

Asasa Academy

2017/20 Education Plan And 2016/17 Annual Education Results Report



Accountability Statement

The Education Plan for **Asasa Academy** for the three years commencing September 1, **2017** was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Education Plan for 2017/2020 on November 30th, 2017.

Foundation Statements (optional)

Vision

To develop academic, moral and life skills in students by enabling teachers to apply an individualized teaching strategy and involving parents in each stage of the learning journey.

Mission

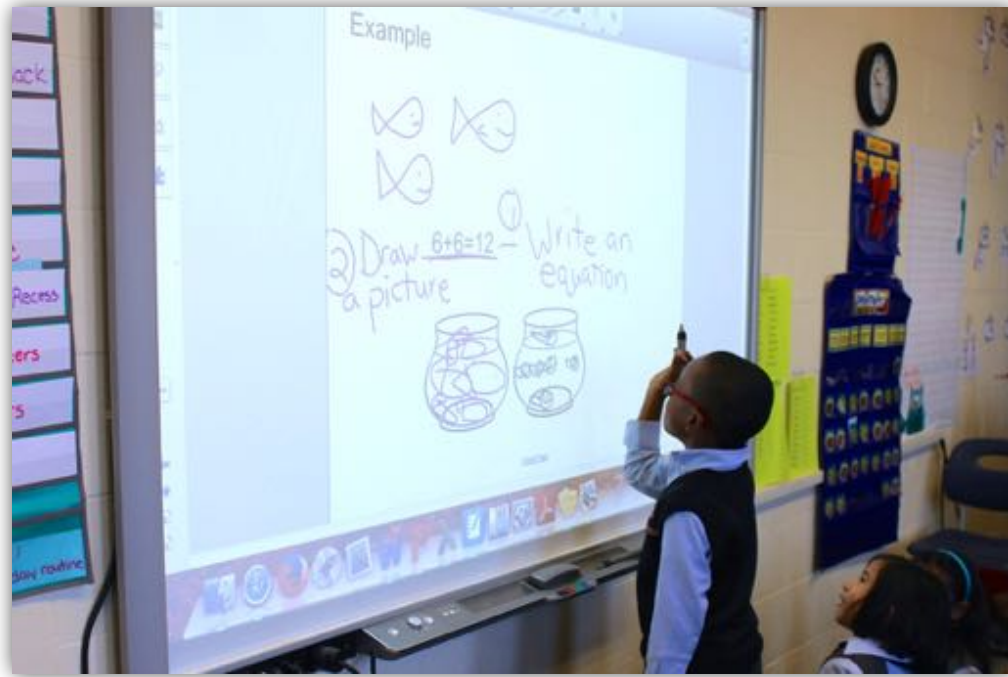
To create a community of inspired learners, motivated teachers and satisfied parents by putting the success of each student at the centre of everything we do.

Core Values

Perseverance
Innovation
Caring

Students at Asasa Academy benefit from small class sizes.





Education in information technology forms a hallmark of instruction at Asasa Academy.



A Profile of the School Authority (optional)

Asasa Academy has existed since 2009 as an accredited private ECS operator. We served students from a diverse background with a special emphasis on spoken and written English. In 2011, we opened doors to students from Kindergarten to grade 6 at our Northwest campus, located at 599 Northmount Dr NW Calgary. We have learned just as much from our students as we have from our teachers and staff. Every day we strive for improvement in student safety, education quality and offer a broad learning experience.

The Academy is governed by the Board of Directors. The Board oversees areas of dispute resolution, student discipline, teacher selection and set criteria for hiring support staff to best serve our students and parents. The Board of Directors is also responsible for developing the Handbook for Parents, Teachers and Students (available at <http://www.asasa.ca/handbook.html>). Issues such as bullying, use of drugs or compliance with the Handbook is brought before the Board of Directors to ensure timely and fair resolution.

The Board is also responsible for overseeing the preparation of audited financial statements by an independent designated accountant. Areas of fire safety, health and safety and zoning bylaws are also the primary responsibility of the Board.

The Principal is involved in day-to-day operations of the Academy and acts as a liaison between parents and the Board. The Principal has a current teaching license for the province of Alberta. The current Principal, Ms. Stobo, is responsible to carry out the 3 Year Education Plan (3YEP), report the Annual Education Results Report (AERR) and evaluate teacher performance. The goal of teacher evaluation is to ensure:

1. Teacher is adhering to Alberta Education Curriculum
2. The goals set out in the 3 Year Education Plan and the Academy's philosophy is being followed
3. The teacher is best suited for the grade he or she is teaching and is continually qualified to do so.

