



# Annual Education Results Report

## Footprints for Learning Academy (1597)



**HOLISTIC AUTHENTIC PURPOSE DRIVEN ENTREPRENEURIAL GLOBAL**

**2022/23 Analysis**

**Focused on LITERACY - The essential foundations of learning**

**Focused on WELLNESS - The holistic perspective on learning**

**Focused on ENTREPRENEURSHIP - The authentic applications in learning**

**“Assurance is achieved through relationship building and engagement between education partners and by creating and sustaining a culture of continuous improvement and collective responsibility.” (A. Warren)**





# Mission, Vision and Values

- At Footprints for Learning Academy (FFLA), our **MISSION** is to provide students with an authentic learning journey that fosters academic achievement, learner competencies, and a global mindset within an ENTREPRENEURSHIP FRAMEWORK. It is through ENTREPRENEURIAL knowledge and skills that we empower students to become responsible and responsive global citizens who are well able to contribute value to our learning and living as individuals and as a society.
- At Footprints for Learning Academy (FFLA), our **VISION** is to have graduates who are entrepreneurial leaders, global citizens, and transformative thinkers, ready to create value for a rapidly changing world.
- At Footprints for Learning Academy (FFLA), our **VALUES** embrace: holistic growth, authentic experiences, purpose-driven programming, entrepreneurial frameworks, and a global mindset.

# Trends

## FFLA

Footprints for Learning Society (Academy) demonstrates three important trends:

1. A sustained core and growing waitlist student population following an extended growth period, with a narrower secondary population;
2. A stable Board of Governance and Administration;
3. Ongoing positive feedback in our Alberta Education Measures and Monitoring Reviews.

The above three trends are important indicators for FFLA. We have an enrolment that consistently meets the capacity of our learning environment. Then, with a relatively stable governance and administration population, we are able to learn how to work as a team to understand and personalize the learning of our students and we are able to provide consistent and well-scaffolded programming. With a stable student population, arises an embedded ability to know our FFLA families and their unique needs (e.g currently 12 FNMI students and 10 Ukrainian refugee students). And within this grouping, we have a collective of parents dedicated to helping the school succeed in their volunteer roles for the Board, for lunch programs, for technology implementation, for digital communications, for athletics, and for fund-raising. Lastly, with a stable teacher and educational assistant population in a mix with new educators, we are able to use embedded and out-sourced professional learning to grow the school as a whole. These FFLA populations provide a strong and steady baseline for our literacy, wellness, and entrepreneurship-focused CQI model for the Assurance Framework. Within this construct, longterm goals become easier to align, and thus, become achievable with measured feedback. In essence, this stable force at FFLA provides an effective context for continuous quality improvement from one term to the next and one year to the next.

# Challenges

## FFLA

Footprints for Learning Society (Academy) demonstrates three issues in response to current data:

1. An increasing need for learning spaces and resources for expanding grade/program level applications and offerings;
2. A continual need for specialized learning programs for our students of unique needs;
3. A mandate to continue to embrace a CQI model focused on entrepreneurship as a framework for academics and wellness for the FFLA Assurance Plan and the Programming Designs for FFLA.

The above issues for FFLA ask that we plan for both growth and quality sustainability in our programming and our culture. It is inherent that with any student body from K-12, there will be unique demands for specialized learning spaces, programs, and resources for courses like Music, Drama, and Physical Education. This is an ongoing consideration in the fundraising and timetabling for FFLA. Likewise, inclusion elements with differentiated programs must be considered for new and established student populations. Under the direction of Alberta Education we are using the EAL Benchmarks and Inclusion Benchmarks to guide our IPP drafts, and moreover, teachers meet as a cohort weekly to discuss and highlight any immediate concerns. FFLA now has a Coordinator Role for Special Needs, a Guidance Counsellor for students with wellness concerns, an Athletic Director for organizing competitive and non-competitive sport, a Specialist for FNMI, a Coordinator for Secondary Programming, and a core group of educators with parent volunteers for additional and special initiatives. Further, and with a renewal of FFLA's initial domain of Entrepreneurship, we have a new Director and new Programming for implementation in the fall of 2023 with a mandate for scholarly research. In review of our AEAM released in June of 2023 and Results of September, 2023, FFLA has made these three areas of purposeful exploration the foci of its initial cycle in the newly drafted Assurance Framework for Alberta Education - LITERACY, WELLNESS, and ENTREPRENEURSHIP.



