



ASASA Private School Academy NW, Calgary

EDUCATION PLAN : 2023-26

ACCOUNTABILITY STATEMENT

2

The Education Plan for the ASASA Academy for the three years commencing September 1st, 2023 was prepared under the direction of the Board in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document 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 students learning and results.

The Board approved this three-year Education Plan for 2023/2026 on May 25th, 2023.



Aresha Ali
Board Chair

MISSION, VISION, CORE VALUES, AND PHILOSOPHY

Mission: The mission of ASASA Private School Academy is to sculpt our students' inner and outer worlds to reflect only the best in academics, physical activity, and morality.

Vision: Our vision is to create a group of exemplary academicians and scientists who will learn to solve the problems of the future with the tools of tomorrow. They will cure disease, aid in economic growth, foster philanthropy, build a world of peace and constructively manage global issues.

Core Values:

- Ambition
- Diligence
- Knowledge

Philosophy:

We begin with a focus on education that is above and beyond other contemporary learning programs, and from there we seek to develop outstanding people. Our goal is to mold the future leaders of society; parents will come to know that we are not providing education for today, but inspiring a passion for learning in their children which will last a lifetime.

ANALYSIS OF THE MOST RECENT RESULTS (Spring 2022)

AREAS OF SUCCESS

4

DOMAIN	DATA	
STUDENT GROWTH AND ACHIEVEMENT	Student Learning Engagement	n/a (previous 3- year Average) to 85.5%
	Citizenship	87.8% (previous three-year average) to 86.6%
LEARNING SUPPORT	Welcoming, caring, Respectful & Safe Learning Environment	n/a (previous three-year average) to 84.3%
	Access to Support and Services	n/a (previous three-year average) to 81.7%

AREAS OF IMPROVEMENT

ASSURANCE DOMAIN	DATA	
TEACHING & LEADING	Education Quality	97.0% (previous three-year average) to 85.4%
STUDENT GROWTH AND ACHIEVEMENT	PAT: Acceptable	n/a (previous three-year average) to *
	PAT: Excellence	n/a (previous t year Average) to *
GOVERNANCE	Parental Involvement	94.3% (previous three-year average) to 85.6%

Notes:

: Data values have been suppressed where the number of respondents/ students is fewer than 6. The suppression is marked with an asterisk ()

n/a: Not Available

COMMENTS ON RESULTS

As we can see in Alberta Education Assurance Measures' overall summary for Fall 2022, ASASA Academy has either maintained its previous progress or excelled in other Assurance domains. However, a decline can be seen in the quality of education. We owe this decrease to the two years Pandemic and inconsistency in the academic routines of students and teachers.

6

The disruption impacted students' learning. This challenging time also brought stress and anxiety to many of our stakeholders due to health, financial, and emotional issues.

Our AERR(Alberta Education Results Report) and school-wide survey, PAC meetings, Parent Teacher interviews, and regular communication with parents on Class Dojo helped us to identify our priorities, outcomes, and strategies regarding strategic planning. As a result, we decided to maintain the same strategies as last year's education plan(2022-23).

However, as Education quality and governance (Parental involvement) are our areas of growth, we will be more focused on incorporating research-informed practical teaching instructions and resources to cater to the needs of our inclusive learners. We will enhance our teachers' efficacy through targeted Professional Learning and monitoring its impact on students' success. Moreover, we will also engage parents more in their children's social and academic development. This involvement will also improve the overall quality of education.

Administration and teachers will strive to provide the best quality of education by reflecting on their practices and collaborative engagements. Moreover, our grade 6 students will also take Provincial Achievement Test (PAT) this year, 2023, which they could not appear in the last couple of years' tests. The PAT results will also provide us the insight into our teaching and learning.

ASSURANCE DOMAIN: 1. STUDENTS' GROWTH AND ACHIEVEMENT

Measures: Students learning engagement and Citizenship

7

Outcome:

- Enhance teachers' mentoring capacity through targeted professional learning, using research-informed strategies, collaborative thinking, reflecting and assessing impact, and addressing the differential learning needs of students.
- Increase students' engagement in their learning by integrating real-life examples, hands-on activities, inquiry-based projects, technology, and co-curricular links for deeper understanding.
- To achieve the learning outcomes, engage in and update parents about students' academic progress.
- Instill active citizenship among students and teach them about the essential aspects of life in the Canadian indigenous community.