The community of learners the Academy attracts are primarily those who are interested in an intensive academic curriculum. These students and their parents have their eyes set on higher education obtained through a university environment. The students are carefully chosen so that they can participate in a technology-centric atmosphere where innovation is fostered. Buses currently bring in students from NE and NW Calgary. Some parents drop off their children from areas in Rockyview County such as Chestermere and Bearspaw.

Trends and Issues (optional)

Private schooling allows parents to choose the environment, depth of curriculum and class size for their child. The Board, Principal and support staff are all committed to serving the core needs of our students and parents.

With our continuous commitment to make improvements to our school, we have restored the concrete sidewalks at the sides of our building to ensure it is level and to prevent pooling of ice and water for the safety of our students



Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Asasa Learning			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.8	88.6	88.4	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	83.7	96.8	76.0	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	97.5	97.1	96.4	90.1	90.1	89.6	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	*	n/a	n/a	73.6	73.2	n/a	n/a	n/a
		PAT: Excellence	n/a	*	n/a	n/a	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	n/a	85.0	85.2	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	n/a	21.0	21.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
		Work Preparation	100.0	100.0	95.8	82.7	82.6	81.9	Very High	Maintained	Excellent
		Citizenship	86.1	85.9	80.5	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	80.0	98.3	77.3	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	83.5	68.6	75.2	81.4	81.2	80.2	Very High	Maintained	Excellent

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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
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), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
9. 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.
10. Due to the change from previous data source systems to Provincial Approach to Student Information (PAS), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

[No Data for Overall Summary - FNMI]

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), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
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. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

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 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 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:

- 1) 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%.
- 2) 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 takes into account 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)

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		*	*	*			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		*	*	*			

Comment on Results (OPTIONAL)

Math

Our school average was lower than the provincial average. However, our school average was skewed because of our low student population writing the test. With 2 students writing the test, one student received 79% and the other received 33%.

Statistics and probability along with Shape and Space were among the lowest scores when broken down into units.

The mental math, particularly with addition and subtraction, stood out as an area of growth. Patterns and Relations and Number were among the highest scores.

ELA

Our school was significantly above the provincial average. Our writing average was 90% compared to the provincial average which was 63.8%. Our reading average was 78% compared to the provincial average which was 69% .

Science

Both of our students achieved acceptable standards on the science PAT. Our school average of 71% was just above than the provincial average of 69.8%. The lowest scoring unit was Evidence and Investigation along with lower scores in Aerodynamics and Flight. Sky Science and Inquiry and Problem solving were the most successful units. When comparing the knowledge and skills components, the knowledge exceeded skills.

Social

Our school average of 75% for the Social PAT is well above the provincial average of 65.8%. Our lowest unit was Local and Provincial Government with 58% and our best Democratic Principles and Ancient Athens with 85%. Knowledge and understanding exceeded the skills and processes components.

Strategies

1. We will continue to provide differentiated instruction to match the students learning needs and to aid in student success and understanding.
2. Resources such as The Key will be available to the students so they can become familiar with the content and the types of questions.

3. Teachers will continue to provide modelled and guided practice of test taking strategies.
4. Teachers will continue to provide modelled and guided practice of study strategies.

Math

In order to improve mental math skills the teacher will be implementing, as part of her teacher professional growth plan, Number Talks daily. Statistics and Probability and Shape and Space will be taught earlier to the year to allow more time to review those concepts.

ELA

Our goal is to maintain the above average by continuing to teach reading comprehension through small reading groups, literature circles, reading aloud and novel studies. Writing will be taught using the writing process, self and peer editing, modelling and targeted instruction based on pre-assessment. We will also continue to teach plot outlines for narratives. Rubrics are provided to ensure clarity of expectations. Writing conferences with the students will also continue.

Science

In order to improve the skills component we will provide students with manipulatives and hands on activities provided the funds are available. We will also adjust our focus to better represent the scientific inquiry method.

Social

In order to improve the results on the Local and Provincial Government unit we will create engaging activities such as mock elections and debate platforms. We will also practice source base and application questions more frequently to improve the skills and processes component.

Success will be measured through the results of the PAT scores from our students.

Notes:

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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), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

This is not applicable to this school as we do not have any high school students.

