2010 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2010/2011	2011/2012	2012/2013
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	71.3	71.6	Low	Maintained	Issue	73	75	80
Overall teacher, parent and student satisfaction with the overall quality of basic education.	92.0	90.1	Very High	Maintained	Excellent			

Strategies:

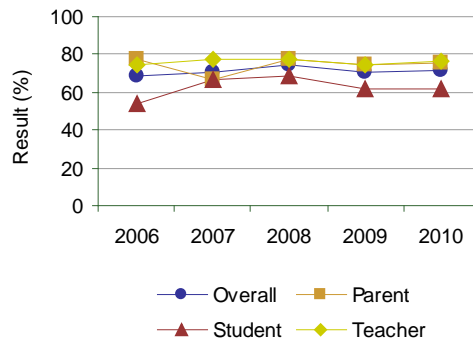
- **Work with the Capital Planning Branch from Alberta Education to find a new facility for the Franklin Campus to provide suitable space to enhance programming.**
- **Explore opportunities of offering options off campus.**
- **Invite specialist instructors to Franklin Park Campus to enhance the options program.**
- **Restructure the timetable to allow for more student choice.**
- **Plan two Career Days for middle school students (Franklin Park Campus).**
- **Develop a Three Year Plan for CTS Evergreening.**
- **Encourage theatrical performances.**
- **Continue to enhance the DPA programming through the introduction of the “Positive Playgrounds” program.**
- **Continue to partner with the University of Calgary in projects such as the dual language books.**
- Continue to improve communication with parents regarding the delivery of broad program of studies.
- Connect with curriculum based Junior Achievement programming across both campuses.

* Highlighted strategies outline the action plan to improve the first performance measure.

Measure History (OPTIONAL)

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

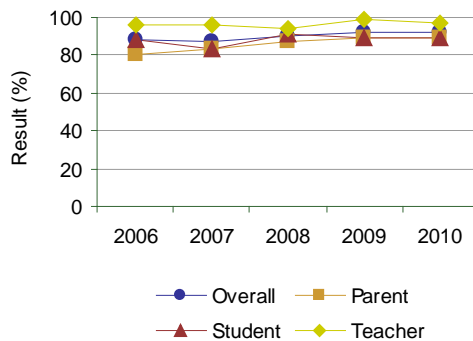
	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Overall	207	68.7	134	70.2	286	74.5	253	70.1	254	71.3
Parent	46	77.3	54	66.7	63	77.1	66	74.3	70	75.1
Student	133	54.4	47	66.5	192	68.6	152	61.8	142	61.9
Teacher	28	74.6	33	77.5	31	77.7	35	74.3	42	76.7



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

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Overall	371	88.1	204	87.6	448	90.6	436	92.1	443	92.0
Parent	46	80.7	54	83.0	63	87.0	66	88.9	70	89.7
Student	297	87.8	117	83.8	354	90.8	335	88.8	331	89.1
Teacher	28	95.8	33	95.9	31	94.1	35	98.6	42	97.2



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

Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2010/2011	2011/2012	2012/2013
Annual dropout rate of students aged 14 to 18.	0.0	7.2	Very High	Improved	Excellent			

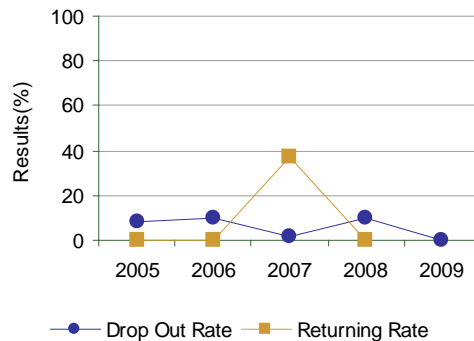
Strategies:

- Addition of a counsellor at each campus (Wellness Empowerment Program) and an Occupational Therapist offering services to both campuses.
- Continue building teacher capacity (Wellness Empowerment Program) to ensure that students are aware of support and resources beyond the school.
- Continue to offer a structured transition program in cooperation with CBE for all students transitioning into high school.
- Obtain feedback to adjust instructional focus of programming at Almadina through dialogue in cooperation with receiving schools.
- Continue to invite former Almadina students who are currently attending high school to share experiences with current students.
- Do your “PART” Peer Mediation and Buddies Program.
- Offer support through the Respect Room for students needing additional support.
- Maintain proactive, open and timely communication with parents.
- Contract educational/psychological test services and assessments as required to assist teachers in developing programs to meet the unique needs of the students.