The insight from Stakeholder Engagement:

In the engagement sessions, PAC meetings, Parents teacher Interviews, and routine communication with parents on Class Dojo and school events, both agreed to take regular steps to improve students' learning outcomes. Parents, teachers and administration decided to provide a regular update on students' progress and give adequate, timely feedback to students on their work to address the issues promptly. Celebrating multicultural events, charity drives, learning about indigenous people, and community clean up are other plans to instill citizenship among our students.

Provincial Measure:

- Percentage of students achieving acceptable/ excellence standard in PATs results.
- Percentage of stakeholders' satisfaction with students' engagement in Math and ELA
- Percentage of stakeholders who agree that students are engaged in their learning at school.
- The percentage of stakeholders who satisfy with proper Citizenship mentoring.

Local Measure: Internal Survey, Parent teacher interviews, regular communication through class dojo, during engagement sessions, formative and summative assessments:

- The percentage of students who report being mentored according to their learning pace and potential at school in both ELA and Math.
- The percentage of parents and students who report they have access to online resources at home to reinforce their ongoing Math and ELA concepts.
- The percentage of parents who report satisfaction with a regular update on students' progress from school
- Success will also be measured through the results of our reporting system using three trimester reporting periods. Also, through regular class visits by school leaders, peer classroom visits, and conversations with teachers and parents.
- Percentage of students who know about different aspects of life, history, residential schools, and pedagogy of indigenous community.

Strategies:

- Teachers will strengthen their effective teaching skills for students' holistic(academic, social, and emotional) development through ideas and strategies mentioned not limited to the Book" Learning Theories Simplified and how to apply in teaching, Second Edition" by Bob Bates, Spiral of Inquiry by Timperley (2015)
<https://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Evidence-based-leadership/The-spiral-of-inquiry>,
- Teachers will enhance their teaching practices and address students' social & emotional needs by attending seminars, webinars/ workshops offered by Calgary and Edmonton Regional Consortiums and Renfrew Educational Services.
- Increase regular use of technology and examples from real life experience in class (It makes it easier to put students at the center of learning in culturally appropriate ways).
- Teachers will incorporate technology in class and home assignments(ixl.com) to improve engagement and the learning skills of digital natives(students).
- Teacher will have more hands- on activities in class
- School will engage parents in their wards' learning by inviting them to volunteer in class activities, school events, and field trips. It will increase student engagement by having organized and unstructured dialogues with them and their parents.

Citizenship:

First Nations, Metis, and Inuit(FMNI) students in Alberta are successful.¹⁰

The key insight from the Analysis of the Most Recent Results

ASASA Academy has students belonging to a diverse cultures and has no self-identified students from the indigenous community. We create a sense of belonging among our diverse learners by celebrating their special events. We also promote charity drives in our school to instill empathy, and citizenship in our learners.

Similarly, considering the TQS" Applying the Foundational knowledge about First Nations, Metis, and Inuit," and as a part of the Reconciliation, it is emphasized at ASASA that our non-indigenous students should learn about this great community's sacrifices and pedagogical methods. Therefore, we integrate their worldviews, land-based learning, pedagogy, and strategies to resolve the issues in our daily routines. In addition, Indigenous Week is celebrated annually in June to inform students about the Indigenous community's history, festivals, residential schools, etc.

The key insight from stakeholder Engagement:

Students, teachers, and parents agreed that our regular celebration of diverse communities' events and festivals, monthly virtues activities, and awareness about current local, national, and global issues help our students to behave like responsible citizens.

The news about unmarked graves of residential school children has increased students' curiosity to learn more about it. Therefore, teachers enhance their knowledge to answer questions about First Nations, Metis, and Inuit people's history, language, games, culture, festivals, residential schools, and pedagogical methods.

Provincial Measure:

- Percentage of students achieving acceptable/ excellence standard in PATs results.
- Percentage of stakeholders and especially parents who are satisfied that students model the characteristics of active citizenship.

Local Measure: Internal Survey, Parent teacher interviews, regular communication through class dojo, during engagement sessions, formative and summative assessments:

- Students partake in unit tests in every subject.
- Teachers enhance their proficiency in FNMI(First Nations, Métis , and Inuit People) Foundational Knowledge area through different resources such as reading books, attending webinars/workshops and acquiring knowledge from other websites.
- Our stakeholders, and especially students, know about the history of different important special events of their peers. This knowledge creates appreciation and acknowledgement of other cultures.

