



ALMADINA LANGUAGE CHARTER ACADEMY

Reach the Height, Read and Write

#118, 3132 – 26 Street NE, Calgary, AB T1Y 6Z1

P 403-543-5078 F 403-543-5079 Website: <http://esl-almadina.com/>

Three-Year Education Plan 2018-2021



Submitted: November 30, 2018

Resubmitted: April 10, 2019

Message from the Board Chair

The Board of Directors is pleased to present our combined AERR of 2017-2018- and 3-Year Education Plan for 2018-2021 on behalf of Almadina Language Charter Academy / Almadina School Society. We carefully review our results and implement, and support change based on the results reports.

We continue to support all students who are registered at Almadina. We have a student support team which consists of an Inclusion Coordinator, Inclusion teacher and a Youth Development Counsellor at each campus. In addition, there is an ELL coordinator and an Educational Technologist shared amongst both campuses. The support team addresses individual student literacy and inclusionary needs, whilst acting as a liaison between teachers, parents and community supports. Almadina Ogden campus also offers a homework club as well as Saturday school for students to receive additional support. Ultimately, our goal is to have every child reach his/her full potential.

The Board of Directors recognize small schools are limited in terms of options and we believe our students are very satisfied with the variety of options that are able at Almadina. We will continue to support our administration to be creative when looking at options for students.

We are very pleased with our results from the Provincial Achievement Tests; however, we recognize that we must support our schools to achieve the highest academic gains possible to be successful lifelong learners. We solicit feedback from our administrators on strategies for improvement. We continue to support the Discover Reading program which is a reading program designed to systematically teach reading and spelling to students. In addition to this, Almadina has implemented a Discover Meaning program which is a remedial comprehension program designed to strengthen reading comprehension through an engaging approach based on the theory of dual coding. The parents of Almadina are very pleased with the improvements they have seen in their children in part as a result of these programs. We continue to be very proud of the Virtues Program. We believe Almadina has a big part to play in developing successful, high functioning citizens.

We continue to lobby Alberta Education for a high school and are still working very hard to get a third campus to accommodate the wait list.

Respectfully,



Haytham Ghouriri – Board Chair

Accountability Statement

The Annual Education Results Report for the **2017/2018** school year and the Education Plan for the three years commencing **September 1, 2018** for Almadina School Society were prepared under the direction of the Board in accordance with its responsibilities under the *School 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 2017/2018 school year and the three-year Education Plan for 2018/2021 on November 20, 2018.



Haytham Ghouriri – Board Chair



Glenn McClure - Superintendent

Foundation Statements

Our Vision

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

Our Mission

The Almadina School Society, through its partnerships with Alberta Education 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.

Our Principles

The Almadina Charter School Society supports the following principles:

- ✓ **Language Centered** - Students assisted to reach their full learning potential.
- ✓ **Innovative** - Demonstrate leading edge innovations in improved student results.
- ✓ **Responsive** - Parents need to choose international language or other academic options.
- ✓ **Equitable** - All students have equitable access to quality learning.
- ✓ **Accountable** - For quality results, administration and staff ensure accountability to parents, Minister, and Albertans.
- ✓ **Collaborative** - K to 9 education provides the foundation for lifelong learning and democratic citizenship when all stakeholders work in partnership and by upholding fiscally responsible planning principles.
- ✓ **Diversity** - Diversity in shared values is promoted by implementation of moral intelligence, zero tolerance, and democratic citizenship and inclusive classrooms.

Our Beliefs

The Almadina Charter School Society Board endorses the following value statements:

- ✓ Language is the primary social tool of communication and learning, and each student needs to develop proficiency in using both their first language and English to enable learning to proceed with confidence.
- ✓ A solid foundation in the first language enhances the development of a second language by enabling the transfer of concepts and background knowledge already learned.
- ✓ Second language acquisition occurs most efficiently and quickly if students see the direct benefits and relevance; hence, the partnership of parents is key to a child's learning.
- ✓ Second language acquisition is a developmental process, the rate of learning varies for each person, and the opportunities for direct-interaction, hands-on activities and problem-solving situations influence the development of proficiency.
- ✓ Second language learners must be monitored, and their proficiency tracked so that informed decisions can be made regarding when students can participate in regular mainstream schooling with fluent English speakers.

- ✓ Language is learned holistically; as a result, listening, speaking, reading and writing are learned together.
- ✓ For language proficiency to develop and for learner confidence to flourish, the school must provide program structure and support at each level of learning. Expectations for students will increase as language competence grows. In addition, learning tasks will become more challenging and complex as language understanding matures.
- ✓ It takes up to seven years to develop second language proficiency to the level required for academic success at the high school graduation level. Almadina is committed to speeding up this process.
- ✓ The Almadina students, staff and parents are expected to demonstrate these five key values: Respect, Care, Share, Acceptance, Cooperation.

A Profile of Almadina Language Charter Academy

Almadina Language Charter Academy (ALCA) has recently celebrated 20 successful years as a public charter school in Alberta.

ALCA currently serves 1,136 students and their families in two separate campuses. The Mountain View Elementary Campus serves 494 Kindergarten to Grade 4 students, and Ogden Middle School Campus houses 642 Grades 4 to 9. We are in the process of finding a suitable school site to accommodate our current wait list and would like to establish a high school campus.

Recently we received four more current modular classrooms to replace the over 50-year old portables that are presently on site at Mountain View School. This project which included a link to the main school building and two existing modulars was completed on November 19, 2018 with full occupancy of the area by December 7, 2018.

Our students are bused into our two locations by First Student Canada, formerly 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 public charter school that has an ELL 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 for our excellent ELL programming and student performance. 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 do pretesting and post testing for literacy and numeracy by our ELL (English Language Learning) Coordinator. The assessments we do help identify language learning needs. We have a reading intervention program, based on recommendations from the ELL Coordinator. This is implemented in E.L.O. classes to support readers who need to develop phonemic awareness, decoding and fluency skills.

There is also a focus on digital citizenship throughout all grades. School Administration provides this direction to the ET (Educational Technology) coordinator to deal with parent concerns about cyber issues that students were encountering.

Both our Mountain View and Ogden campuses are developing computational thinking through our workshops with KidsCodeJeunesse. This non-profit is federally funded to support students and staff across Canada to program micro bits. K.C.J. has also met with AB. Ed and offered input into the draft ECS-4 curriculum on computational thinking, so this is an innovative partnership. School administration and the ELL Coordinator have attended a AB. Ed "Leading Learning" session on the draft ECS-Grade 4 curriculum and offered input on supporting E.L.L. students with this concept based curriculum

We are collaborating with the U of C in research focused on developing fine motor norms. This is the

second year our Mountain View campus has been involved and this also includes the Ogden campus this year. This endeavor remains a major ALCA research project. Our intent is to publish this action research through a collaborative venture with the University of Calgary. We are committed to the 21st Century Learning model. We have a three-year technology plan that ensures consistent technology upgrades and student access to create, collaborate and share knowledge through technology. ALCA continues to use the Mariconda Writing Program and focuses on system wide use of ELL strategies. The Wellness Empowerment Program (WEP) is a school-based project funded through Alberta Health and Wellness (Capacity Building). The WEP program's new mandate focuses on capacity development among our staff members. The WEP program has evolved into a mental health team promotion model for the greater Calgary community. Almadina has hired one full time student designated counsellor able to support students on a one to one basis in the areas of academic counselling and mental health counselling. Our virtues program "Almadina Cares" is an integral part of Almadina's Charter Mandate.

We have completed an inclusion plan that meets the requirements of the Ministerial order of 2013. This plan includes an audit of all student files to determine student codes and staff requirements for the 2016/2017 school year. This plan has a budget to ensure compliance with the Ministerial order. As a public charter school, Almadina continues to seek the same funding all provincial schools are receiving for inclusion programming. We have assigned teachers on both campuses to lead in the area of inclusion.

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 and flourish in a high school of their choice. For students who continue to struggle with the academic language of the high school curriculum, Almadina's intention is to expand programming to include a high school beginning with Grade 10 in the very near future. An application to expand Almadina to include high school has been submitted to Alberta Education. We continue to wait for Alberta Education to respond to this request.

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.