# FFLA School (1597) Results Summary

FFLA Authority 0257 AERR LINK- Report with Extended Analysis of Data



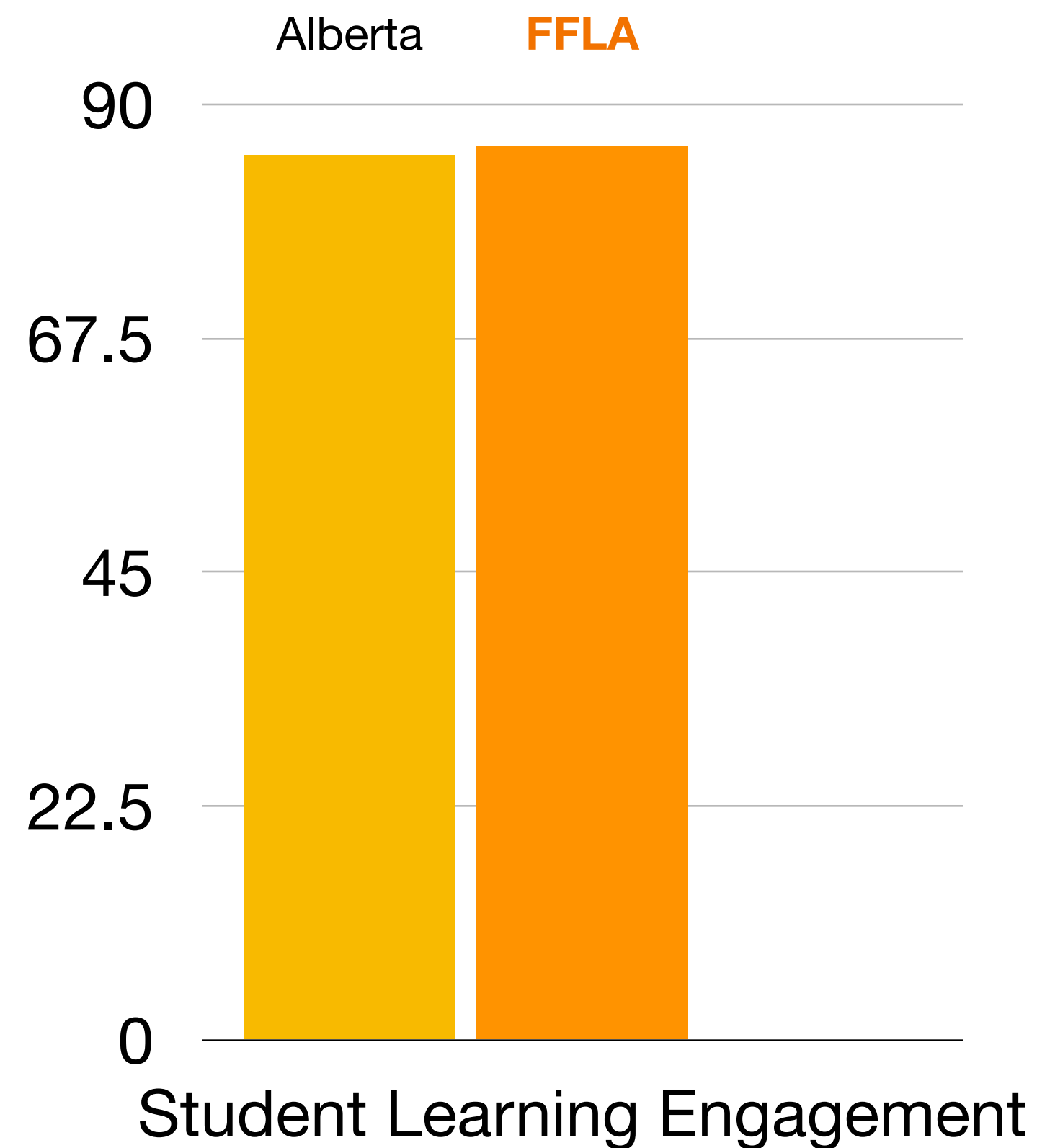
## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1597 Footprints for Learning Society

Assurance Domain	Measure	Footprints for Learning Societ			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	83.1	86.0	86.0	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	86.2	87.5	87.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	83.3	84.3	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	<a href="#">PAT: Excellence</a>	21.9	13.5	n/a	16.0	17.7	n/a	High	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	84.6	58.3	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Excellence</a>	20.5	16.7	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	90.1	90.9	92.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.5	91.2	91.2	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	80.8	77.8	77.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	83.9	86.4	84.4	79.1	78.8	80.3	Very High	Maintained	Excellent