Strategies:

Educators will use different resources such as CEA (Canadian Education Association), ATA's Stepping Stones series, and CASS "Guide to Relationships and Learning with the Indigenous Peoples of Alberta," etc. to educate students about the indigenous history, culture, perspectives, sacrifices, and Worldviews, etc.

Teachers will integrate their knowledge in all subjects. Such as:

- **ELA:** ASASA will purchase students' age-appropriate books that provide insight into the life, history, and worldviews of Indigenous people.
- **Daily Routines:** The teacher will incorporate the foundational knowledge about the First Nations, Métis and Inuit people by setting routines inspired by Indigenous paradigms such as Talking Circles, sharing circles, a healing circle(Reconciliation Circles), and Medicine Wheel.
- **Land Acknowledgement:** We recognize the traditional territories of First Nations, Métis and Inuit verbally by presenting "Acknowledge of Land" in meetings and events.
- **Cultural Events:** Students will learn about different formal events/festivals of the indigenous community, for example, The Pow-Wow, Smudging Ceremony, The Sacred Pipe, etc., as we teach about other stakeholders' events such as Chinese New year, Ramadan, Christmas, Hanukkah.
- **Legacy of Residential Schools:** We will teach our students about Indigenous histories, cultures, ceremonies, languages and protocols. This strategy will help to overcome the legacy of residential schools.
- We will have special assemblies on the National Day for Truth and Reconciliation on September 30th.
- We will foster the characteristics of active citizenship in our students through our monthly virtues, special assemblies, and multicultural events' celebrations.

2. ASSURANCE DOMAIN: TEACHING AND LEADING (EDUCATION QUALITY)

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

Outcome:

- Improve literacy skills for all learners, especially ESL students.
- Use research-informed strategies in teaching and data-driven intervention to improve education quality in all subjects and particularly in ELA and Math.
- Create an inclusive learning environment to cater to the multiple intelligences of differential learners.
- Collaborate with parents and make them partner in students' learning.
- Enhance teachers' math teaching skills through professional learning
- Increase students' confidence in numeracy by providing them opportunities to enjoy success" Set small goals for significant results."

13

The insight from the Analysis of the Most Recent Results:

ASASA Academy achieved in Education Quality 85.4% in AERR, which is less than our previous three years' average of 94.4%. However, during the school's PLC meeting, teachers mentioned that due to the Pandemic, students could not concentrate on their studies as they used to focus on pre-pandemic.

The insight from stakeholder Engagement:

In engagement sessions with parents in PAC meetings, Parent-Teacher Interviews and regular communication on different occasions, all stakeholders mentioned that they(students) could not perform well academically as they have been through almost 19 months of the pandemic, which can be seen still in students' academic and emotional growth. The stakeholders concluded that everyday actions are required to enhance students' critical literacy(especially for ESL learners) and math skills. Some activities, such as working as a team, investing in resources and teachers' professional learning, and updating parents about students' academic, social, and emotional progress, are required to improve the quality of education and bring it to the level that ASASA Academy always had.

Local Measure:

- The percentage of students who report that they are mentored according to their learning pace and potential at school in both ELA and Math.
- The percentage of parents and students who report they have access to online resources at home to reinforce their ongoing Math and ELA concepts.
- The percentage of parents who report satisfaction with a regular update on students' progress from school.
- The percentage of students and parents who are satisfied with the quality of education at ASASA Academy, with an extra focus on Math and ELA.

Strategies:

- Teacher will use metacognition, questioning strategy, voice and identity to improve Literacy.
- Book clubs and reading buddy programs will be established in the classroom.
- Teachers will continue to use research-informed instructional strategies to cater to diverse ESL learners' needs from Learn Alberta, professional Learning, and Research Numeracy Interventions that are data-driven
- Teachers will enhance their teaching practices by attending Math and Literacy webinars/ workshops offered by AISCA, Calgary Public Library, guest presenters, Principal/teachers-led meetings.
- Teachers' collaborative sessions to share their knowledge gained through Jolly phonics workshops and class experience on all subjects, especially the Science of reading and the importance of steps (Show your work) to enhance students' reading, writing, and mathematical skills.
- Teacher will plan lessons/ learning activities by considering students' particular interests and mode of learning (VAK- Visual, Auditory, and Kinesthetic).
- Teachers will give timely and constructive feedback on students' work to achieve learning outcomes.
- Success will be measured through the results of our reporting system using three trimester reporting periods. Also, through monthly observations and conversations with teachers and parents at parent-teacher interviews.