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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
6. 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.
7. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	75.0	85.9	86.1		Very High	Maintained	Excellent			
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.	n/a	n/a	91.7	100.0	100.0		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)

Students are taught to respect one another and are encouraged to learn about other cultures as well as share their own culture. Our school promotes our students to become leaders and have active citizenship through activities such as Culture Day, the Terry Fox Run, Jump Rope for Heart and the Samaritan’s Purse shoe box program. The results show that the majority of parents, teachers and students feel that Asasa Academy fosters the characteristics of active citizenship.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

In order to continue to find ways to actively engage students in a variety of local, national, and international outreach projects classes will continue to be challenged to come up with one altruistic activity to participate in as a group. These activities can include events such as donating to Alberta Animal Rescue Crew Society, cleaning up the community around them, Free Rice and a running a food drive. Success will be measured through teacher observations and conversations about the impact of these activities May 1st.

Students will be continuously recognised for exhibiting the behaviours of our monthly virtues and certificates will be given at our monthly assemblies. Our assemblies will also talk about and provide examples of what we have seen core values demonstrated in everyday life, historians and the media. We are also developing leadership skills through our bus buddy system, reading buddies and our playground leaders who run games and work to resolve any conflicts. This year we will also develop a Girls Club where social skills, female empowerment and leadership will be discussed. Success will be measured through monthly observations and conversations with teachers and parents at parent-teacher interviews.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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 with only K-9 schools)</i>	n/a	n/a	54.2	58.3	66.7		n/a	n/a	n/a			

Comment on Results (OPTIONAL)
 Our small class sizes allow teachers to build better connections with our students and permit more teachable moments to take advantage of. Our school culture embraces monthly virtues that include respect, perseverance, cooperation, kindness, optimism, courage, fairness, honesty, generosity and empathy. Last year we introduced the concept of a growth mindset to our students and teachers with the goal to have students embrace challenges, develop perseverance and learn from their mistakes. At the end of the year we gave students a choice to complete an easy task or a healthy challenge. Unfortunately, almost all of the students picked the easier task which follows the thinking of a fixed mindset.

Strategies
 We will continue our commitment to embrace a growth mindset as part of our school culture. In order to do this, we need to get all of the teachers, students and parents involved. We will continue to work on professional development as a staff to create strategies to have a growth mindset more prevalent in our culture. Newsletters and information workshops will be provided to inform parents to encourage a growth mindsets with their children. Teachers will create lessons and activities to promote growth mindsets with our students. Success will be measured by surveying the students to see when given a choice, if they choose a healthy challenge or an easier option. Teachers will give students a choice of two problems to solve June 1st and our goal is to have 50% of the students choose a healthy challenge.

 Teachers are also committed to promote healthy life style choice by creating a healthy eating month challenge and a healthy exercise month challenge. During these months, student will receive a sticker for each day they make a healthy choice during these months. Success will be measured by having the majority of our students receiving at least ten stickers during the challenge months.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

[No Data for Overall FNMI Results]

<p>Comment on Results (OPTIONAL) <i>Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.</i></p>
<p>Strategies</p> <ol style="list-style-type: none"> 1. We will continue to acknowledge the need to close the achievement gap faced by FNMI students and include in our Social Studies program units on the history of the Metis and Residential Schools. 2. We will invite a guest speaker to talk to our students about the role of the Canadian government and residential schools in our national history. <p>Success will be measured by having teachers debrief with their classes regarding the content to see if students had a clear understanding of the content discussed.</p>

Notes:

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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), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
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6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
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.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	n/a	n/a	88.3	88.6	87.8		High	Maintained	Good			

Comment on Results (OPTIONAL)
 The survey that was given to our students last year indicated that the majority of our students consider Asasa Academy a safe and caring learning environment. As a school with an enrolment of 123 students, the children collaborate and play together during physical education and recess time, regardless of their age or culture. A smaller community has allowed the students and teachers to grow together and develop close bonds with one another. As a result, teachers, parents and students agree that Asasa Academy fosters a safe and caring environment for every student in our school.

Strategies
 We will continue to celebrate Culture day, which celebrates all of the different cultures with in our school. We will also continue to celebrate all holidays so ensure that every culture is included. We will also continue to promote our monthly virtues which also align with one of our core values of caring. We will continue our reading buddy program, which creates a sense of leadership and bond within our school community. We will also continue our routine fire drills and lock down practice in order to prepare the students for emergency situations. Our doors are always locked with an alarm system to ensure the students safety. Success will be measured by surveying the students about whether they feel Asasa is a fair and safe environment on June 1st.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	n/a	n/a	55.2	96.8	83.7		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)
 We had good collaboration among teachers to coordinate instruction and to provide music, art, and physical education. This collaboration helped reduce the workload on teachers while at the same time giving them additional preparation time during school hours.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Continue to encourage and facilitate in-school preparation time and collaboration amongst teachers by:
 providing specialist teachers for martial arts and music instruction,
 combining small classes for some non-core subjects,
 supporting Reading Buddies in the school,
 teaching French to all of our students in grades 1-6,
 teaching arts and crafts to all of our students,
 Hosting our yearly science fair,
 Bringing in guests to provide a variety of learning experiences such as the Calgary Wild Life Foundation and African Dance.