# Results

## Domain 1 - Student Growth and Achievement



### DIRECTIONS:

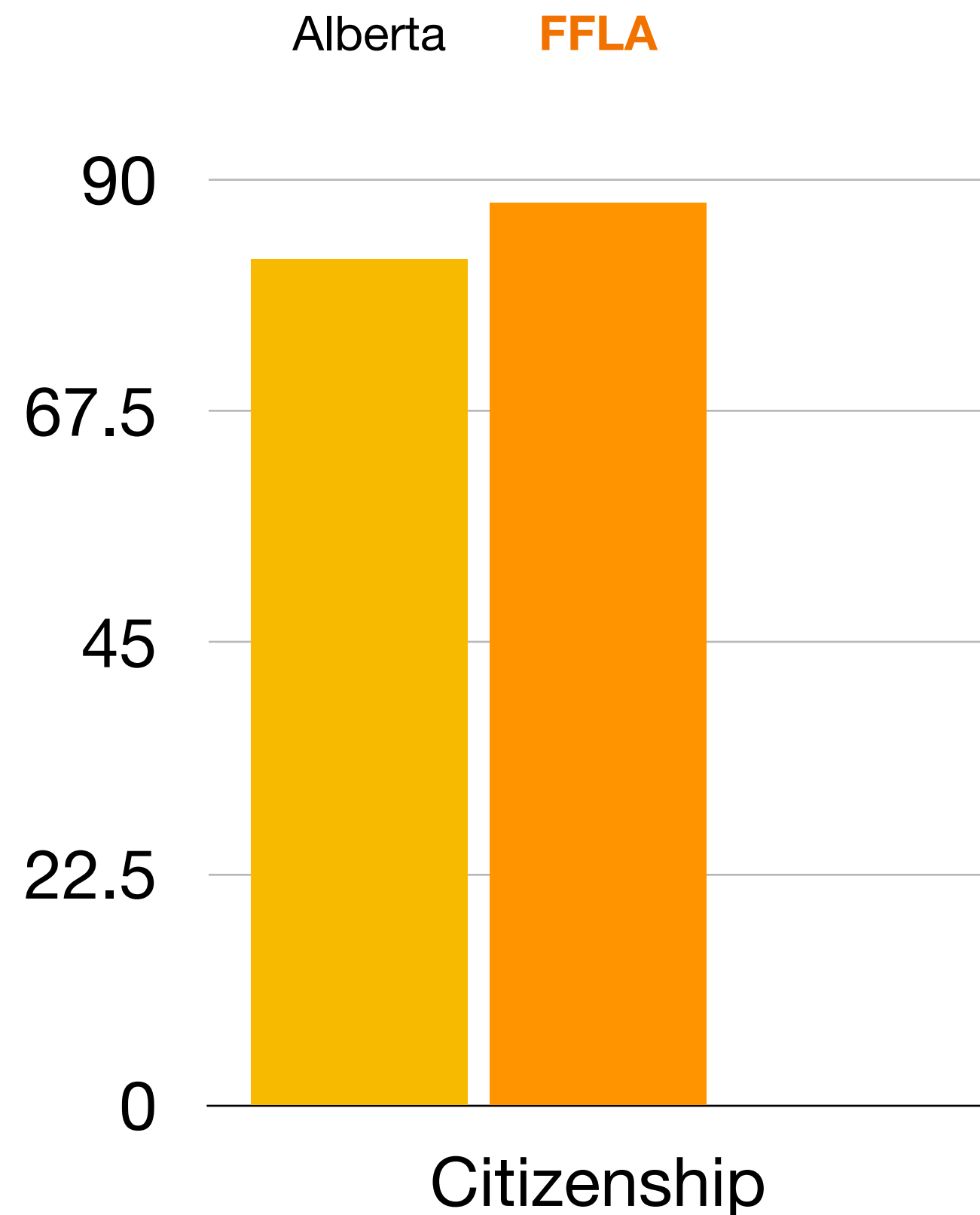
- FFLA Administration has updated a set of Curricular Policy Documents that offers clear outlines and direction for the scaffolded teaching of Literacy, Numeracy, Sciences, Social Studies, Spanish and Physical Education at the school from K-12. These files are posted on our newly redesigned website to be shared with our parent community.
- In addition, FFLA has reset our Entrepreneurship, Global Awareness Programming, and Citizenship Competencies with targeted professional learning and resources that are also scaffolded for grade level.
- Further, FFLA is fostering cohort development of unit plans and assessment tools throughout the year for the new curricula being implemented by AB ED. These initiatives are meant to offer continuity and strategic scaffolding for all FFLA programming.