Trends and Issues

We have had an increase in our student numbers to 1136 students from K – Grade 9. This increase reinforces our need for the development of student services. Two years ago, we hired one counsellor for two campuses. Last year we have hired one full time Youth Development Counsellor for our Ogden campus and one 0.5 Youth Development Counsellor for our Mountain View Campus to address the complex learning and mental health needs of the students attending Almadina in the 2018/2019 school year. We would like to increase our Mountain View campus YDC to 1.0 FTE in September 2019. The implementation of the Ministerial order of May of 2013 has increased Almadina's responsibility to support all students.

Our overall Accountability Pillar results are consistently strong.

We would like to continue to develop our inclusion services and have hired a qualified inclusion teacher to for each campus. This will address the issues associated with students support for students with complex learning needs. These inclusion teachers will help support the inclusion plan as required by the Ministerial order of 2013. The inclusion teachers in collaboration with the counsellors and the ELL coordinator will be responsible to communicate with families the necessity for early intervention for children with exceptional learning needs prior to kindergarten. This support would include; community resource lists that would support mental health and learning. To enhance English language development and immersion, parents are encouraged to register their children in a language focused, play based early learning program prior to kindergarten.

We continue to see positive trends within our system. Parents have communicated that they are very pleased with the quality of education. We continue to score ahead of the Province in our Provincial Achievement scores. We have maintained good or excellent overall ratings, which has been our trend. Teachers continue to be very pleased with professional development opportunities.

Feedback from all stakeholders including students, teachers, parents, and school council indicates strong support for additional staffing that would develop inclusion infrastructure appropriate for the current size of our schools.

Summary of Recent and Noteworthy Accomplishments

- ✓ August 2013 – C.D. Howe report placed Almadina in the top 12 schools in Alberta
- ✓ (http://esl-almadina.com/wp-content/uploads/2015/08/2013_09_howe.pdf)
- ✓ June 2014 – 15-year Charter granted by Alberta Education.
- ✓ 2016 We celebrated our 20-year Anniversary.
- ✓ 2017 PAT results continue to be above the Provincial average
- ✓ 2017 – Grade 3 teachers opted to continue to incorporate SLA's into their program.
- ✓ 2017 – Secured four modular classrooms to be relocated to our Mountain View campus in July 2018.
- ✓ 2017 – Former Almadina student wins contest to be Calgary's "Mayor for a Day".
- ✓ 2018 – Joint Book Club activity between ALCA Grade 7 students and students at the Calgary Jewish School at the Fish Creek Library; the book they reviewed was called "The Breadwinner" which tells the story of a young girl in Afghanistan under Taliban rule. For more information see:
<https://calgaryherald.com/news/local-news/fortney-jewish-and-muslim-schoolkids-share-project-life-experiences>
- ✓ 2018 – ALCA ED Tech and ELL Coordinators co-presented at the Edmonton ELL Conference
- ✓ 2018 – ALCA Superintendent of School was interviewed for a Calgary Herald article in March entitled: "Almadina Brings Learning Success to a Diverse Student Body". For further information please see:
<https://www.pressreader.com/canada/calgary-herald/20180328/282342565392286>
- ✓ 2018 – ALCA opens four new modular classrooms and a link to the main school building and two existing modulars.
- ✓ 2018 -Former ALCA student Fiza Hasan writes her first book, a psychological thriller called "In Warm Blood". More information can be found at: <https://www.inkshares.com/books/in-warm-blood-c04a00>

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	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	Safe and Caring	83.0	87.4	85.7	89.0	89.5	89.4	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	78.6	78.5	74.9	81.8	81.9	81.7	High	Improved	Good
	Education Quality	88.9	91.2	90.5	90.0	90.1	89.9	High	Declined	Acceptable
	Drop Out Rate	1.2	0.6	1.4	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	86.2	92.5	89.0	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	28.8	34.5	31.5	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	86.9	82.7	85.9	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	75.4	80.8	79.7	83.0	83.7	83.7	Intermediate	Declined Significantly	Issue
Parental Involvement	Parental Involvement	85.9	88.8	84.6	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.0	82.9	83.1	80.3	81.4	80.7	High	Declined Significantly	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test considers the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Charter Goal: 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 Measures	Results (in percentages)					Target*	Targets		
	2014	2015	2016	2017	2018	2018	2019	2020	2021
Locally Determined Performance Measure(s)	89.7	86.3	88.1	92.5	86.2	89.5	89.5	90	90.5

Comment on Results

ALCA Provincial Achievement Test Results for 2018 have been consistently strong.

- ✓ Overall, our PAT results for Acceptable Standard averages decreased from 92.5 in 2017 to 86.2 in 2018.
- ✓ The overall level of excellence decreased from 34.5 in 2017 to 28.8 in 2018
- ✓ In Grade 6, Acceptable Standards results increase for ELA, Mathematics and Social Studies; Science had a slight decrease
- ✓ In Grade 6, the Standard of Excellence increased for Mathematics and Science and decreased for ELA and Social Studies.
- ✓ In Grade 9, Acceptable Standards results increased in ALL subjects.
- ✓ In Grade 9, the Standard of Excellence increased for ALL subjects.

Note: Many of our students were writing exams while fasting for Ramadan a special Islamic celebration that took place in June of 2018. This may have had an influence on some of the slightly lowered results. As our overall academic success at Almadina has decreased from 92.5 to 86.2 per cent. We will continue to focus on raising our PAT Acceptable and Excellence scores in all subject areas.

Strategies

- ✓ Teachers analyzed PAT results and collaborated in November to develop strategies that will improve student success.
- ✓ Teachers have developed curriculum and study guides for all subject areas based on Dr. Scott Morrison’s methodologies; aligning curriculum, scheduled review and frequent formative assessment.
- ✓ Continued communication with parents throughout the year that students are required to be in school for the PATs.
- ✓ Parents are discouraged from excusing their children for extended travel during the school year.
- ✓ Beginning in kindergarten teachers will identify students requiring additional reading support through Discover Reading (DR). Teachers will differentiate instruction to accommodate the unique needs of ELL students to reach the highest number in acceptable standard and the standard of excellence, while focusing on English Language Learning. At Almadina, we have more than 186 hours of English language arts. Students who are struggling even with the 186 hours of English language instruction are offered the additional DR English language support in the English Language Option (ELO) block and 1-to1 remedial reading support. We use the English Language Proficiency Benchmarks to structure supports. Support is differentiated through increased instruction to beginner and intermediate proficiency level students. Both campuses offer English Language Option programs such as Discover Reading © and reading comprehension. ELO blocks provide additional hours of intense English Language instruction.
- ✓ Due to the success of the DR program and based on the assessment results which indicate above average decoding skills, there is now a dual focus on both decoding and reading comprehension.

- ✓ Across both campuses, students who are identified as needing the most support are provided one to one DR pull out support. Trained educational aides deliver DR on a one-to-one or small group basis.
- ✓ At the start of the year we dedicate two full days to individualized reading comprehension and fluency assessment for every student in our system. This information is shared with students and parents with suggestions as to how to improve comprehension and fluency levels. This provides reading comprehension information to the teachers at the beginning of the school year which informs practice. This is a unique practice demonstrating our dedication of resources to improving the academic success of ELL students at Almadina.
- ✓ Based on the results we make programming recommendations regarding language options placements, and individual student support.
- ✓ Inclusive education program provides supports and programming to meet diverse student needs in an inclusive learning environment.
- ✓ Choosing the English language option is strongly encouraged for all students that require support to become fluent English language learners.
- ✓ Students are expected to take ownership of their learning and do homework 4 – 5 nights a week. This helps to review and reinforce the concepts being taught.
- ✓ At the Ogden campus an after-school homework club is offered four days a week to all struggling students, beginning in September.
- ✓ All students also have the opportunity to attend Saturday school from March until June to help them reach their full potential.
- ✓ Teachers communicate with parents regularly to ensure that students are developing excellent work habits that are consistent with Almadina practices.
- ✓ Almadina encourages teachers to use Class Dojo, E-Mail, Synervoice, agendas and class websites as tools to effectively communicate with parents. Teachers are also encouraged to keep a log of their communication with parents.
- ✓ Parents also receive interim progress reports as feedback on student achievement to review goals and objectives for student learning.
- ✓ ALCA instituted a new student information system (SIS) this fall which will allow students and parents 24/7 access to attendance, grades and assignments.
- ✓ We provide online memberships for school and home access to Language Arts, Math, Science and Social Studies learning websites as listed on our website.
- ✓ Leveled readers are available in both the classroom and library to ensure all students are reading at their individual reading levels.
- ✓ Library Technicians are engaged in continuous professional development to support student growth.
- ✓ Teachers utilize the daily ELL checklist and ELL planner in meeting student needs.
- ✓ Teacher professional growth plans are ELL focused
- ✓ Increased Educational Assistant support plays an integral role in supporting students with ELL needs as well as other needs.
- ✓ Report cards include an individual ELL benchmark
- ✓ ELL portfolios include students writing samples and ELL tracking sheets and benchmarks to track students' progress over time.
- ✓ Beginning in kindergarten, universal programs provided by WEP target social skills which directly impact academic learning such as the Girl's Group and The Bucket Filling program. Integrated classroom involvement to receive sessions in health classes to improve social and emotional skills.
- ✓ To support literacy, Raz Kidz and Tumble Books are available for all students beginning in kindergarten.
- ✓ Student engagement is bolstered through academic field trips, options classes (e.g. music, drama, art)