Success will be measured by reviewing the report card comments, which will outline the variety of programs that are taught to our students.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	n/a	n/a	81.8	68.6	83.5		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	56.4	98.3	80.0		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	95.8	97.1	97.5		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

This year teachers plan to increase parent communication significantly with parent through the Class Dojo program. Using this program, teachers are able to post information and pictures of class activities and upcoming events. We will also invite parents to volunteer on fun days, events and field trips.

To ensure that parents and students are satisfied with the overall quality of basic education, we will continue to provide small class sizes to ensure all of our students receive differentiated instruction. Success will be measured through feedback from the parent council and from the parents at parent teacher interviews.

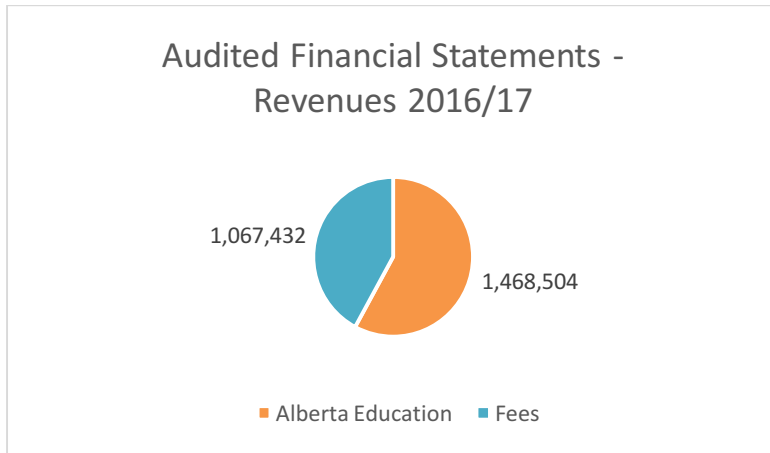
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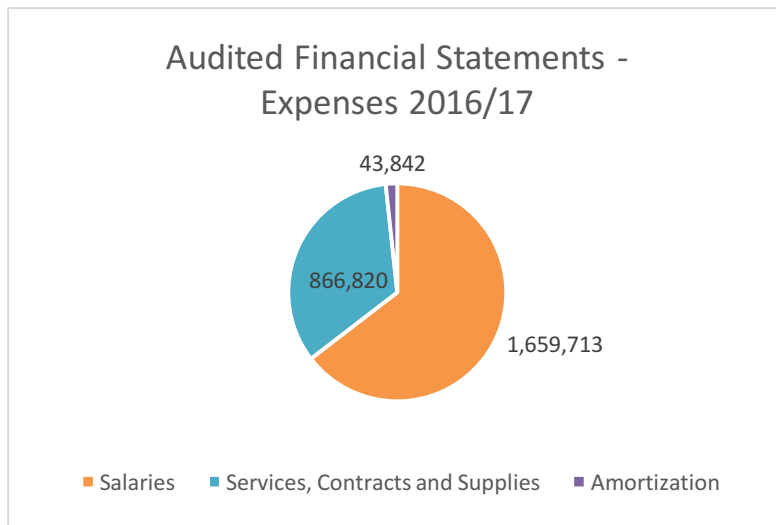
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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Note:

Summary of Financial Results

Audited Financial Statements 2016/17	
<i>Revenues</i>	
Alberta Education	1,468,504
Fees	1,067,432
Total Revenue	2,535,936
<i>Expenses</i>	
Salaries	1,659,713
Services, Contracts and Supplies	866,820
Amortization	43,842
Total Expenses	2,570,375
Surplus (Deficit) of Revenues Over Expenses	(34,439)