**This measure is at 0.9% ABOVE the Province.**

**ACTION:** CONTINUE TO DESIGN AND IMPLEMENT UNIT LESSONS FOR STUDENT ENGAGEMENT IN OUR LEARNING PROGRAMS.

# Results

## Domain 1 - Citizenship



### **DIRECTIONS:**

- FFLA Administration has reviewed the CTF and CTS electives that we can offer to our older students for alignment with our Citizenship Competencies and Leadership Values with full year Volunteerism Programming.
- FFLA Students are recognized monthly for their demonstration of Global Citizenship and Entrepreneurship Competencies and Leadership Values.
- Lastly, FFLA provides full year homework skills and tutorial sessions for the elementary, middle, and high school school levels.

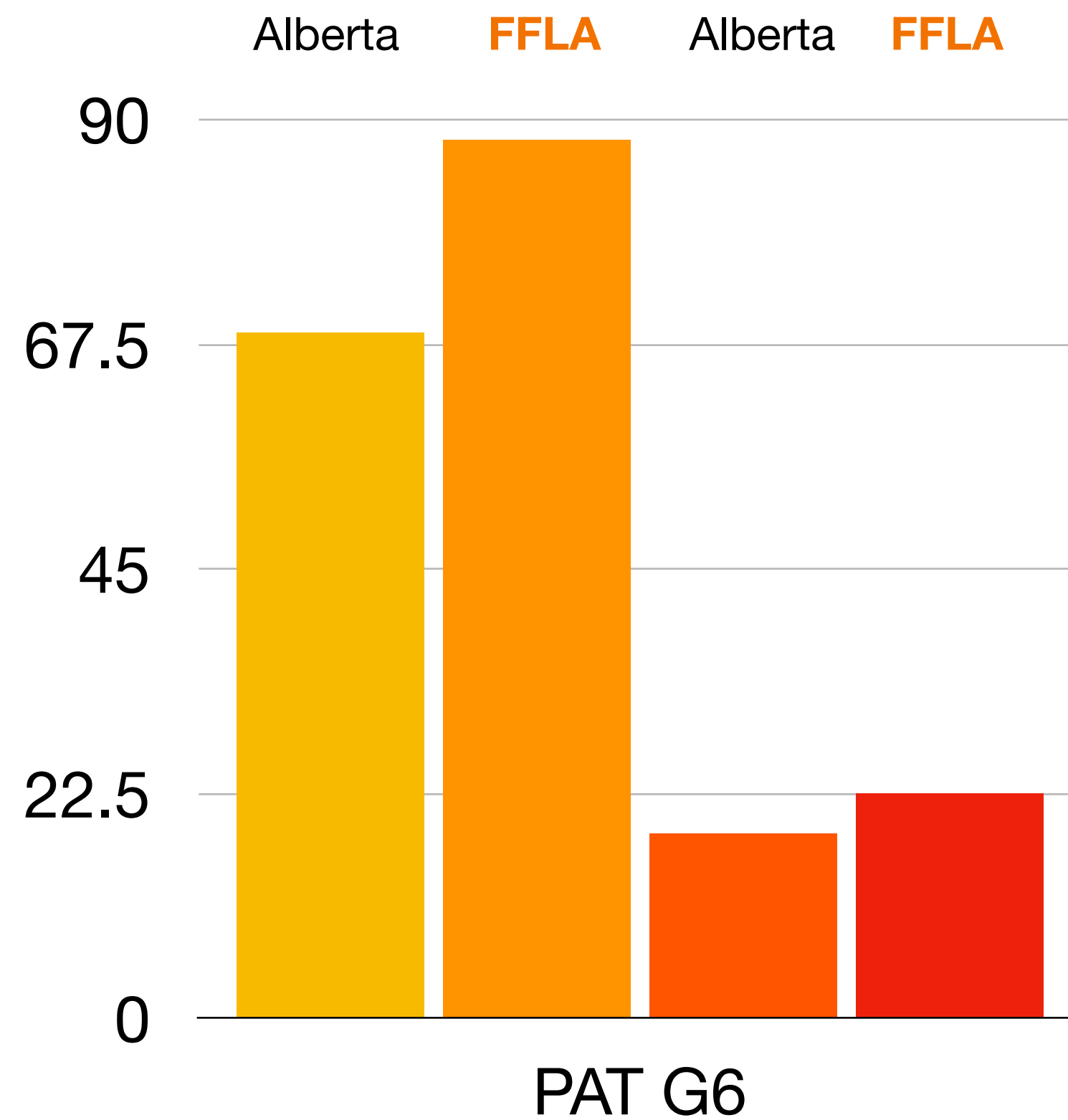
**This measure is at 5.5% ABOVE the Province.**