- ✓ Almadina Language Charter Academy participates in the provincial PAT & SLA field testing.
- ✓ PAT results are analyzed to reflect upon and improve instructional approaches for the coming school year.
- ✓ Students in non-PAT years complete standardized grade level GLA exams in all the core subjects.
- ✓ Teachers are provided with PLC time to collaborate with their subject specialists and/or grade teams.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	89.7	86.3	88.1	92.5	86.2	90	Very High	Maintained	Excellent	90	91	92
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	32.3	32.2	27.7	34.5	28.8	29	Very High	Maintained	Excellent	29	30	31

Comment on Results

We have continued to develop our student services team over the last three years. More students have achieved an Acceptable Standard on the PAT tests. We believe this is directly linked to the supports like a 1.0 FTE ELL Coordinator, a 1.0 FTE Educational Technologist, 2.0 FTE Inclusion teachers and 1.5 FTE Youth Development Counsellors. These specialists are working to support teachers to meet the varying learning and mental health needs of our student body.

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. Our student population includes children with complex learning, social and emotional needs. 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. Our Homework club and our Saturday school for students who require additional support has been widely supported by parents and has resulted in great academic improvement. This extra support will help sustain our high levels of academic achievement and build a strong inclusion support system.

Strategies

- ✓ We continue to develop and implement a teacher induction program that supports new teachers to support all learners, especially our ELL’s in the classroom. This program will assist teachers to utilize effective ELL strategies. This project involves grade team leads, administration and the student services support team.
- ✓ We continue to provide a full time ELL coordinator to support teachers in delivering the Program of Studies with emphasis on ELL strategies. Also, we provide professional development focusing on ELL strategies so that all teachers understand how to effectively plan for successful learning and meeting language learning needs through our Almadina Unit Planner and implementation of ELL checklist in daily lesson plans. 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. These measures have ensured consistent programming, leading to and supporting consistent high academic results.
- ✓ Discover Reading has helped to meet the needs of ELL students. However, we are moving in a new direction for both literacy and numeracy. Dedicated, trained EAs deliver one-to-one reading to students who are most at risk. Teachers implement consistent reading and writing strategies across grades and schools deliver Alternative Reading strategies and the Mariconda Writing

Program. These programs are utilized consistently, developing common instructional and academic language. There is ongoing Reading training for staff.

- ✓ The Mariconda writing program is employed by teachers in Division 1 and 2. Teachers are developing their understanding of the expository approach through this program.
- ✓ Any programs introduced at Almadina will be research based and piloted at the classroom level. (See Almadina Research Addendum)
- ✓ We continue provide a full time Educational Technologist to work directly with teachers and students to support the 21st Century learning model and the Inspiring Education model. The Educational Technologist works directly with classroom students and teachers to utilize new technologies in learning. The staff, in conjunction with the Technology committee, the IT department, and administration, has recently completed our three-year technology plan for 2015-2018. We re-evaluate this plan regularly to help focus our technology goals and initiatives and ensure their relevance to current technologies. We use and share several online resources to support learning as evidenced on our website.
- ✓ Students will utilize assistive technology to support inclusive education for students with special and unique needs.
- ✓ Almadina continues to develop its teacher resource website that can be accessed by all teachers and students with complex learning needs. This resource showcases our best practices and demonstrates student academic achievements.
- ✓ Our new Youth Development Counsellors – 1.0 FTE at Ogden campus and 0.5 FTE at Mountain View campus - are focused on a holistic approach working with parents, students and staff supporting student success in and out of the classroom. This is accomplished through individual student counselling, consultation with teachers and group counselling. Groups include a boys group to support students at risk of not completing school, a mentorship group for improving bus behavior and an anti-bullying/anger management program. The consultation with teachers and parents involves capacity building in the classroom and at home. This consistency in language, strategies and interventions promotes success for students in all aspects of their life.
- ✓ The counsellors works in collaboration with the WEP team to strengthen mental health awareness and programming throughout the Almadina system.
- ✓ Parent education sessions are planned throughout the school year which includes how to motivate your child how to identify learning styles.
- ✓ Division 2 and Division 3 Mathematics teachers are collaborating during PLC to improve Numeracy across the school division. Ultimately our goal would be to create a scope and sequence that identifies curriculum goals and gaps.
- ✓ Our website has been redesigned to highlight teacher, parent and student resources that support student's literacy and numeracy.
- ✓ PAT data analysis is being used to help guide instruction.
- ✓ Kindergarten- Discover Reading is delivered to the class and is taught daily. As a result, students are beginning to blend sounds and read as early as October
- ✓ Kindergarten- Each teacher contributes to an online shared folder, which includes resources and activities used each month
- ✓ Professional development workshops are geared towards English language learning and inclusive for teachers will be to address the various complex learning needs of our diverse student population
- ✓ Our induction program will continue to build teacher capacity among grade teams to support new teachers through

- coaching, co-planning, modelling and collaboration.
- ✓ Discouraging long absences from school, which impede learning and access to assessment opportunities
- ✓ Inclusion teachers have devised timetables for educational assistants based on the supports required in each class taking into consideration student IPP's (Individual Program Plans) and SSAP's (Student Success Academic Plan) per class.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Outcome One: Alberta's students are successful (continued)

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
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	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	3.7	0.0	0.6	1.2	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0
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	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	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	n/a	n/a	n/a	n/a

Comment on Results

Although Alberta Education does not have data on high school dropout rate for Almadina students, we believe there are many strategies that we use to support students staying in school.

Strategies

- ✓ We have a full time Youth Development counsellor at our Ogden campus. We continue to build teacher capacity through the Wellness Empowerment Program thereby ensuring that students and parents are aware of support and resources beyond the school. This year we will coordinate a reunion of former Almadina students. We will continue to create opportunities and access to post-secondary institutions (guidance career counsellor) for grade 9 students. Maintain proactive, open and timely communication with parents through the new home school liaison/guidance counsellor. Develop a structured transition program in cooperation with receiving Calgary High Schools for students transitioning into high school.
- ✓ The Ogden counsellor is utilizing the ALIS program to assess students' interests and skills which then provides them with a list of possible career options. They can then explore what post-secondary education they need as well best choices in high school.
- ✓ At the Ogden campus, we will strive to do transition meetings and surveys with former Almadina students, currently in grade 10. This will highlight challenges and successes students have in transitioning from Almadina to grade 10. The information gathered will inform teacher and counsellor practice and programming.
- ✓ Both campuses have students with unique needs. Additional inclusion and counselling support will cover kindergarten to Grade 9 and bridge the transition to high school.
- ✓ ALCA also provided our students with the opportunities to develop their leadership capacities

through innovative initiatives such as our student council. Student leaders are voted in by their peers and teacher recommendations. Leadership training is provided to these students and mentorship is a priority role.