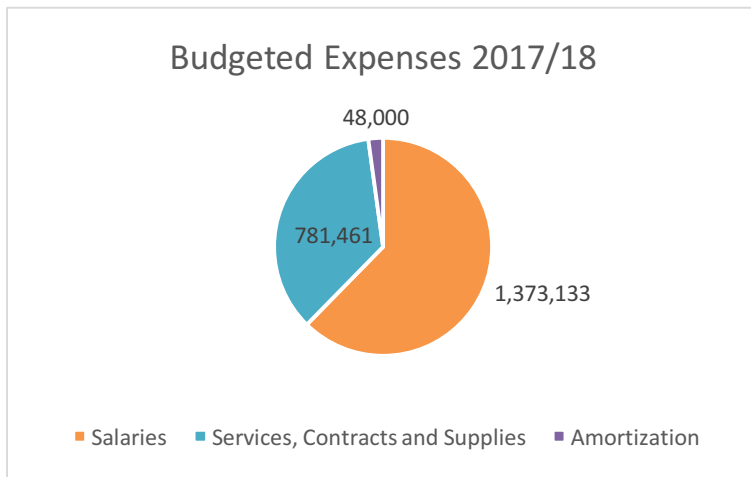
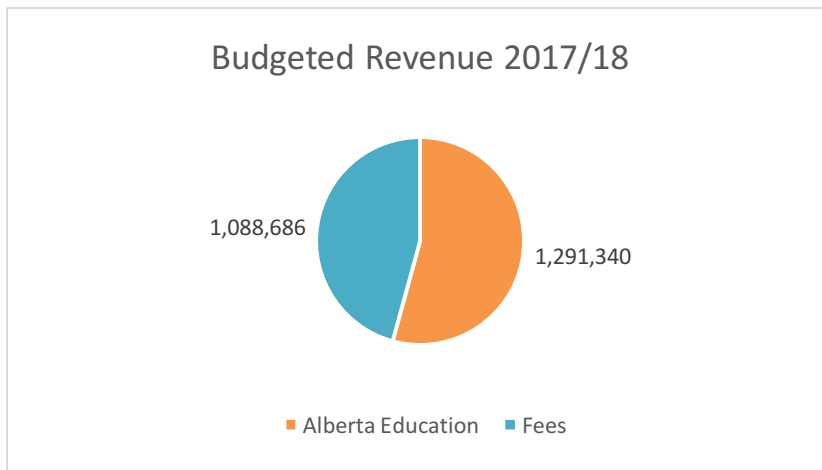




Comparison of Financial Results

Alberta Education revenues slightly increased by 4.5% from prior year, with current year Alberta Education revenues at \$1,468,504 (2016 - \$1,399,711), which is in-line with the increase in student enrollment to 262 (2016 – 258). Fees decreased by less than half a percent with current year fees at \$1,067,432 (2016 - \$1,070,466). The decrease is due to some tuition fees forgiven due to the current economic struggles facing our city. Salaries increased by 5.5% due to raises granted to existing certified teachers and support staff. Services, contracts and supplies increased by almost 20% at \$866,820 (2016 - \$694,444) due to a change in management, IT costs, and significant costs for special needs assessments. Amortization remains consistent as there were no significant capital purchases or disposals in the year. The costs that contributed to the deficit in the year are not expected to continue and the subsequent fiscal year is expected to see a surplus.

Budgeted Financial Statements 2017/18	
<i>Revenues</i>	
Alberta Education	1,291,340
Fees	1,088,686
Total Revenue	2,380,026
<i>Expenses</i>	
Salaries	1,373,133
Services, Contracts and Supplies	781,461
Amortization	48,000
Total Expenses	2,202,594
Surplus (Deficit) of Revenues Over Expenses	177,432



Summary of Financial Results

Alberta Education revenues are estimated to decrease 14% in 2017/18 budget compared to 2016/17 audited financial statements, which is consistent with predictable and expected decrease in enrollment due to the current economy. Fees are expected to remain stable even though student numbers are expected to decrease as newer students have higher fees than some of the older students paying discounted prices.

Expenses for salaries are budgeted to increase by 21% to account for the raises to be granted in 2017/18 to the certified teachers and support staff. Services, contracts and supplies are budgeted to decrease as costs are expected to stabilize for the current academic year. Although there was a deficit in the 2016/17 academic year, we are expecting to be back at a surplus of \$177,432 for the current 2017/18 period.

Timelines and Communication

This plan will be available to our parents by November 30, 2017 in the form of an annual report with audited financial statements online at <http://www.asasaprivateschool.ca/wp-content/uploads/2018/01/3-year-201718.x73668.pdf> as a publically accessible document.

Whistleblower Protection

No disclosures were made to our officer in 2016-17