Measure History (OPTIONAL)

Annual dropout rate of students aged 14 to 18.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	17	8.4	29	9.7	28	1.6	35	10.2	28	0.0
Returning Rate	2	0.0	2	0.0	4	37.1	2	0.0	4	*



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

Goal Two: Excellence in Student Learning Outcomes
Outcome: Students demonstrate high standards in learner outcomes.

Course	Measure	Almadina School Society							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	High	Improved Significantly	Good	69	92.8	72	74.8	42,061	81.6	42,181	80.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	69	62.3	72	34.9	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	57	98.2	62	71.3	43,599	83.3	44,064	81.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	57	14.0	62	9.8	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Very High	Improved Significantly	Excellent	57	98.2	62	71.1	43,509	76.8	43,945	75.5
	Standard of Excellence	Very High	Maintained	Excellent	57	43.9	62	35.9	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	51	92.2	42	82.2	43,651	79.3	44,250	77.6
	Standard of Excellence	High	Improved	Good	51	19.6	42	9.5	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	Very High	Improved	Excellent	51	96.1	42	84.3	43,372	73.6	44,075	70.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	51	58.8	42	24.6	43,372	17.7	44,075	14.5

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

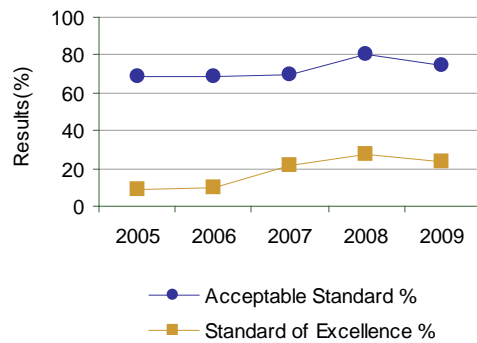
Strategies:

- Provide a full time ELL/AISI coordinator to support teachers in delivering the Program of Studies to ELLs.
- 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.
- Initiate a new 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 through the two AISI projects.
- Provide opportunities for students needing additional assistance to access the English Language Option.
- Offer online tools such as ReadingSmart to enhance the English Language Option program.
- Continue our membership with the AAC and encourage teacher to adapt 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 divisions.
- Provide professional development opportunities as needed to address new curriculum.
- Continue to provide additional instructional time in all core subject areas.

Measure History (OPTIONAL)

Provincial Achievement Tests Results based on Students Enrolled. (OPTIONAL)

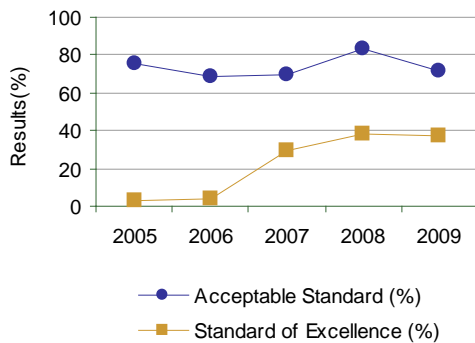
	2005	2006	2007	2008	2009
N	143	177	175	164	191
Acceptable Standard %	69.0	68.3	70.0	80.4	74.6
Standard of Excellence %	8.9	10.1	21.5	27.8	24.0



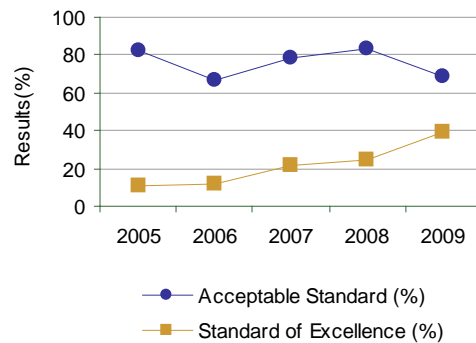
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
 Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.
 Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA(Grades 3, 6, 9), Math(Grades 3, 6, 9), Science(Grades 6, 9), French Language Arts(Grades 6, 9), Français(Grades 6, 9).