**ACTION:** CONTINUE TO DESIGN AND IMPLEMENT ACTIVITIES FOR STUDENT GROWTH IN LEADERSHIP COMPETENCIES.



# Results

## Domain 1 - PAT Results Grade 6

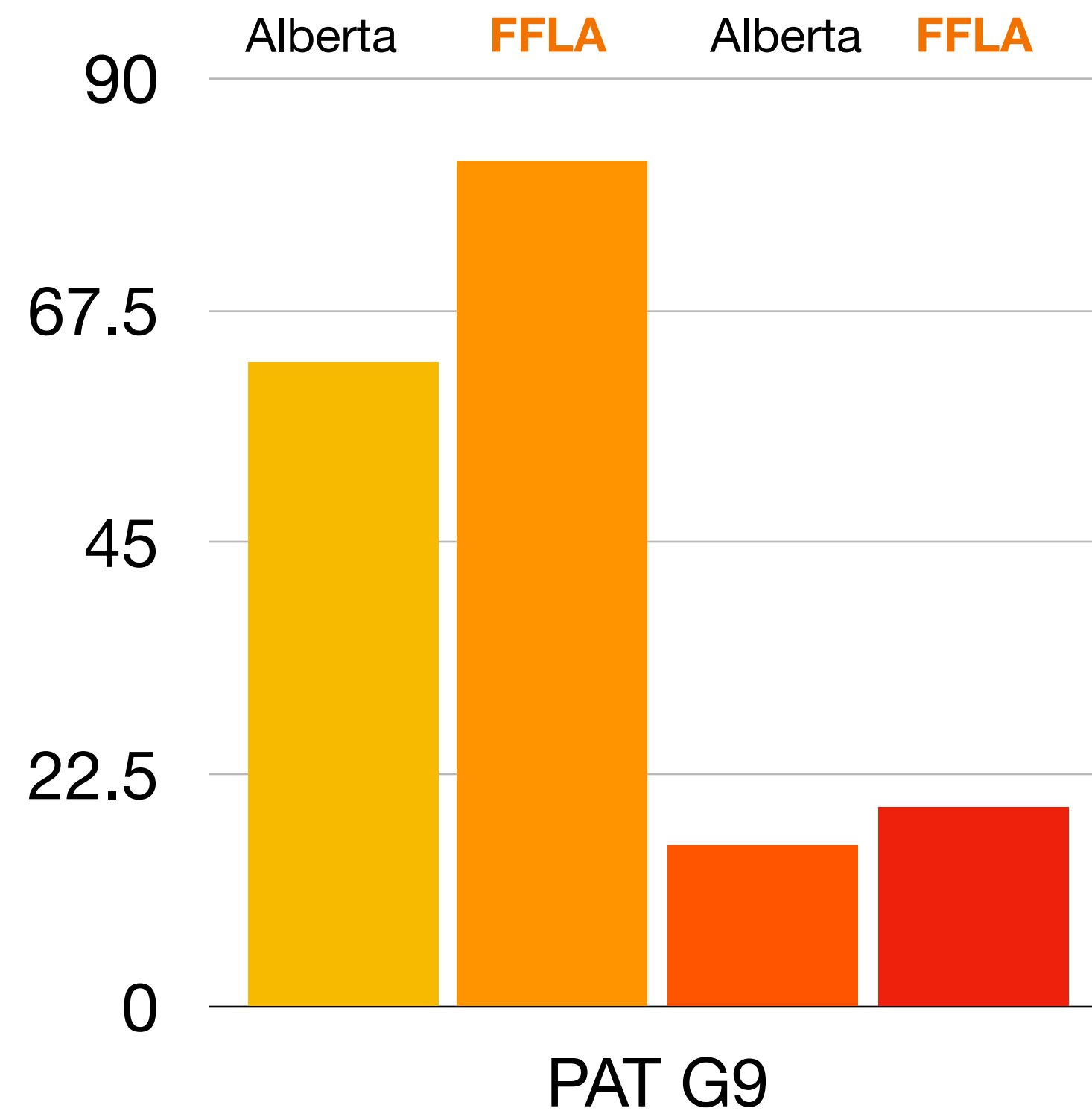


**THE GRADE 6 GROUP OF LEARNERS** excelled in their PAT data for the percent achieving the **Acceptable Standard** and for the Mean or Average Score on the summative assessment for all four core subjects, **ABOVE** by **20.5%**. The percent achieving the **Excellence Standard** was in all four subjects **ABOVE** by **4.0%** at the Provincial level. The trending of data over time for FFLA, in four writing sessions, indicates an upward increase for all four core subjects. It should be noted that much time was devoted to the preparation for the exams and for the strategies necessary to accommodate learners of recognized need (e.g. EAL students). This preparation was coupled with a focus on reducing 'test anxiety'. We believe that our FFLA focus on numeracy and literacy mastery contributes to this success for all learners.