Provincial Measure:

- Stakeholders' satisfaction with the Quality of Education results from AERR.
- Percentage of stakeholders' satisfaction with students' engagement in Math and ELA.¹⁴

3. ASSURANCE DOMAIN: LEARNING SUPPORT

Evaluation Measure: Welcoming, Caring, Respectful and Safe Learning Environment

Outcomes:

- Create a sense of belonging, tolerance for different perspectives, and appreciation of multiculturalism.
- Build relationships with stakeholders to achieve common goals.
- Address students' unique learning needs through Individualized Program Planning(IPP) and interdisciplinary teams.

15

The insight from the analysis of the most recent results

In this domain, almost 84.3 % of stakeholders acknowledged ASASA Academy's efforts to provide its students with a safe and caring learning environment in AERR. 81.7 % of stakeholders demonstrated satisfaction with providing support and services required for students' holistic growth.

The Insight from Stakeholder Engagement:

In PAC meetings and parent-teacher interviews, our stakeholders appreciated all our efforts to support students academically and socially at school. Whether it was updating families about their children's academic areas of success and growth or timely information about emotional and social skills, they also appreciated the hygienically clean and tidy school building. Parent commended our regular appreciation of diversity through multiple cultural events and teachers' professional learning to enhance teachers' capacity to address students' social and emotional needs. The availability of interdisciplinary specialists for ECS and grade 1-6 students by AISCA's ECLS program (Extending Capacity and Learning Support) is another area that the stakeholders acknowledge.

Provincial Measure:

- Stakeholders satisfaction with our caring and welcoming learning environment and creating sense of belonging through multicultural events/ activities among diverse school community in AERR.
- Percentage of stakeholders satisfaction with our plans to provide support and services to cater to students' social and emotional needs.

16

Local Measure: Internal Survey, Parent teacher interviews, regular communication through class dojo, during engagement sessions, formative and summative assessments:

- Along with our previous measures, our teachers enhance their proficiency in developing students' social and emotional skills(Workshops by Renfrew Education Service, Reading articles, attending webinars on Social Emotion Learning and Self- Regulation) that have been adversely affected due to the Pandemic.
- Percentage of stakeholders satisfaction with our plans to provide support and services to cater to students' social and emotional needs.

Strategies:

- We will invite Parents/ guardians working in AHS to discuss wellness and implement fitness principles for healthy living and well-being. 17
- Monika Arora, a coach of the field hockey team and trainer of Calgary Police, will have a session on mental health to help kids to know about this vital aspect of their healthy lives.
- Teachers will develop their knowledge about the whole child by enhancing their social and emotional skills.
- Different national and International Safe and Caring events like Terry Fox fundraising, National Day for Truth and Reconciliation, Orange Shirt Day and Pink Shirt Day will be celebrated in school. We also participate in the Food Drive campaign organized by the Calgary and Veteran Food Bank. Such celebrations cultivate kindness and empathy among everyone.
- We will celebrate different cultural events belonging to diverse communities that create tolerance for different perspectives and appreciation of multiculturalism. Moreover, It will help build relationships among students and parents, leading to achieving common goals.
- Students with academic, behavioral, and emotional needs are mentored under an Individualized Program Plan (IPP) that addresses their unique learning needs.
- Positive relationships improve everyone's proficiency and strive to achieve the desired goals. We invite parents to engage in their children's learning by volunteering in classrooms, school events, and field trips. It helps establish efficient relationships when involved in their child's learning process. They also witness the teachers' efforts for their children's success.

4. ASSURANCE DOMAIN: GOVERNANCE STAKEHOLDERS ENGAGEMENT

Outcome: Develop collaborative relationships with stakeholders by involving them in school events and plans, enhancing ownership of decisions, and updating parents about their wards' academic and social progress. 18

The insight from the Analysis of the Most Recent Results:

85.6% of stakeholders were satisfied with parental involvement in their child's education decisions.

This rate is greater than the Provincial overall percentage (78.8).

ASASA Academy believes that constant community engagement accelerates and sustains a culture that supports all student success. The 85.6% of Parental Involvement in AERR is less than our previous three years' average of 93.4 %. This result indicates that we should engage parents more in school decisions and activities as we used to do them before the Pandemic.