- ✓ The planning and implementation of IPP and student success academic plans have been devised for students with unique needs.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.2	80.1	78.1	80.8	75.4	81	Intermediate	Declined Significantly	Issue	81	82	83
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.8	88.3	86.8	82.7	86.9	83	Very High	Maintained	Excellent	83	84	85

Comment on Results

Parents and students have consistently rated satisfaction “that students model the characteristics of active citizenship” very high. However, this year, parent and student satisfaction dropped to 75.4 from 80.8. **We suggest two reasons for this. First, Alberta Education did not count teachers in this category as they felt there was not a strong enough showing. However, all our teachers participated in the survey. We have appealed this to Alberta Education. Secondly, 2018 has been a year that our Ogden campus has dealt with multiple issues of cyber-bullying. School based administration feels that this has had a definitive effect on survey results. Our strategies to deal with this are listed below.**

The 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” from 82.7 to 86.9. **We are very pleased with this result and intend to build on our success.**

Strategies

- ✓ Almadina stresses citizenship and leadership in our student body through our commitment to giving back to the greater community. This is in alignment with the virtues, character education program. Examples of this are students raising money for Children’s Hospital, MS, Terry Fox Foundation, Jump Rope for Heart, run for the Cure, letter writing for homeless and sick children at the Children’s Hospital, Diabetes Drive and We Day initiatives. Junior High students are involved in a program that requires twenty hours of volunteer work. Students are encouraged to volunteer in the local community. Students are taking responsibility to ensure that the local environment is clean and well cared for. Initiatives like cold weather clothing drive for “Inn from the Cold” and “WE Scare Hunger” food bank drive; these are concrete, tangible donations to support active citizenship. Local care projects like leaf cleaning for neighbors and delivering Christmas cards to our elderly neighbors.
- ✓ Review what the characteristics and active citizenship might look like.
- ✓ **Relationships** are the most essential key in any community therefore establishing character building traits and life-long connections. Important relationships in schools are those between school leaders, staff, families, students, volunteers and community partners. Being in the same classroom, staff room, or building for six or so hours a day does not necessarily create a sense of belonging and community; this takes intention and effort. What efforts are you putting into building and nurturing healthy and respectful relationships with the members of your school community? Are you intentional about connecting with them in positive ways? Are intentional opportunities created for school community members to connect with each other in positive and purposeful ways?
- ✓ **Every morning, the principal, assistant principal, counsellor, inclusion lead and staff members each take an entrance – the front door, side door, and the door by the student bus entrance – and greet and engage with students as they come into the school.** Teachers greet and engage with their students at their classroom doors. This practice provides the school leaders and staff with an

early indication of what kind of 'mood' students are in before the day begins so that immediate support can be provided. They also see who is always alone and what social groups are forming. This practice also conveys to students that their being at school is noticed and matters and that they have caring adults to talk to. - Already being used by staff and scheduling; perhaps a rotating supervision schedule can be enforced to ensure whole school approach.

- ✓ **A staff PD on building relationships with students** was presented on October 22 with an emphasis on relationships contributing greatly to the safe and caring environment for all students. Taking a positive approach to discipline is key to building a safe and caring environment so that all learners can learn. As well, staff participated in a relationship building activity to strengthen relationships.
- ✓ **Include time for community building during staff meetings.** Perhaps have each person share a high point of their week, a success story or share something they are looking forward to in the coming weeks. - This should be incorporated into each staff meeting to encourage staff to share about something positive, therefore changing our language, approach and perspective away from discipline and punishment and toward achievement and caring.
- ✓ **Have staff review class lists and identify students they don't know much or anything about.** The compiled lists should identify which students are either not known or barely known by any one on staff. Individuals can then choose one or two students to regularly 'check in' with. Checking in can be as simple as, "Hi Abdul, good to see you at school today", or can involve sustained conversation or regular meetings. Ensuring each student's presence is acknowledged makes a difference – it tells students that they matter and increases the likelihood they will feel they have a trusted adult they can go to if needed. - Implementing a TA (Teacher Advisory) system with selected staff to create a sense of belonging with students that tend to go unnoticed. Currently a number of support staff are regularly meeting with their selected students and talking with them at recesses and reading with them during morning reading time.
- ✓ **Classroom circles** are an effective, evidence-informed practice to build and maintain relationships. Circles held on an ongoing basis throughout the year provide an opportunity for students and staff to get to know each other. They also create a venue for student voice and engagement. Circles can be an effective practice for teaching or with teams, clubs and other groups. Respect for the voices/opinions of others is highly practiced. One of our Almadina teachers is developing this practice in her classroom. Perhaps having her teach the methods to a select group of teachers and/or TA's can improve a sense of belonging and can encourage students sharing and caring; creating empathy and understanding. Building on this during this school year to have all staff members trained in this practice to incorporate into a leadership class designated into the weekly timetable for the upcoming school year. Addressing "At school, students help each other."
- ✓ **Cross-graded or family group activities build community and connectedness across school populations.** Some junior and senior high schools across Alberta have moved to cross-graded homeroom periods where the focus is on relationship building. - This has already started between the Grade 4's and the Grade 8's with the inclusion of WEP to develop a wellness program building on the character development of each child. Encouraging all classes to create cross-grading time periods throughout the year will establish a sense of belonging and build on student self-esteem and self-worth. Addressing "At school, students help each other." Extra -curricular activities already have some cross grading that contributes to older students supporting/mentoring younger students as they build team capacity.
- ✓ **Send positive communications to families** (e.g., phone calls, notes, emails, etc.). This is being done at the Division II level through Class DOJO. However, is it enough? What do the division III teachers do at this level? Providing positive feedback to students and families, creating a paradigm and change in perspective to be more focused on strength-based practices will address "At school, students follow the rules." At school students work hard. At school students are kind.
- ✓ **Build relationships with community partners** by inviting them to school celebrations and other school activities. - Parent involvement will improve our perception of a safe and caring

environment. Have more activities involving CPS, RCMP, Firefighters, local libraries, volunteer teas, Almadina alumni, FMNI agencies, and elders in school, etc., will create a sense of pride and respect for our school, therefore, maintaining a safe and cared for environment.

- ✓ **School leaders set the tone of the school.** What you, as a school leader, model through your words and, more importantly, your actions influence what is said and done by others. - **Modelling the behaviour and expectations**
- ✓ **Research** has shown that no one program, presentation or workshop will improve the culture of a school. Real change requires a school-wide approach that includes evidence-informed strategies, practices and policies.
- ✓ **It is important to note that when people are implementing new practices there needs to be an environment where mistakes can be learned from, questions can be asked, and everyone is accepted.** Evidence-informed practices that contribute to welcoming, caring, respectful and safe learning environments may include some of the following:

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	65.0	64.1	63.4	70.8	74.8	71	n/a	n/a	n/a	75	76	77

Comment on Results

At Almadina, we believe that each student must be involved in relevant, innovative, creative activities that produce an entrepreneurial spirit and a sense of deep engaged citizenship. ALCA's current results are very welcome as we have increased to 74.8 percent.

The increased rating can be attributed to increased parent involvement in surveys and better analysis of previous year data.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Comments on Results

The Almadina Language Charter Society is dedicated to assisting our students in gaining knowledge of First Nations, Meti and Inuit cultures through a variety of school-based activities. This is a major emphasis for 2018-2019.

Strategies

- ✓ Information regarding the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools is addressed through our Social Studies program and periodic school presentations.
- ✓ ALCA's campuses hold monthly "Virtues" assemblies; we plan to make direct connections to FNMI cultures in our celebration of the virtues of "respect" and "empathy" through performances, songs and art work.
- ✓ A focus of ALCA certificated and non-certificated staff professional learning will be FMNI issues and culture.
- ✓ August 2018: "Blanket exercise" workshop for all instructional staff to support capacity building with new T.Q.S. in developing foundational knowledge of indigenous history.
- ✓ May 2018: Reading developmentally appropriate literature related to residential schools such as "Stolen Words" and "When We Were Alone" to support developing foundational knowledge of residential schools.
- ✓ Developing related literature collection in the school library for staff and students.
- ✓ June 2018: Session by Chantal Chagnon to share indigenous cultural perspectives through drumming, traditional songs and storytelling for staff and students.
- ✓ October 2018: Orange Shirt day to honor residential school experiences.
- ✓ Use of A.T.A. "Walking Together" online resources by staff.
- ✓ April 2019: Quest Theatre Presentation: "We Are All Treaty People"
- ✓ Land Acknowledgement at the beginning of relevant assemblies.
- ✓ Encourage off site field trips to authentic indigenous sites (like Blackfoot Crossing Historical Park, reserve schools close by)
- ✓ Integrating F.N.M.I. literature, added the strategy of using the "Literacy Seed Kit Resource" as a primary resource list for literature

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	84.5	84.8	84.9	87.4	83.0	87	Intermediate	Declined	Issue	87	88	89

Comment on Results

This year we surveyed over 700 parents, students and staff. This is about the same as 2016 when 733 stakeholders responded to the surveys and it is an increase from the 2015’s survey of 668 respondents and 2014’s survey of 625 respondents. The 2014, 2015 and the 2016 results accurately represent the students, parents and teachers of Almadina. Our school has had a significant increase in student population but has not had an increase in student counselling supports until last year. We now have 1.5 FTE counsellors with 1.0 FTE at Ogden and 0.5 FTE, has been hired. Last year our results showed stakeholder concern with the lack of support for students who exhibit complex learning needs and inclusion support. We have hired inclusion teachers to support diverse learning needs. Our plan is to look at expanding the Mountain View counsellor position to 1.0 FTE.