**ACTION:** CONTINUE TO PREPARE STUDENTS WITH THE SKILLSETS AND PRACTICE NEEDED FOR SUMMATIVE TESTING.

# Results

## Domain 1 - PAT Results Grade 9

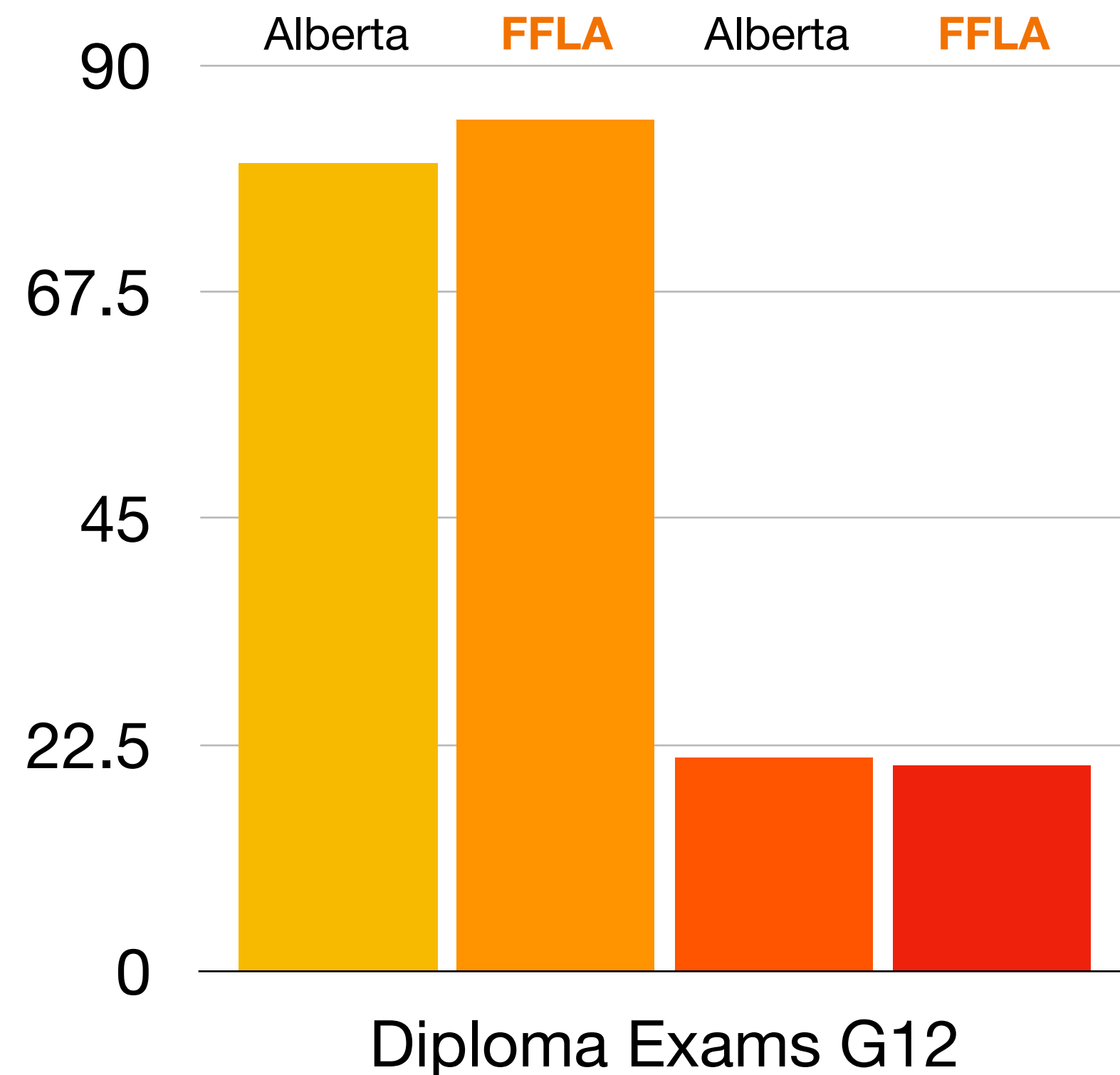


**THE GRADE 9 GROUP OF LEARNERS** is not representative of the typical FFLA student population for a grade level. At the end of Grade 8, the majority of the students transition into large public schools where the programming options/pathways are more extensive. In this, FFLA is left with a reduced learner population - of typically less than 15. Regardless, the data is telling in that FFLA students scored VERY HIGH in both ELA and Science, with an INTERMEDIATE level in both Social and Math. These are good results. The data of particular focus will be the Standard of Excellence in Math and Social. The overall results for FFLA were **19.3% ABOVE** the Province for **Acceptable** level and **3.7% ABOVE Excellence** level for the Province.