Provincial Achievement Tests Course Results Based on Students Enrolled (OPTIONAL)

English Language Arts 3



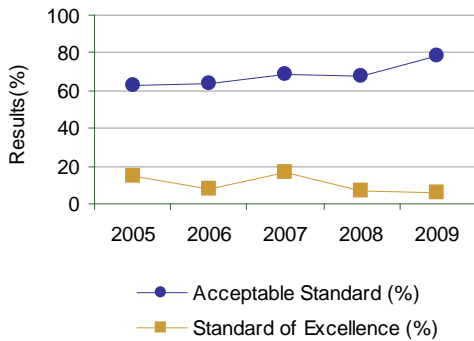
Mathematics 3



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

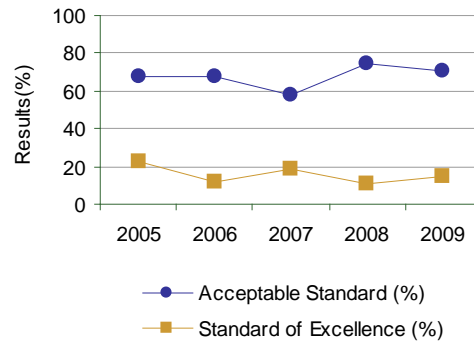
Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (OPTIONAL)

English Language Arts 6



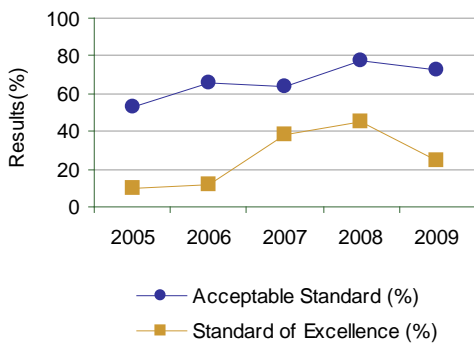
[No Data for French Language Arts 6]

Mathematics 6

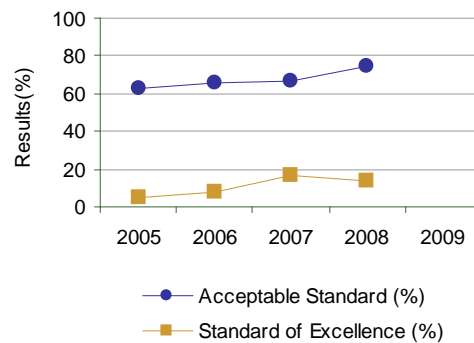


[No Data for Français 6]

Science 6



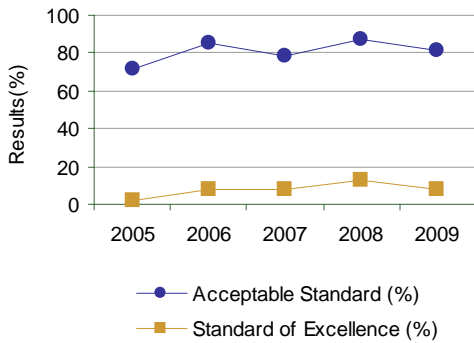
Social Studies 6



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

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (OPTIONAL)

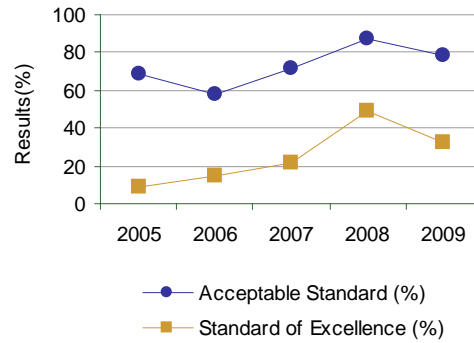
English Language Arts 9



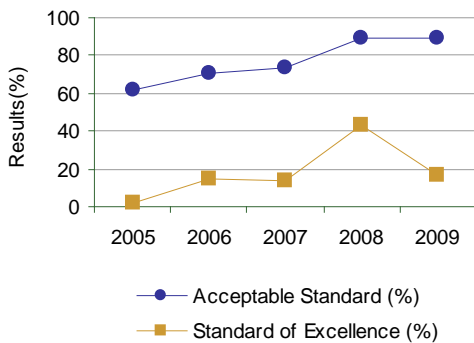
[No Data for French Language Arts 9]