The insight from stakeholder Engagement:

Our decline in percentage in this domain is owing to the almost two years pandemic. We believe in involving parents in students' learning and regularly updating them about the school's events and plans for students' success. Their suggestions and ideas are also taken into consideration.

We valued their suggestions to enhance students' academic and social learning. For example, parents suggested a Spelling Bee inter-class competition, drama and a computer coding program for students. We have incorporated their ideas into the school's routine and events and students' digital learning. It shows that we collaborate with our stakeholders in decisions impacting students' knowledge and take all measures to make their voices heard. We will invite parents to volunteer in their children's classes and school field trips, be PAC members, and have engagement sessions with students and teachers in their areas of expertise.

Local Measure:

- Percentage of our stakeholders who visit our website, read the newsletter, ask us questions through email or telephone, and stay informed.
- Percentage of stakeholders who communicate with us through Class Dojo, surveys, and PAC meetings to provide feedback on our planning for nurturing their wards and help us create education plans for their children.
- Percentage of parents who work with their child's teacher to find ways to contribute to the classroom. For example, educators can provide them with strategies to use as guidelines for mentoring at home. They have valuable insight about their children — no one knows them better than parents — so it's essential to take the initiative and communicate that knowledge to the teacher for optimum learning.

Provincial Measure:

- Percentage of stakeholders satisfied with our plans about their contribution to their children's learning at school in AERR.
- Percentage of stakeholders satisfaction with our ways to communicate and update them about their wards' progress in all areas.
- The percentage of stakeholders who satisfy with our strategies and plans about their regular involvement in school's goals and policies related to their children education

Strategies:

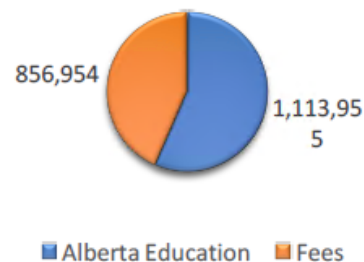
20

- ASASA Academy will enhance the school leader(Shakeela Akhtar)'s leadership capacity through M.Ed. (Leadership for Learning: School and System contexts) program from U of Calgary.
- Through PAC, we will allow stakeholders to dialogue with the school administration about school operations, goals, and school plans.
- Class Dojo, the Focused group, Survey, volunteering in school activities, and parent-teacher interviews will provide opportunities for authentic reflection and feedback from parents and students. The feedback gathered will be used to develop further educational and social plans.
- In partnership, parents, students, school administrators, teachers and support staff workers will address student needs.
- The individualized Program Plan (IPP) will be developed for students with differential learning needs/ disabilities with stakeholders(student, parent, teacher, and multidisciplinary team).
- They will be invited on special cultural and historical days to share their expertise with students.
- Create opportunities for parents and community members to experience and observe our teaching and learning environment by inviting them to school assemblies, in class activities, field trips, and concerts.

Summary of Financial Results

Audited Financial Statements 2021/22	
<i>Revenues</i>	
	Current
Alberta Education	1,113,955
Fees	856,954
Total Revenue	1,970,909
<i>Expenses</i>	
Salaries	1,235,382
Services, Contracts and Supplies	846,109
Amortization	16,820
Misc.	2,280
Total Expenses	2,100,591
Surplus (Deficit) of Revenues Over Expenses	(129,682)

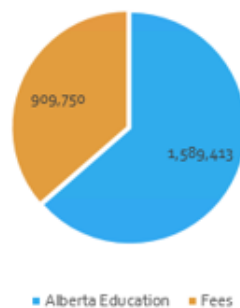
Audited Financial Statements - Revenues 2021/22



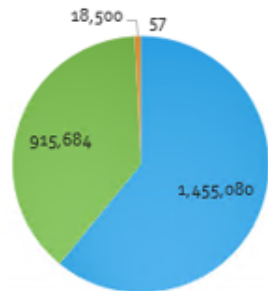
Budgeted Financial Statements

Budgeted Financial Statements 2023/24	
<i>Revenues</i>	
Alberta Education	1,589,413
Fees	909,750
Total Revenue	2,499,163
<i>Expenses</i>	
Salaries	1,455,080
Services, Contracts and Supplies	915,684
Amortization	18,500
Interest on capital debt	57
Total Expenses	2,389,321
Surplus (Deficit) of Revenues Over Expenses	109,842

Budgeted Revenues 2023/24



Budgeted Expenses 2023/24



■ Salaries ■ Services, Contracts and Supplies ■ Amortization ■ Interest on capital debt