**ACTION:** CONTINUE TO OFFER CONTINUOUS FORMATIVE FEEDBACK THAT EXTENDS STUDENT UNDERSTANDING.

# Results

## Domain 1 - DIPLOMA EXAM Results Grade 12



**THE GRADE 12 GROUP OF LEARNERS** uses a blended learning program with a small cohort of students (typically less than 10). From the Provincial Reports, it is evident that the ELA 30-1 content understanding is very strong for the Acceptable Level, but the FFLA teaching team needs to find avenues for success at the Excellence Level. For Biology 30 the examination results indicated Very Good and Good levels for Acceptable and Excellence respectively. Overall, FFLA is **ABOVE** by **4.3%** at **Acceptable** level for the Provincial and **BELOW** by **0.7%** at the **Excellence** level.

**ACTION:** CONTINUE TO FOSTER STUDENT CONFIDENCE WITH STRATEGIES FOR PROBLEM-SOLVING.

NOTE: The COMPLETION data for our AEAM Report was not included as we are only in our second year of offering High School programming. To date, **100%** of our students have **GRADUATED**.



## INCLUSION POPULATION PAT RESULTS

**THE EAL LEARNERS** - This category is an embedded part of our IPP learner cohort where differentiated plans are crafted at the beginning of each year with student and parent input. We are also using our Assurance Plan for Literacy focus on a VOCABULARY as a researched method of developing the fluency of EAL learners. In addition, we have developed and are supported in our extra-curricular EAL Club. FFLA uses the Alberta Education Benchmark Rubrics to guide their scaffolds for student progress. We have found success in these efforts as evidenced by the PAT Results where the cohort was **ABOVE AB results in both Acceptable and Excellence levels**, and improved year over year at FFLA.

**THE FNMI LEARNERS** - This category is not directly applicable to FFLA for 2022 as there was not an identified and data significant population for measures. However, indirectly, FNMI teachings are a purposeful and scaffolded component of FFLA teaching in all Core Subjects and in selected Electives. Further, in monitoring our FNMI students, they are achieving at the same standard as their peer cohorts.

**ACTION:** CONTINUE TO MAINTAIN A DEFINED AND MONITORED PATH FOR INCLUSION FOR ALL STUDENTS AT FFLA



## PRIMARY INTERVENTIONS G1/2

**NUM Grade 1** cohort for the identified *at-risk population* saw a gain of 6 months in numeracy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for mathematics lessons with UDL practices and suggested AB ED resources and/or in-house resources (eg. Math U See) under the direction of an IPP Lead. **Note that this cohort was reduced by 100%.**

**LIT Grade 1** cohort for the identified *at-risk population* saw a gain of 3 months in literacy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for reading and writing lessons and practice - with UDL practices, tiered and targeted cross-curricular vocabulary focus, and suggested AB ED resources and/or in-house resources (eg. Heggarty and Secret Stories scaffolded programs and levelled readers) under direction of an IPP Lead. **Note also that the number of *at-risk* students was reduced by 50%.**

**NUM Grade 2** cohort for the identified *at-risk population* saw a gain of 3 months in numeracy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for mathematics lessons with UDL practices and suggested AB ED resources and/or in-house resources (eg. Math U See) under direction of an IPP Lead. **Note also that the number of *at-risk* students was reduced by 60%.**

**LIT Grade 2** cohort for the identified *at-risk population* saw a gain of 2 months in literacy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for reading and writing lessons and practice - with UDL practices, tiered and targeted cross-curricular vocabulary focus, and suggested AB ED resources and/or in-house resources (eg. Heggarty and Secret Stories scaffolded programs and levelled readers) under direction of an IPP Lead. **Note also that the number of *at-risk* students was reduced by 50%.**



## PRIMARY INTERVENTIONS G3

**NUM Grade 3** cohort for the identified *at-risk population* saw a gain of 2 months in numeracy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for mathematics lessons with UDL practices and suggested AB ED resources and/or in-house resources (eg. Math U See) under direction of an IPP Lead. **Note also that the number of at-risk students was reduced by 70%.**