[No Data for Français 9]

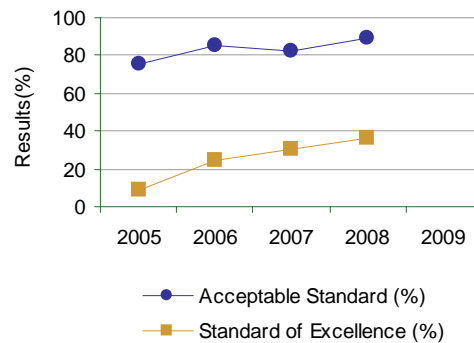
Mathematics 9



Science 9



Social Studies 9



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

Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled (OPTIONAL)

Performance Measure: PAT Results by Number Enrolled – Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the standard of excellence on Provincial Achievement Tests (overall cohort results).		Results (in percentages)**										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority (required)	70.4	8.7	70.2	22.1	80.1	29.5	76.8	20.9	95.4	40.7	if set	if set
	Province (optional)	76.7	16.8	76.8	18.6	76.6	17.7	78.3	18.3	79.1	19.4		

PAT Course by Course Results by Number Enrolled. (optional)			Results (in percentages)										Target	
			2006		2007		2008		2009		2010		2010	
			A	E	A	E	A	E	A	E	A	E	A	E
Grade 3	English Language Arts 3	Authority	68.4	3.9	69.2	29.2	83.3	37.9	71.8	37.6	92.8	62.3	if set	if set
		Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
	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	if set	if set
		Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
	Francais 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
	Mathematics 3	Authority	67.1	11.8	78.5	21.5	83.3	24.2	68.2	38.8	92.8	36.2	if set	if set
		Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
Grade 6	English Language Arts 6	Authority	64.2	7.5	68.3	16.7	67.2	6.9	78.3	5.8	98.2	14.0	if set	if set
		Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
	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	if set	if set
		Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
	Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
	Mathematics 6	Authority	67.9	11.3	58.3	18.3	74.1	10.3	71.0	14.5	89.5	28.1	if set	if set
		Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
	Science 6	Authority	65.4	11.5	63.3	38.3	77.6	44.8	72.5	24.6	98.2	43.9	if set	if set
		Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
	Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.9	19.3	if set	if set
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
Grade 9	English Language Arts 9	Authority	85.4	8.3	78.0	8.0	87.5	12.5	81.1	8.1	92.2	19.6	if set	if set
		Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
	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	if set	if set
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
	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	if set	if set
		Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
	Mathematics 9	Authority	58.3	14.6	72.0	22.0	87.2	48.7	78.4	32.4	92.2	68.6	if set	if set
		Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
	Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
	Science 9	Authority	70.8	14.6	74.0	14.0	89.7	43.6	89.2	16.2	96.1	58.8	if set	if set
		Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
	Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.2	39.2	if set	if set	
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8			
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	if set	if set	
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7			

Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2010/2011	2011/2012	2012/2013
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	85.3	82.7	High	Maintained	Good			

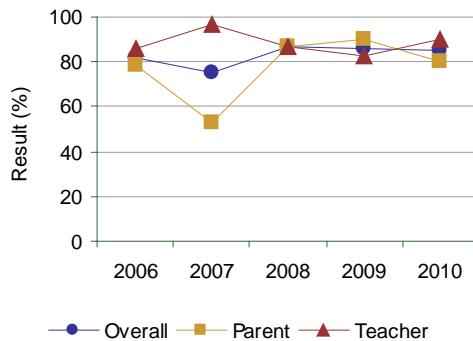
Strategies:

- Plan two Career Days for middle school students (Franklin Park Campus).
- Continue a partnership with Junior Achievement for participation in their curriculum aligned programming.
- Provide leadership opportunities for students in Division Two and Three (Peer Ambassadors, Student Leadership Group, and Student Council).