Our humanitarian fundraising projects are connected to and support the system wide “Almadina Cares” Virtues Program. We see continuous improvement in student behavior as a result of system wide programs that have tackled bullying in our schools.

Strategies

- ✓ Student supports services and inclusion services must support students at both campuses. In order to fully support students with exceptional needs our emphasis needs to be on building strong inclusion support for each school. Students have been recommended for a variety of assessments for learning supports. Teachers have also been provided with ideas for differentiation and had support in creating individual program planning, IPPs. We have found the addition of an inclusion teacher at each campus has improved the survey results.
- ✓ In line with Inclusive Education Ministerial Order 2013, students with exceptional needs are supported through services and programming and learn along with their peers in the regular classroom setting.
- ✓ Inclusive Education Teacher Leads are providing support, guidance and professional development in inclusive education for staff.
- ✓ The Knowledge and Employability Program, an alternate program for grades 8-12 for exceptional learners, was piloted this at Ogden School beginning in 2016
- ✓ Data is being collected in literacy, and numeracy to help guide professional development and instruction.
- ✓ Almadina will continue to strengthen and incorporate the Wellness Empowerment Program at all grade levels with a focus on recognizing and addressing bullying behavior in a proactive manner. At Ogden, we will

continue to partner with the Girls' Group to empower female students to actively participate in all school and community activities, at Mountain View the Boy's and Girl's Club.

- ✓ We continue to promote safety on school buses by supporting and communicating regularly with the drivers through weekly meetings. We will continue to collect discipline data in school and on buses to improve student behavior.
- ✓ System wide campaign to promote mutual respect of bus drivers, students and parents (assemblies, monthly awards, walk/wall of fame, monthly morning hot chocolate and treats). Appreciation letters have been given to bus drivers based on the virtues that the students have been taught and is organized by the student council from Ogden.
- ✓ School-wide education around positive, safe bus behavior.
- ✓ Bus mentorship utilizing older students with younger students.
- ✓ We will continue to promote "Diversity in Shared Values" through assemblies and newsletters.
- ✓ Grade 9 students are responsible for producing a newsletter on a monthly basis. Peer Mentoring through Almadina Helpers program at Mountain View campus with Grade 3 and 4 students
- ✓ One-on-One support in and outside the classroom with Education Assistants supports all students
- ✓ Effective strategies are emphasized using the ELL Checklist across curriculum.
- ✓ WEP Support in Social and Health Education
- ✓ Kindergarten- Renfrew Screening process allows for the recognition of and need for speech and motor occupational therapy
- ✓ Kindergarten- Inclusion teacher is available for assistance following observation. PD sessions allow teachers to learn more about what is available and how to access it.
- ✓ Inclusion coordinator tracks support needed for different students. This enhances accountability in ensuring students receive timely service based on referrals.
- ✓ School wide virtue literature and art programming enhances this program
- ✓ Almadina helpers serve as role models for other students
- ✓ The Bucket Filling program in Grade 1 encourages empathy for diverse students
- ✓ Inclusion coordinators are involved in meeting with families to review student accommodations
- ✓ Monthly invitation to bus drivers for a school tea which shows respect and developed relationships
- ✓ Invitation to bus drivers for Awards Night
- ✓ Teachers work with students regularly on bus expectations throughout the Almadina system to improve student behavior on buses by installing cameras for select routes.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	79.7	74.8	71.3	78.5	78.6	79	High	Improved	Good	79	80	81

Comment on Results

There has been a significant increase in our stakeholder’s satisfaction with the opportunities for students to receive a broad program of studies including fine arts, career, technology and health and physical education. Last year we had overall satisfaction of 78.5 percent and this year it has increased to 78.6 percent.

Students were surveyed to see what options they would like to see in the school we have added the following new options: Outdoor Education, Robotics, Karate, Fine Arts, Drama and Music. Several of the options will include subsidized field trips to enhance student learning.

The schools provide enrichment through programs such as “Artist in Residence”, “Scientists in Schools” and “Teacher’s Pet”. The Ogden campus is undertaking a travel initiative to enhance learning about government by travelling to Ottawa.

We are also looking at alternatives to our “space crunch” for expanding our options – i.e., an options trailer that could be used for courses requiring equipment, options on Friday afternoons so that classroom could be turned primarily over to option programs for Grade 7 to 9, etc.

Strategies

- ✓ Review of small junior high schools who offer options in the Calgary area to get new ideas to strengthen our own options programs.
- ✓ Possible partnerships with other junior high schools for options.
- ✓ Engaging our students in an interest survey regarding options.
- ✓ Exploring collaborative community partnerships for new options.
- ✓ The ELL Coordinator continues to work in collaboration with staff to develop ELL expertise in each staff member as mandated by the charter.
- ✓ The Educational Technologist will continue to work in collaboration with staff and students to develop the capacity of staff by providing expertise in the area of integrating technology into the classroom. The focus will be on developing the capacity of staff by providing expertise in the area of integrating technology into the classroom across subjects
- ✓ The Inclusive Education Teacher Leads will continue to develop staff capacity in inclusion education best practices to meet diverse learning needs.
- ✓ We encourage teachers to research and integrate the most promising practices using technologies. Almadina creates opportunities for teachers to collaborate more effectively on the use of technology in the classroom. We continually increase opportunities for teachers to share innovative

technology practices with other schools and districts. We have embedded professional learning time dedicated to using technology throughout the school year. Our Educational Technologist provides one-on-one, small group and entire staff training based on teacher's and student's needs.

- ✓ Teachers, administration and Board Office will continue to use innovative communication tools to keep parents informed and involved about Options programming through surveys and updates. We will continue to add innovative Options such as Robotics, Karate, and Music. Our schools will encourage involvement in competitive events. (Science fairs, robotics competition, etc.)
- ✓ Our Ogden counsellor has provided opportunities for students and teachers to review career and academic options with a focus on Grade 9.
- ✓ Continue new initiatives such as travel partnerships and enrichment opportunities
- ✓ Continue with DR programming and focus primary grades leveled reading programs
- ✓ Continue with peer support buddy support reading
- ✓ Bring Community initiatives linked to promoting leadership opportunities
- ✓ Technology initiatives aimed at promoting numeracy and literacy for language learners
- ✓ Continued communication across all staff members for the better good of our programming and students
- ✓ Resource meeting with EA, Teacher and all stakeholders that are party to the student's education. (regular)
- ✓ Specialized programs with specialized professionals in Music & Fine Arts.
- ✓ PD that are geared to enhance the artistic and musical skills.
- ✓ Arts and Residencies throughout the year.
- ✓ Supporting EA's with content and pedagogical knowledge.
- ✓ Tech programs: Video Editing
- ✓ Kindergarten- All teachers and EAs are trained in the DR program
- ✓ Kindergarten- Teachers and EAs are frequently communicating and collaborating
- ✓ Kindergarten – The Kindergarten Program allows for a balance in various programs of study, including Fine Arts, Technology, Health, Physical Education, Drama and Theme-Based Learning
- ✓ IL Club
- ✓ Literacy Committee – to promote a love for reading and to improve literacy within the school community
- ✓ Music Club – includes choir and music – encourage students to learn different music elements to help them emotionally and psychologically to increase their coping abilities towards academics stress. This helps them perform better in the academics and succeed as lifelong learners
- ✓ Bring in field experts into the classroom – reading, extension activities, letters
- ✓ Staff engaged in quality professional development
- ✓ Talen Show – This helps create a celebration for students' talents in a form of an assembly and a friendly competition
- ✓ Library Committee = advocating and promoting the importance of literacy through reading
- ✓ Teachers have created students groups, such as Student Council in order to engage the students in activities outside of the academics and outside of the community. The Student Council has created many fundraisers and led many events such as We Scare Hunger, Christmas Shoe Box for the Drop in Centre, and organizing the Grade 3 orientation to welcome new students into the junior high campus.
- ✓ Dome of the student council members have been trained by Red Cross as certified youth facilitator, who are trained to be advocates for their peers
- ✓ Breakfast Club – a teacher has created a breakfast club in order to encourage students to eat healthy and have a nutritional breakfast to fuel their minds and be ready to learn
- ✓ Teachers presented this year at the Charter Schools Conference in order to demonstrate what teachers do in order to ensure student success in literacy and reading
- ✓ Library – resources of fine arts, music, etc. to support options and to develop students interest in

