



ALMADINA LANGUAGE CHARTER ACADEM

Read and Write, Reach the Height

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“Knowledge of languages is the doorway to wisdom”

-Roger Bacon

Annual Education Results Report 2018-2019



Message from the Board Chair

The Board of Directors are pleased to present our combined AERR of 2018-2019- and 3-Year Education Plan for 2019-2022 on behalf of Almadina Language Charter Academy / Almadina School Society. We carefully review our results and implement change based on the results reports.

We continue to support all students enrolled at Almadina. Our staff work with students to support academic learning through our language acquisition strategies. Every teacher at Almadina plans using the ELL unit Planner. We have a student support team which consists of learning coaches, grade team leads, classroom teachers and our Wellness Empowerment Program success coach as well as educational assistants. This team works with classroom teachers to address needs at the universal, targeted and individual levels. The middle school also has a counselor to provide the extra support needs for this time of transitions. Our school also offers extra targeted support on Saturdays.

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 available 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 collaborate with all stakeholders on strategies for improvement. Our administrators, learning coaches, teachers, and support staff work collaboratively to support student learning through focus on numeracy and literacy progressions. Learning coaches are supporting teachers to address the complex learning needs of all students, inclusively, in the classroom.

We continue to be very proud of the Virtues Program. We believe Almadina has a big part to play in developing successful, ethical and responsible citizens.

We continue to dialogue with Alberta Education to establish a high school to accommodate our growing and complex demographic and are still working very hard to get a third campus to accommodate our wait list.

Respectfully



Haytham Ghouriri- Board Chair

Accountability Statement

The Annual Education Results Report for the 2018/2019 for Almadina School Society was prepared under the direction of the Board in accordance with its responsibilities under the Education Act. The Board is committed to using the results reported in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the charter school can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society

This Annual Education Results Report for 2018/2019 was approved by the Board on December 17, 2019.



Haytham Ghouriri- Board Chair



Ahmad Jamal ElRafih - Superintendent

Summary of Accomplishments

- The school authority's accomplishments – impact of major activities/strategies
- August 2013 C.D. Howe report placed Almadina in the top 12 schools in Alberta.
- 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 Almadina Grade 7 students and students at the Calgary Jewish School.
- 2018 Almadina Superintendent of School was interviewed for a Calgary Herald article in March entitled: "Almadina Brings Learning Success to a Diverse Student Body".
- 2018 ALCA opens four new modular classrooms and a link to the main school building and two existing modulars.
- 2018 Former Almadina student Fiza Hasan writes her first book, a psychological thriller called "In Warm Blood".
- All four of our school-based administrators received their School Leadership Certificates and the superintendent received his School Authority Leadership certificate in 2019/20.

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		
	2015	2016	2017	2018	2019	2019	2020	2021	2022
Locally Determined Performance Measure(s)	86.3	88.1	92.5	86.2	88.9	89.5	89.5	90	90.5

ALCA Provincial Achievement Test Results for 2019 have been consistently strong:

- Overall, our PAT results for Acceptable Standard averages increased from 86.2 in 2018 to 88.9 in 2019.
- The overall level of excellence decreased from 28.8 in 2018 to 27.8 in 2019.
- In Grade 6, Acceptable Standards results increased for ALL subjects
- In Grade 6, the Standard of Excellence increased for ELA and Social Studies and decreased for Mathematics and Science.
- In Grade 9, Acceptable Standards results increased for ELA, Mathematics, and Science and decreased for Social Studies.
- In Grade 9, the Standard of Excellence increased for Mathematics, Social Studies, and decreased for ELA and Science.

How ALCA is striving to meet goal one:

- Teachers analyze Provincial Achievement Test (PAT) and Student Learning Assessment (SLA) results and collaborate to develop strategies that will improve student success.
- 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.
- Teachers 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 require more support even with the 186 hours of English language instruction are offered the additional English language support in the English Language Option (ELO) block. We use the English Language Proficiency Benchmarks to structure support. Support is differentiated through increased instruction to beginner and intermediate proficiency level students. Both campuses offer English Language Option programs. These ELO blocks provide additional hours of intense English Language instruction. Choosing the English language option is strongly encouraged for all students that require support to become fluent English language learners.
- In the fall and spring, we dedicate two full days (four altogether) to individualized reading comprehension and fluency assessment for every student in our system. We are using Fountas & Pinnell Benchmark Assessment System to provide formative (fall/spring) and summative (spring) assessment, which 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 to inform 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 support and programming to help teachers meet diverse student needs in an inclusive learning environment.
- Students are expected to take ownership of their learning and do homework. This helps to review and reinforce the concepts being taught.
- A Homework Club is being offered to support students.
- A program is being developed to support students needing additional support with their homework 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 various school-home communication tools (such as, ClassDojo, Edmodo, Google Classroom), E-Mail, Synervoice, agendas and class websites 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.
- In our third year of using PowerSchool, our students and parents are increasingly accessing attendance and grades online.
- We provide online memberships for school and home access to Discovery Education, BrainPOP, Newsela, Spelling City, Raz Kids, and Mathletics to increase access to Language Arts, Math, Science and Social Studies learning websites as listed on our school website.
- Leveled reading books are available in both the classroom and library to ensure all students are reading at their individual reading levels.
- Teachers utilize the daily ELL checklist and ELL planner in meeting student needs.
- 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, ensuring parents and students are informed of students' English language progression.
- 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 PAT field testing.
- All grade three classrooms participate in the Student Learning Assessments (SLA).
- Students in division three complete standardized grade level exams in all the core subjects.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.3	88.1	92.5	86.2	88.9	89.5	Very High	Maintained	Excellent	89.5	90	90.5
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	32.2	27.7	34.5	28.8	27.9	28	Very High	Maintained	Excellent	28.5	29	29.5

Comment on Results

- All stakeholders work collaboratively to support each student and their individual needs.
- Along with establishing inclusive practices in the classroom, additional supports include: learning coaches, dedicated inclusion support, educational assistants, Wellness Empowerment Program, and middle school counsellor. 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 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, build a strong inclusion support system and supports students’ academic habits.

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 structured mentorship involves grade team leads, administration, and learning coaches supporting our new teachers.
- We implemented ELL/Literacy Learning Coaches and Numeracy/Technology Learning Coaches to support teachers in delivering the Program of Studies with emphasis on differentiated ELL strategies and 21 Century learning.
- We provide professional development focusing on differentiation and ELL strategies so that all teachers understand how to effectively plan for successful learning and meeting language learning needs. ELL strategies are included throughout our Almadina Unit Planner and implementation of ELL checklist in daily lesson plans.
- 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.
- Any programs introduced at Almadina will be research based and piloted at the classroom level.

- The learning coaches work directly with classroom students and teachers to utilize new technologies and approaches. The staff, in conjunction with the Technology committee, the IT department, and administration, has recently completed our three-year technology plan for 2018-2021. 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.
- Almadina continues to develop its publicly available, teacher resource section of our school website. This resource showcases our best practices and demonstrates student academic achievements. Our website statistics indicate that this digital resource has been accessed globally as a valuable ELL resource.
- Our Youth Development Counsellors – 1.0 FTE at Ogden campus - is 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. 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 counsellor works in collaboration with the WEP team to strengthen mental health awareness and programming throughout the Almadina system.
- The WEP team provides structured groups to support students in various ways, for example: students at risk of not completing school; a mentorship group for improving bus behavior; and, an anti-bullying/emotional regulation program.
- Hosted a NED (Never give up, Encourage others, Do you best) assembly with a positive message for students
- Parent education sessions are planned throughout the school year, some topics have included: Parent-Child relationships; Paul Davis Online Safety; and RCMP Cyberbullying in collaboration with WEP.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2019	Achievement	Improvement	Overall	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			
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			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.7	0.0	0.6	1.2	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

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 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. 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.
- Students are encouraged to participate in leadership opportunities to develop their leadership capacities through innovative initiatives such as Almadina Helpers, Students Working to Advance Technology (SWAT), Wellness Rocks, student announcements, and the Ogden student leadership team. Leadership training is provided to these students and mentorship is a priority role.
- The planning and implementation of Individualized Program Plans (IPPs) are in place for students with unique needs.

The previously used Student Success Action Plan (SSAP) is being revised. This document is in place for students who have unique programming needs but do not meet the criteria for an IPP. An SSAP is a communication tool between teachers to share effective strategies for individual students.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.1	78.1	80.8	75.4	77.3	81	Intermediate	Maintained	Acceptable	81.5	82	82.5

Comments on Results

Parents and students have consistently rated satisfaction “that students model the characteristics of active citizenship” very high. This year, parent and student satisfaction increased from 75.4 to 77.3.