Measure History (OPTIONAL)

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Overall	70	82.1	81	75.0	91	86.9	94	86.3	107	85.3
Parent	42	78.6	49	53.1	60	86.7	59	89.8	66	80.3
Teacher	28	85.7	32	96.9	31	87.1	35	82.9	41	90.2



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2010/2011	2011/2012	2012/2013
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	80.3	78.7	High	Maintained	Good			

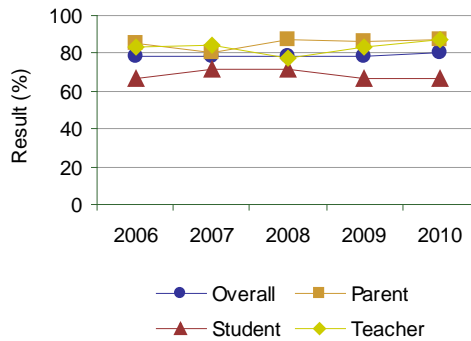
Strategies:

- Actively promote the components of character education and citizenship programming (fundraising for humanitarian causes)
- Continue to recognize active citizenship at assemblies on a monthly basis.
- Utilize consistent language across the school in clarifying what active citizenship “looks like/sounds like”.
- Continue to offer leadership opportunities for students through Student Council and the Peer Ambassador Program.

Measure History (OPTIONAL)

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Overall	372	78.8	203	78.8	448	78.7	436	78.7	443	80.3
Parent	46	85.7	54	80.6	63	86.9	66	86.5	70	87.4
Student	298	67.0	116	71.1	354	71.3	335	66.2	331	66.4
Teacher	28	83.6	33	84.7	31	77.9	35	83.3	42	87.1



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

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: Key learning outcomes for FNMI students improve. (Results and evaluations for FNMI measures are only required for public, separate and francophone school authority education plans)

Performance Measures	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2010/2011	2011/2012	2012/2013
Annual dropout rate of self-identified FNMI students aged 14-18.	n/a	n/a	n/a	n/a	n/a			
High school completion rate of self-identified FNMI students within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	*	n/a	*	*	*			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	n/a	*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	n/a	n/a	n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma examinations within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
Percentage of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			

Strategies:

- Encourage field trips to First Nations schools and historical and cultural sites to promote an awareness of FNMI.
- Invite guest speakers to discuss FNMI cultures.
- Participate in a culturally diverse athletic league.
- Provide and utilize culturally diverse resources in the library and classrooms

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2010/2011	2011/2012	2012/2013
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	82.3	81.1	Very High	Maintained	Excellent			

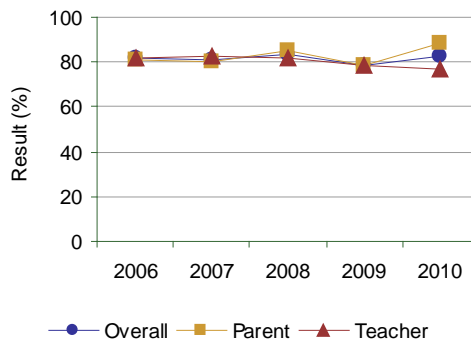
Strategies:

- Continue to maintain open communication between teachers, campus based administration and parents.
- Continue to encourage parents to attend parent teacher interviews.
- Continue to communicate student progress of language acquisition through the Language Benchmark system to parents.
- Continue to keep parents informed of innovative programming through e-newsletters available on the school website.
- Update school website so that current information is readily available, interactive, and provides feedback opportunities.
- Provide website orientation workshops for parents.
- Partner with the University of Calgary on a research project entitled "An Evaluation of the Progress of the Educational Programs: Past, Present and Future".
- Share information collected from the U of C research project with stakeholders.
- Continue to communicate to all stakeholders the unique focus of Almadina in delivering the Alberta Program of Studies with an enhanced focus on language acquisition.
- Collaborate with Alberta Education and arrange for junior high students to participate in the high school completion Student Engagement Project.

Measure History (OPTIONAL)

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Overall	74	81.5	85	81.4	94	83.5	101	78.4	108	82.3
Parent	46	81.0	52	79.8	63	85.1	66	78.6	66	88.1
Teacher	28	82.0	33	83.0	31	81.9	35	78.2	42	76.6



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

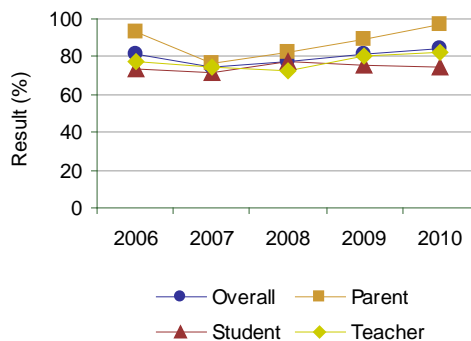
Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2010/2011	2011/2012	2012/2013
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	84.6	77.8	Very High	Improved Significantly	Excellent			