such subject other than video games	
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Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	76.6	82.9	83.6	82.9	78.0	83	High	Declined Significantly	Issue	83	84	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.3	84.1	80.9	88.8	85.9	89	Very High	Maintained	Excellent	89	90	91
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.2	90.6	89.6	91.2	88.9	92	High	Declined	Acceptable	92	93	94

Comment on Results

A majority of parents, teachers and students believe their school has improved or stayed the same. Last year 82.9 percent agreed and this year it has gone down notably to 78.0 percent. **We consider this to be an issue. However, we feel that this is due to the “space crunch” both our campuses experience. Our efforts to secure a third campus would help greatly to boost parent and student spirits. The situation was also complicated when our modular replacement to our Mountain View campus was delayed for one year by the city of Calgary. Stakeholders feel a sense of hopelessness at times.**

The area of parental involvement has decreased from 88.8 to 85.9 percent. **We have taken this to heart by encouraging parents to attend whole school activities like the internet and cyber-bullying presentation by Paul Davis with the added incentive of door prizes for attending families.**

The percentage of teachers, parents and students who are satisfied with the quality of basic education has decreased slightly from 91.2 to 88.9 percent. **This again, we feel, is connected to our ‘space crunch’.**

Overall, the Almadina system is well governed and managed. At Almadina, we continuously try to engage parents thereby increasing their involvement in the school

Strategies

- ✓ Implementing a new Student Information System (SIS) called PowerSchool that will allow all stakeholders – i.e., parents students and teachers 24/7 access to student information including grades, attendance, schedules, fees, bussing and assignments from a wide variety of smart devices – including computers, tablets/iPads and Smartphones/iPhones.
- ✓ Continue to encourage training from the Alberta School Board Association for Almadina school council.
- ✓ The board utilizes parent, student and staff surveys when making decisions for system change. This enables the board to incorporate parents, student and staff insights into decision making.
- ✓ There will be increased opportunities for parents to visit the school communities for celebrations that showcase culture and students successes. Examples would be awards nights, board sponsored BBQ, board sponsored staff appreciation night, volunteer appreciation events, and the International Language celebration. We also added an athletics banquet. The board will continue to liaise with other charter school boards at the quarterly TAAPCS meetings.
- ✓ Teachers, administration and Board Office will continue to use innovative communication tools to keep parents informed and involved. Examples would be class websites, school websites, Synervoice messages, letters and e-mails home and agendas. The board, the staff, the parents and the students will utilize the adapted “Being Heard” document to ensure healthy communication at all levels.

- ✓ Continuing the Collegial Committee for consistent communication regarding school/curricular related items.
- ✓ Encourage action research opportunities between research partners (i.e. University of Calgary), Mountain View is currently involved in a resiliency research project with ALCA Charter School
- ✓ Kindergarten- Early Meet the Teacher creates a positive relationship between teachers and parents early in the year
- ✓ Kindergarten- Kindergarten Graduation celebrates the success of our students in their first year at Almadina
- ✓ Kindergarten- Black Folder system creates opportunity for open and effective communication between teachers and parents in their first year at our school
- ✓ Bringing in guest speaker like Paul Davis to assist parents with day to day child issues like the correct use of social media.
- ✓ Encouraging parents to come out to our activities with potluck dinners, barbeques and door prize incentives

Future Challenges

Presently, we serve 1,136 students. We have a waitlist of over 700 students waiting to get into Almadina. The delivery of our exceptional program of studies has recently been supported by 1.5 FTE counsellors and two inclusion teachers. We will need to continue to monitor student learning needs and supports.

We continue to require a third campus to meet the space challenges and waitlist pressure. We recently received approval for four portable classrooms for Mountain View School. The existing portables are over 50 years old. We also require two new portables at the Ogden School to meet the student numbers moving up through the system in the 2018-2019 school year.

Presently we serve 1,136 students with ELL and other complex needs. The delivery of an exceptional program of studies will need to be supplemented with increased student support and a comprehensive inclusion model. Almadina must have a comprehensive inclusion plan based on a student needs, audit and a realistic budget. As of September 2017, Mountain View Elementary houses ECS to Grade 3 and two Grade 4 classes that serve 469 students (234 male and 235 female). Ogden Middle School houses grades 4 to 9 and presently serves 648 students (308 male and 345 female). Along with the development of student supports, one of our greatest future challenges will be to find a suitable third school facility. If a third school campus cannot be secured, in addition to the four new portables just approved; we urgently require four more additional portables for September 2018.

The Almadina school community urgently requires a high school and continues to lobby the provincial government for this important goal.

Summary of Financial Results

2017/2018 Budget Summary

AB Education	\$11,266,506	96.9%
*Fees	\$ 274,000	2.4%
**Fundraising	\$ 25,000	0.2%
Capital Allocation	\$ 50,127	0.4%
Other Revenue	\$ 12,000	0.1%
Total revenue	\$11,627,633	

Certified Salaries & Benefits	\$7,171,182	64.1%
Non-Certified Salaries & Benefits	\$1,633,471	14.0%
Services Contracts & Supplies	\$2,773,294	23.7%
Amortization	\$ 111,309	1.0%
Total Expenses	\$ (62,317.00)	

***Fees** - refers to fees paid by parents for transportation and various extra field trips.

****Fundraising** - refers to money raised through various activities such as bake sales, Scholastics book fair, sporting activities; it also included money raised for various charities such as Terry Fox Run.

Full day ECS instruction supports consistency of learning and early acquisition of language.

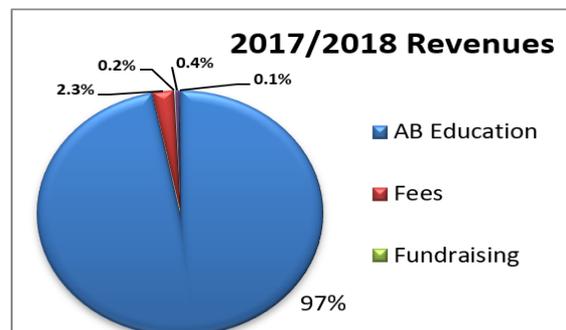
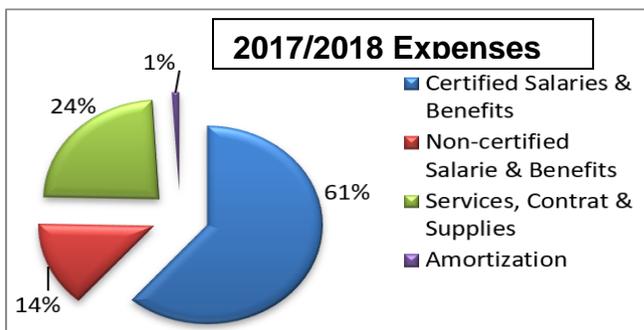
The Instruction Program (ECS –Gr 9) ended the year with a deficit of \$85,675.

The Facilities Program ended with a surplus of \$341,831.

To balance the Transportation Program, along with fees charged to parents and basic Transportation grants, a large portion of the Socio-economic grants (68%) was allocated to the Transportation Program.

Board and System program expenses are at of 4.8% of all expenses, well below the 5.4% allowed under Alberta education rules.