Strategies

- Almadina emphasizes 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, Terry Fox Foundation, Jump Rope for Heart, letter writing for homeless and sick children at the Children’s Hospital. 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. The Almadina Virtue Stars visit a nearby seniors’ center during the holiday season to sing at their holiday gathering.
- Review what the characteristics and active citizenship might look like.
- Continue with peer support buddy support reading.
- 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.

- Students are encouraged to participate in leadership opportunities to develop their leadership capacities through innovative initiatives such as Almadina Helpers, Students Working to Advance Technology (SWAT), Wellness Rocks, student announcements, and the Ogden student leadership team. Leadership training is provided to these students and mentorship is a priority role.
- Classroom meetings are an effective, evidence-informed practice to build and maintain relationships and promote good citizenship. Classroom meetings are held on an ongoing basis throughout the year provide an opportunity for students and staff to discuss and problem solve situations. They also create a venue for student voice and engagement. Classroom meetings can be an effective practice for teaching or with teams, clubs and other groups. Respect for the voices/opinions of others is highly practiced.
- Send positive communications to families (e.g., phone calls, notes, emails, etc.).
- We build relationships with community partners by inviting them to school celebrations and other school activities.

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: First Nations, Métis, and Inuit students in Alberta are successful

Comment on Results

The Almadina Language Charter Society is dedicated to assisting our students in gaining knowledge of First Nations, Metis and Inuit cultures through a variety of school-based activities. This is a major emphasis for 2019-2020.

Strategies

- Information regarding the First Nations, Métis and Inuit (FNMI) perspectives and experiences, treaties, and the history and legacy of residential schools is addressed throughout the curriculum at all grade levels, and specifically in our Social Studies program and school presentations.
- ALCA's campuses hold monthly "Virtues" assemblies; we make direct connections to FNMI cultures in our celebration of the virtues of "respect" and "empathy" through performances, songs and artwork.
- Ongoing focus of ALCA certificated and non-certificated staff professional learning will be FNMI issues and culture.
- Ongoing: 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.
- Yearly 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"
- Tina Fox from Stoney Nakoda Nation was our guest during Orange Shirt Day assembly.
- 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
- Artist in Residency program with Lina Whiskeyjack lead our students through the process of creating a storytelling piece of art.
- Grade 4 Cultural Exchange with Tsuu T'ina Nation in January/February 2020

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	74.8	71.3	78.5	78.6	79.2	79	High	Improved	Good	80	81	82

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. In 2018 we had overall satisfaction of 78.6 percent and this year it has increased to 79.2 percent. Students were surveyed to see what options they would like to see in the school. We offer the following options: Outdoor Education, Technology, Karate, Arts, Music, and Drama. Several of the options will include subsidized field trips to enhance student learning. At the elementary level, technology and fine arts are explicitly taught and integrated across the curriculum.

We are exploring opportunities to work with post-secondary institutions to support our Options programs. Students have opportunities for extra-curricular clubs, such as: Students Working to Advocate Technology (SWAT) team; Choir; Wellness Rocks; Intramurals; and sports teams (volleyball, basketball, badminton, and track and field through the C.A.A.A. Track and Field).

Special events, such as: Sports Day; International Languages Celebration; Values and Virtues Program Assemblies and Celebrations; Book Fair; Library Truck; Talent Show; Science Fair; and Coding Workshops.

The schools provide enrichment through programs such as “Artist in Residence”, “Scientists in Schools” and “Teacher’s Pet”. Our school nurse and WEP support health classes by providing grade-specific programming.

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 Technology Learning Coach 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.
- 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 Technology Learning Coach provides one-on-one, small group and entire staff training based on teacher’s and student’s needs. On professional development days, staff are increasingly being provided opportunities to share their experiences and knowledge in meaningfully integrating technology.

- 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.
- 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.
- Arts and Residencies throughout the year.
- Tech programs: Video Editing, Virtual Reality, Coding,
- Literacy Committee creates monthly initiatives to promote the love for reading and improve literacy within the school community.
- Talent Show – This helps create a celebration for students’ talents in a form of an assembly and a friendly competition.
- Library Committee advocates and promotes the importance of literacy through reading.
- Teachers have created student 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 an orientation to welcome new students into the junior high campus.
- Partnering with local businesses to support students. i.e. breakfast club.
- Breakfast Club to encourage students to eat healthy and have a nutritional breakfast to fuel their minds and be ready to learn. B
- Library – resources of fine arts, music, etc. to support options and to develop students interest in such subject other than video games.