Strategies:

- Encourage post secondary institutions to place practicum students at Almadina.
- Encourage alignment of teacher professional growth plans with Charter and AISI goals.
- Continue to survey parents and students in regards to AISI programming.
- Continue to advocate for students with language learning needs through memberships in the ATA ELL Specialist Council, membership on the Provincial Advisory Committee for ELL and sharing our expertise in this area with other charter school and educational stakeholders.
- Ensure full implementation and on-going monitoring of the Action Plan developed in response to the Charter Evaluation of 2008.
- Develop, implement and monitor a Strategic Communications Plan.
- Enhance the role of School Council including growth and development opportunities with a framework for meaningful input.
- Develop strategies to engage, educate and increase involvement of our parent community.
- Develop a framework to gather input from School Council into decisions impacting their child’s education.
- Provide opportunity for input from school staff into decisions impacting their work and education.
- Continue to contribute to professional associations and provide opportunities for staff attendance.
- Plan for organizational and professional development days.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Overall	370	81.5	199	74.6	443	77.2	429	81.8	433	84.6
Parent	46	93.5	52	76.9	61	82.0	63	88.9	65	96.9
Student	297	73.3	115	71.8	353	77.1	335	75.8	329	74.9
Teacher	27	77.8	32	75.0	29	72.4	31	80.6	39	82.1



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

Budget Summary

Key Financial Information

After a number of years of deficit budgets, the 2011 budget is balanced.

True school-based bottom up budgeting has been introduced for the 2011 school year. Support staff levels and hours have been adjusted to target educational priorities at each campus.

All certificated staff are required to complete the online BridgeTEFL (Teaching English as a Foreign Language) basic course during the 2011 school year and additional funding for staff PD is allocated in this budget.

A full time ESL/AISI Coordinator has been appointed for the first year of a two-year rotating term.

The ECS program enrolment has been reduced to 3 classes for 2011, down from 5 classes in prior years. The reduction was necessary in the short term to reduce pressure on the student cap and facilities in future years and also results in a more sustainable reduced deficit for the full day ECS program.

This budget provides funds for hardware, software and professional development for the effective use of technology in the classroom above the base provided by the third year of the Alberta Education technology grant.

Guiding Principles used in Financial Planning

In January 2010 the Board approved explicit principles for budget development and financial planning. These principles may be viewed on the website.

2011 will be the first year that the principle of “reinvestment in education” is firmly in place. Funds for approved Board initiatives may be taken from the accumulated surplus when the accumulated surplus exceeds 4% of annual operating expenses. The approved budget estimates an accumulated operating surplus of 11% of 2011 operating expenses.

Summary Information

2010 / 2011 BUDGET BY PROGRAM					
	TOTAL	ECS TO GRADE 9 INSTRUCTION	OPERATIONS & MAINTENANCE	TRANSPORTATION	BOARD & SYSTEM
Revenue	7,766,106	5,299,811	1,550,295	440,648	475,352
Socio Economic Grant	0	(147,147)	0	147,147	0
Expense	7,766,106	5,153,529	1,491,292	663,684	457,601
Surplus (Deficit)	0	(865)	59,003	(75,889)	17,751

• **Economic Opportunities and Challenges**

The Charter is due for renewal and our facilities leases expire after this school year. The Charter renewal application is requesting that the cap be raised to accommodate more of the families on the registration waiting lists, but the ability to house more students is dependent on the availability of space for lease. These uncertainties will be resolved before the end of the 2011 year and the resolutions will have significant impact on years 2 and 3 of this plan.

The school provides competitive salaries and benefits for all staff in order to attract and retain well-educated professionals with superior skills and commitment. The five year agreement with the Alberta Teachers Association is due for renegotiation during 2011, with a new agreement due for September 1, 2011.