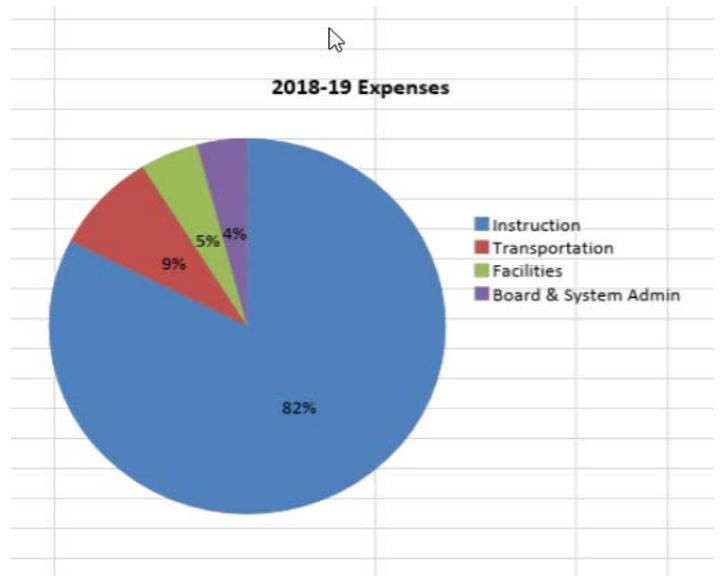
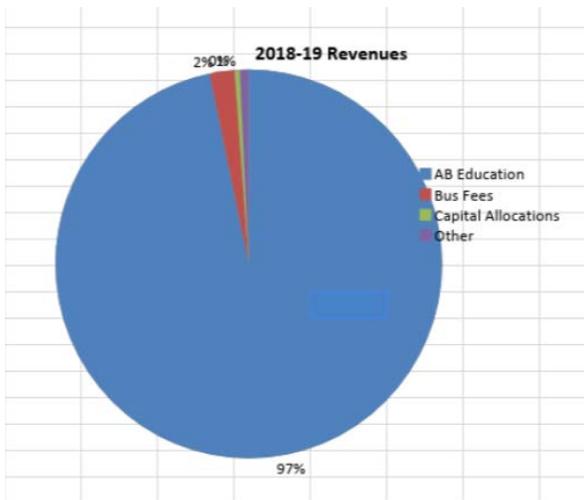
The unrestricted surplus provides Almadina with the reassurance that it can provide consistent language learning skills to all students from year to year.



2018 – 2019 Budget Highlights

2018-19 BUDGET

AB Education	\$	11,239,209	96.7%
Bus Fees	\$	241,967	2.1%
Capital Allocations	\$	50,127	0.4%
Other	\$	85,552	0.7%
	\$	11,616,855	
Instruction	\$	9,439,507	82.5%
Transportation	\$	990,043	8.7%
Facilities	\$	547,912	4.8%
Board & System Admin	\$	466,071	4.1%
	\$	11,443,533	
Expected Surplus (deficit)	\$	173,322	



- The budget numbers are based on 57 ECS children and 1136 grade 1-9 students as of September 30, 2018.
- The educational needs of the students have been met by hiring 1.5 FTE Youth Development Workers instead of having 1 for both schools.
- The current Alberta Teachers' Association agreement links teachers' salaries to the Calgary Board of Education (CBE) pay grid. The budget reflects the actual negotiated grids.
- The support staff grid and certified grids are the same as those in effect on September 1, 2017.
- Under the new Alberta Infrastructure lease provisions, both the Mountain View (July 2021) and Ogden (July 2022) school leases from CBE are at \$1.00 per year.
- Board spending initiatives will include support programs.

The anticipated deficit will be funded by the Accumulated Surplus.

Financial Statement Sources:

Information pertaining to ALCA's sources of **school generated funds** and their uses for 2018 may be accessed from the 2018 Audited Financial Statements on page 25, Note 14. <http://esl-almadina.com/wp-content/uploads/2018/12/Audit-Financial-Statements-August-31-2018-Signed-November-26-2018.pdf>

ALCA's most recent Audited Financial Statements may be accessed from the Almadina website at: <http://esl-almadina.com/wp-content/uploads/2018/12/Audit-Financial-Statements-August-31-2018-Signed-November-26-2018.pdf>

The provincial roll up of Audited Financial Statement information can be found here: <https://education.alberta.ca/financial-statements/combined-statements>

Additional information may be accessed by contacting the office of the Secretary-Treasurer at: secretarytreasurer@esl-almadina.com

Capital and Facilities Projects

Ogden Campus

- ✓ The Ogden School lease was renewed by the Calgary Board of Education last year.
- ✓ CBE has completed a modernization project this summer on Ogden School that involved a complete exterior envelope – i.e., windows, siding and fascia. This project was completed on August 30, 2017.
- ✓ We require five new portables at the Ogden site to accommodate presently enrolled students. A request was made to Alberta Infrastructure in October 2018.

Mountain View Campus

- ✓ We have completed the installation of four replacement portables and a link to the main school building in the fall of 2018. The project will be finalized on December 7, 2018. As part of the project, the MV parking lot was expanded and upgraded.
- ✓

New Campus

- ✓ We are seeking a third school site that will accommodate the present waitlist. As mentioned previously, our two campuses are facing a serious space issue. Staff rooms, libraries and storage rooms have been converted to classrooms. This "space crunch" must be recognized by Alberta Education and a contingency plan put in place. The lack of availability of school sites from the Calgary Board of Education exacerbates the situation.

For further information on ALCA Capital projects or Financial statements please contact:

ALCA Secretary Treasurer **Edward (Ted) Emmett** at secretarytreasurer@esl-almadina.com, Phone: 403-543-5078 or Fax: 403-543-5079

Summary of Facility and Capital Plans

Our most urgent requirement is a third school campus to accommodate some of our waitlist. We also require four new portables at Ogden School for next fall if we do not get a third school campus.

ALCA Link to Facility and Capital Plans:

<http://esl-almadina.com/about/board/documents-and-publications/>

Parental Involvement

- active monthly School Council meeting and sessions on particular topics where parents interact with each other and the administration or special guest presenters;
- volunteer activities in numerous capacities in and out of classrooms over the year;
- regular parent information sessions on various topics including ELL (English language Learning), Social Media Safety (i.e., parent session with Paul Davis), student anxiety, and programming initiatives such as the Junior High school student leadership project and the elementary Virtues and Zones of Regulation programs;
- multiple opportunities to provide feedback to the school such as annual parent surveys, accountability pillar surveys, ad hoc surveys for particular issues, representation on committees (e.g., Calendar Committee) and individual meetings with the school administration or superintendent;
- review of and input by School Council to the draft Three-Year Education Plan & Annual Education Results Report; and
- participation on the Board of Directors where 7 out of 7 members are parents of current students.

Through these deliberations and activities, the Three-Year Education Plan & Annual Education Results Report reflects the views and values of our parent community.

Timelines for Communication

- November 8, 13, and 14, 2018 – Superintendent’s review with school principals to share and obtain input.
- November 19 and 21, 2018 – Administration’s review with teachers.
- November 19, 2018 Administration’s review with Joint School Council
- November 20, 2018 – Administrative final review
- November 20, 2018 – Review by the board
- November 20, 2018 – Approval by the board
- November 30, 2018 – 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.
- April 4, 2019 – A revised copy sent to Alberta Education and the document was posted on the website.

Communication Plan

Objectives:

To share our effective practices and innovative approaches to gifted education for the benefit of Alberta's education system.

Key Audiences:

- the greater education community including Alberta Education, post-secondary institutions, and educators of gifted learners in Alberta and beyond;
- currently-enrolled ALCA students, their parents, and alumni;
- ALCA's teachers, support staff, administrators, School Council executive members, and board members;
- prospective students and their parents, prospective staff and the general public; and
- English Language Learning advocacy groups.