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’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	84.8	84.9	87.4	83.0	86.0	83	High	Maintained	Good	85	86	87
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.6	89.6	91.2	88.9	92.1	92	Very High	Improved	Excellent	92	93	94
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.	88.3	86.8	82.7	86.9	88.2	88.5	Very High	Maintained	Excellent	89	89.5	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	64.1	63.4	70.8	74.8	71.1	72	n/a	n/a	n/a	73	74	75
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.1	80.9	88.8	85.9	86.0	86	Very High	Maintained	Excellent	87	88	88.5
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.	82.9	83.6	82.9	78.0	82.3	83	Very High	Maintained	Excellent	83	84	85

Comment on Results

- Most of our parents, teachers and students believe their school has improved or stayed the same. Last year 78 percent agreed and this year it has gone up notably to 82.3 percent.
- The area of parental involvement has increased from 85.9 to 86 percent.
- The percentage of teachers, parents and students who are satisfied with the quality of basic education has increased from 88.9 to 92.1 percent. This increase is due to the strategies applied during the 2018-2019 school year.
- 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

- Careers Day is planned for 2020 for grades 7-9 students with help school council.
- Planned visits to post-secondary institutions to explore careers.
- Transition meetings between former students (Grade 10) and Grade 9 students.
- Inviting student interns at a software company to be a guest speaker in our Technology options classes.
- Implementing a new Student Information System (SIS) called PowerSchool that will allow all stakeholders – i.e., grades 5-9 parents and students and all 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 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 School Council for consistent parent involvement and engagement regarding school/curricular related items.
- Kindergarten- Early Meet the Teacher creates a positive relationship between teachers and parents early in the year and year end graduation celebrates the success of our students in their first year at Almadina.
- Grade 9 Graduation is well attended celebratory event.

Future Challenges

- Presently, we serve 1,165 students. We have a waitlist of over 700 students waiting to get into Almadina.
- As a charter school we are innovative, creative and cost-efficient in supporting our student learning.
- We will need to continue to monitor student learning needs and supports due the increasing diversity and complexity of students.
- We continue to require a third campus to meet the space challenges and waitlist pressure.
- The Almadina school community urgently requires a high school and continues to lobby the provincial government for this important goal.

Parental Involvement

We have a diverse community that represents over 35 countries, many languages and many cultures.

- 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;
- Participation on the Board of Directors where 7 out of 7 members are parents of current students.

- The superintendent makes every effort to meet with the parents as individuals or as a group to encourage them to get involved in their children’s education.
 - Parents are using power-school parent portal to stay informed about their children’s progress in school.
- Through these activities, the Three-Year Education Plan & Annual represent the variety of ways that parents are engaged in school related activities.

Timelines and Communication

Objectives

To share research, innovations, best practices and to emphasize on English language acquisition and present variety of language options for the benefit of Alberta’s education system

Key Audience

- The greater education community including Alberta Education, post-secondary institutions and educators of English Language learners in Alberta and beyond;
- Currently enrolled Almadina Language Charter Academy’s students, their parents, and alumni;
- Almadina’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 Learners advocacy groups.

Action Plan

- A school website with comprehensive information about our school and our programs;
- Participate in the TAAPCS bi-annual conference as presenters, October 25, 2019;
- Almadina ED Tech and ELL Coordinators co-presented at the Edmonton ELL Conference; Continue to host education practicum students from University of Calgary;
- Participate in appropriate educational forums to increase knowledge about Almadina Language Charter Academy program;
- Distribute information materials as appropriate;
- Participate in TAAPCS to increase public visibility and understanding of charter schools;
- Facilitate research projects relevant and beneficial to improving practice in ELL education;
- Teachers in the primary grades send home leveled reading materials for the reading component of the Language Arts Program. As a result of these assessments, an appropriate passage reading will be administered to determine students’ “Independent”, “Instructional”, or “Frustration” levels.

Whistleblower Protection

Almadina Language Charter Academy did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2018/2019 school year.

Annual Education Result Report Access

To Access the AERR Summary, please visit

<http://esl-almadina.com/wp-content/uploads/2020/02/Almadina-AERR-Summary.pdf>