Transportation costs continue to pose a significant challenge to Almadina. Due to the demographics of the target population, Almadina receives a substantial Socio-Economic Status grant from Alberta Education. As shown in the above table, the entire amount of this funding is applied to subsidize our transportation deficit. Although we are a school of choice, Almadina parent transportation fees are low - \$200 / rider (\$50 increase over 2009) and bussing is provided for children living within Alberta Education’s walk limit.

Copies of the Budget Report and Three Year Capital Plan are available for viewing at the administrative office located in the library / administration building at 225 28 St SE Calgary and will be posted on our website: www.esl-almadina.com.

• **For further information, please contact**

Janice LeDuc, CMA
 Secretary Treasurer
 (403) 543-5078
jleduc@esl-almadina.com

Summary of Facility and Capital Plans

This plan is intended to forecast the facility requirements of the school for the next school year under the current Charter (expires August 31, 2011) and makes the assumption that we will be able to renew our lease for Mountain View Elementary for a further 5 years with a move to an appropriate facility for the Middle School as of July 2011. Since 2011 is the final year of our Charter and our facilities leases, approval of a detailed capital plan with project costing has been postponed until renewals are in place.

2010/2011

1. Lease Costs
 - Franklin Jr. High Campus Lease Cost \$580,000
 - Mountain View Elementary Lease Cost \$432,337

2. Exterior Upgrade - Mountain View Elementary
 - Summer 2011 once lease renewed
 - replace rotting window sills on the east side and paint the east, south and west sides of the school
 - repave parking lot and renew front entry walkways

3. Move to New Middle School Facility
 - Summer 2011
 - renovations as necessary to accommodate improved option programming

2011/2012

1. Renewal Lease Costs
 - Middle School Campus – new location
 - Mountain View Elementary – renewal of lease or new facility

2. Interior Modernization
 - Mountain View Elementary - upon renewal of lease
 - Upgrade core service areas and provide additional staff washroom

3. Replacement of Attached Portables
 - Mountain View Elementary - upon renewal of lease
 - The attached portables are in such poor shape that upgrading is not reasonable. While these portables are usable for now, this project will necessarily move up our priority ranking each year.

2012/2013

1. Renewal Lease Costs
 - Middle School Campus – new location
 - Mountain View Elementary – renewal of lease or new facility

For further information please contact:

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http://www.esl-almadina.com/board/3_Year_Capital_Plan_2010-2013.pdf

Parental Involvement

- November 2, 2010 – The superintendent presented the draft Three Year Education Plan to the School Council. The parents did not have suggestions for changes and as a result were informed that they could suggest changes to the 3YEP by making suggestions to the administrative team or contacting the superintendent prior to November 17, 2010. The October School Council Meeting was cancelled resulting in short timelines for input and suggested changes.
- Parents have an ongoing opportunity for input through the School Council which generally meets once a month. The superintendent attends each meeting to hear suggestions and share information from the Board of Directors.
- Parents have an opportunity for input into school celebrations such as the ECS, Grade 6 and Grade 9 farewell ceremonies.
- Parents also provide support for the annual Family Fun Day (November 20, 2010).
- The Almadina School Society is improving communication to parents. The superintendent meets with the School Council regularly and parents are encouraged to contact the superintendent with their concerns rather than approach Board Directors.

Deadlines and Communication

- September 21, 2010 – The school administrative team met to discuss the draft Three Year Education Plan. This meeting resulted in numerous additions and alterations to the draft.
- School principals were encouraged to present the draft to the school staff for input or suggestions.
- September 23, 2010 – The superintendent attended the staff meeting at both campuses to discuss the draft and encourage staff to review the 3YEP and submit ideas to the school principals or superintendent.
- October 27, 2010 – The superintendent presented the draft 3YEP to the Board of Directors at a special board meeting.
- November 2, 2010 – The superintendent present the draft 3YEP to the School council.
- November 17, 2010 – The superintendent presented the final draft of the 3YEP to the Board of Directors. The Board approved the plan for submission to Alberta Education.
- November 30, 2010 – The Almadina School Society Three Year Education Plan was posted on the Society Website and sent to Alberta Education. The three Year Education Plan can be accessed at <http://www.esl-almadina.com/>
- The Three Year Education Plan will be sent to the five MLA's who represent the Almadina School Society community.
- Copies of the final version of the Three Year Education Plan will be provided at a future School Council meeting.