Key Strategies:

- ALCA school website with comprehensive information about our school and our programs;
- host professional learning sessions to provide a venue for educators and parents to gather and share best practices in ELL education;
- host educators from other school jurisdictions to share best practices and engage in collaborative initiatives and partnerships;
- facilitate staff presentations at external forums and conferences, such as The Association of Alberta Public Charter Schools (TAAPCS), to share our practices;
- engage in networking and partnerships with post-secondary institutions such as the Partner Research Schools with the U of C and Mount Royal University, other schools, ELL organizations and interested parties;
- facilitate research projects relevant and beneficial to improving practice in ELL education practices;
- continue the partnership with Govind Sarvar School, is a private school that just recently opened about two years ago;
- distribute information materials as appropriate;
- participate in TAAPCS to increase public visibility and understanding of charter schools;
- participate in appropriate educational forums to increase knowledge about ALCA programs; and
- continue to host education practicum students from U of C, Ambrose University and Mount Royal University

Associated Reports Access

ALCA Average Class Size Report 2018/2019

ALCA's average class size report for the 2018/2019 school year may be accessed at: <http://esl-almadina.com/about/documents-and-publications/>

Whistleblower Protection Report

ALCA did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2017/2018 school term.

Three-Year Education Plan and Annual Education Results Report Access

The comprehensive plan for 2018/2021 and the Annual Education Results Summary Report for 2017/18 are available at: <http://esl-almadina.com/about/documents-and-publications/>

Appendix A - Class Size Information



ALCA Class Size Comparison – 2016 to 2019

Number of Schools Reported: 2 Total Number of Schools: 2

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Almadina Language Charter Academy, Mountain View Campus	20.0	19.7	21.6	22.9	20.8	21.5	NA	NA	NA	NA	NA	NA
Almadina Language Charter Academy, Ogden Campus	NA	NA	NA	24.1	23.3	23.2	23.6	22.1	23.4	NA	NA	NA
Total for Jurisdiction 6021	20.0	19.7	21.6	23.9	22.6	23.2	23.6	22.1	23.4	NA	NA	NA

Appendix B – Provincial Achievement Test Measures

PAT Results Course by Course Summary by Enrolled with Measure Evaluation

		Almadina School Society							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	124	91.9	109	93.6	51,540	83.5	48,248	82.7
	Standard of Excellence	Intermediate	Declined	Issue	124	16.1	109	25.9	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	High	Maintained	Good	124	87.1	109	87.3	51,486	72.9	48,172	71.6
	Standard of Excellence	High	Declined	Acceptable	124	19.4	109	29.6	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	124	86.3	109	87.3	51,517	78.8	48,180	77.1
	Standard of Excellence	Very High	Maintained	Excellent	124	41.9	109	38.2	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	High	Maintained	Good	124	80.6	109	81.6	51,525	75.1	48,170	71.4
	Standard of Excellence	Intermediate	Declined	Issue	124	16.9	109	26.1	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	High	Maintained	Good	101	90.1	80	92.7	46,822	76.1	44,296	76.5
	Standard of Excellence	Very High	Maintained	Excellent	101	25.7	80	22.4	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	5	*	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	*	*	*	5	*	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Very High	Declined	Good	96	80.2	78	88.1	46,603	59.2	43,851	66.8
	Standard of Excellence	Very High	Maintained	Excellent	96	34.4	78	37.9	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	High	Maintained	Good	10	90.0	9	100.0	2,049	57.4	1,983	59.9
	Standard of Excellence	High	Declined	Acceptable	10	30.0	9	55.6	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very High	Declined	Good	98	89.8	80	94.8	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Maintained	Excellent	98	51.0	80	47.4	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	Intermediate	n/a	n/a	8	62.5	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	Low	n/a	n/a	8	0.0	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	102	86.3	80	88.0	46,840	66.7	44,267	65.6
	Standard of Excellence	Very High	Maintained	Excellent	102	35.3	80	28.4	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	*	*	*	4	*	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	*	*	*	4	*	n/a	n/a	1,501	14.2	1,493	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Appendix C – Research Initiatives

Action Research

Almadina Language Charter Academy Ongoing Research Summary Report

The Almadina Language Charter Society operates as a charter school with a unique emphasis on English language acquisition. This charter was granted in 1996 by the Alberta Minister of Education and is mandated to deliver the Alberta Program of Studies (Early Childhood Services (ECS) – Grade 9) with English Language Acquisition as a major outcome.

Research studies have shown that students who are learning a second language require a minimum of five to seven years of support before they can catch up to native speakers in cognitive academic language proficiency. All Almadina teachers hold Alberta teaching certificates, have English as an Additional Language training, and are associated members of the Alberta Teachers' Association (ATA).

Implemented research being used in the classroom currently:

Dr. Hetty Roessingh, a professor from the Faculty of Education at the University of Calgary, has ongoing research that focuses on the role of vocabulary and reading in terms of academic outcomes for English Language Learners. A great emphasis is made on Academic Vocabulary being implemented in the classrooms. Academic Vocabulary Words are high-utility words for mature language users. These words are most prominent in written works, in which empower ELLs to have a high command of the English Language. Research has stated that Vocabulary size in kindergarten predicts reading comprehension in the intermediate and middle school years (Dahlgren, 2008). In addition, orally-tested vocabulary at the end of 1st grade predicts reading comprehension 10 years later (Dahlgren, 2008).

Almadina Language Charter Academy encourages teachers to explicitly teach Academic Language, which is the Tier 2 high-utility words that can be taught and used cross-curricular. Last year, October 2017, was the first year this was implemented such that every grade was expected to teach a minimum of 5 academic vocabulary words. This data will now be compared to the Basic Reading Inventory (BRI) to better understand whether reading levels have improved. Meanwhile this information allows teachers to cater to the needs of the students, therefore allowing staff to discuss the ideal resource to assist the students in reducing the learning gap. The following are the resources being used on a trial basis for this year - in order to ensure there is success in **Literacy**:

1. KIZPHONICS - catered for ECS to Grade 2 students; includes a variety of teaching tools from worksheets to online videos, to online activities for students to learn how to pronounce letters and correctly write the letters. The online tool not only works on motor skills, but also listening and reading skills.
2. PHONICS FOR READING - this resource is being accessed in English Language Option (ELO) classes; it includes a teacher guide and a student workbook. This resource is a systematic, research-based, instructional program that provides explicit instruction in phonics and phonemic awareness, fluency and comprehension. This resource is carefully sequenced to guide and build students' learning. There are three different levels- First, Second and Third, to accommodate students of all ages and abilities. Each level features consistent teaching routines, repeated practice, and immediate corrective feedback. In addition, each leveled book includes pre-assessments and post-assessments allowing teachers to ensure the student's reading levels. This resource caters to grades 3 and up. In fact, it is highly useful for the junior high students

who are at a grade 3 reading level. This resource is helping reduce the learning gap for many of the junior high students.

3. CARS/STARS - this resource is implemented in all Language Art classes, which guides teachers on reading benchmarks for students. This resource explicitly teaches students how to think critically and infer via contextual tools. Students also develop other higher-level comprehension skills such as, predicting and evaluating, test-taking skills and study skill strategies. It also teaches students how to find the main idea from a text. This resource also includes pre- and post- assessments, along with benchmarking assessments.
4. OnTrack READING ADVANCED CODE WORKBOOK - this is catered to the highest need students who essentially need that one-on-one support in reading. EAs have a teacher guide to support their teaching and students have a workbook in order to observe their own learning growth. This resource includes tests for basic reading skills and oral exercises to develop auditory processing skills.
5. FLUENCY READING PROGRAM - EAs also assess students using a reading fluency program at least twice a term in order to measure the reading improvement.

New research to be implemented in the classroom:

While literacy has a high-importance at Almadina, it has been observed that there is a gap in **numeracy**. In June 2018, assessments were completed by students and there was a significant learning gap in students' understanding. Therefore, Ms. Movassegi, focused her time in developing a numeracy program using the resource: Math Pre-assessment: Finding Each Student's Pathway. This is a unique resource that is designed to help teachers ensure each student is ready for new curriculum material while ensuring that students are learning all at the same time, but not always the same material. There is learning trajectory for five different strands of mathematics (number, patterns and algebra, geometry, measurement, data management and probability) shows how mathematical understanding develops through grade 1-6. Each learning trajectory is a pathway that each student follows as they develop conceptual understandings and procedural knowledge for a mathematical concept. This means each student will have their own pace of understanding different trajectories, some concepts might be acquired quicker than others that will require more time to consolidate and finally students who learn each topic at the right instructional level are confident and successful learners. This resource is just beginning to be used in the classroom and at the end of the year pre- and post-assessments will be considered to analyze the success rate.