**LIT Grade 3** cohort for the identified *at-risk population* saw a gain of 2 months in literacy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for reading and writing lessons and practice - with UDL practices, tiered and targeted cross-curricular vocabulary focus, and suggested AB ED resources and/or in-house resources (eg. Heggarty and Secret Stories scaffolded programs and levelled readers) under direction of an IPP Lead. **Note also that the number of at-risk students was reduced by 60%.**

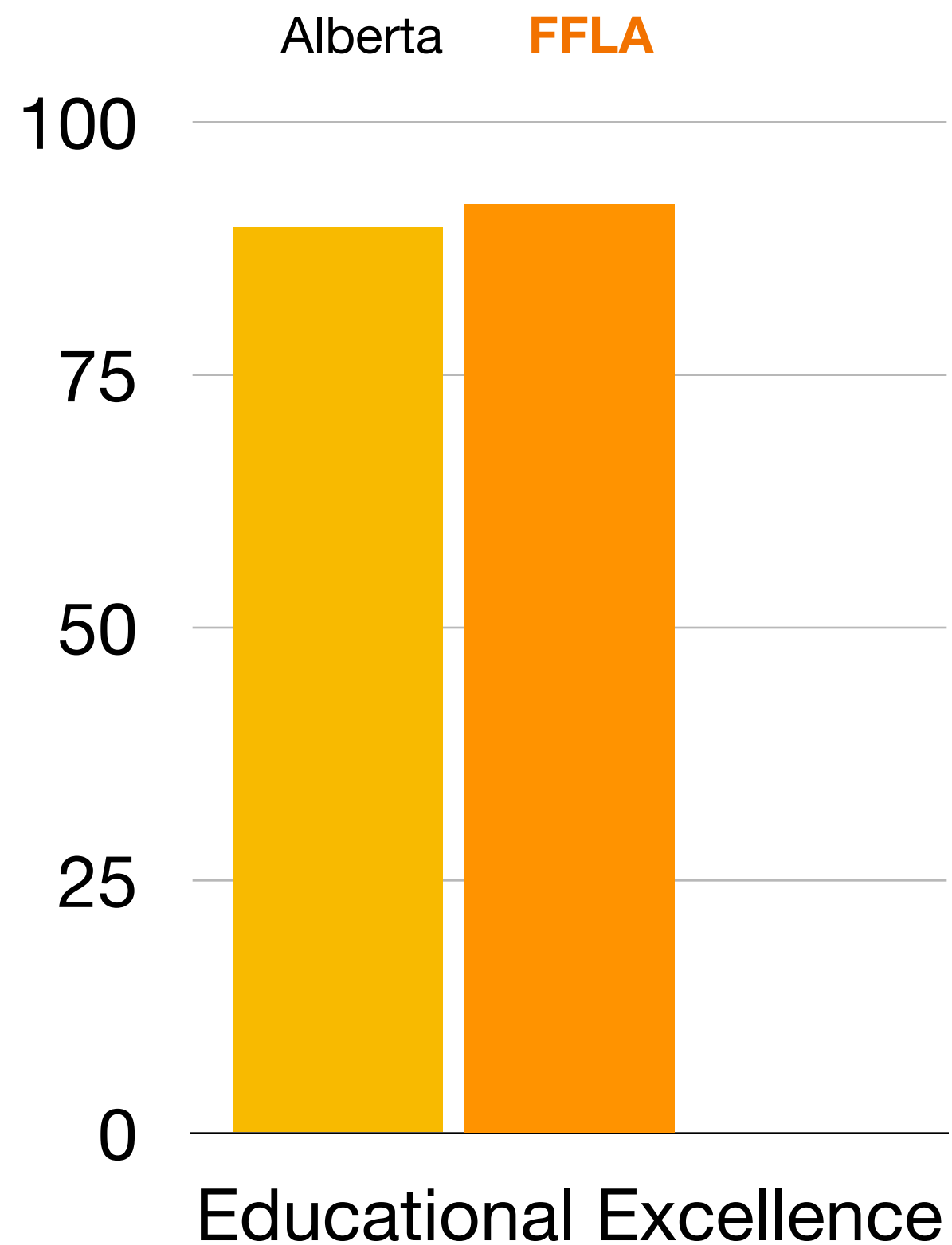
**ACTION:** EARLY INTERVENTIONS WILL CONTINUE WITH ALLOCATED EA TIME AND ACCOMMODATED LEARNING IN LITERACY AND NUMERACY FOR THE OUTLIERS IDENTIFIED.

**ACTION:** CONSIDERATION OF EXPANDING TARGETED INTERVENTIONS TO GRADES 4 AND 5.



# Results

## Domain 2 - Education Quality



### DIRECTIONS:

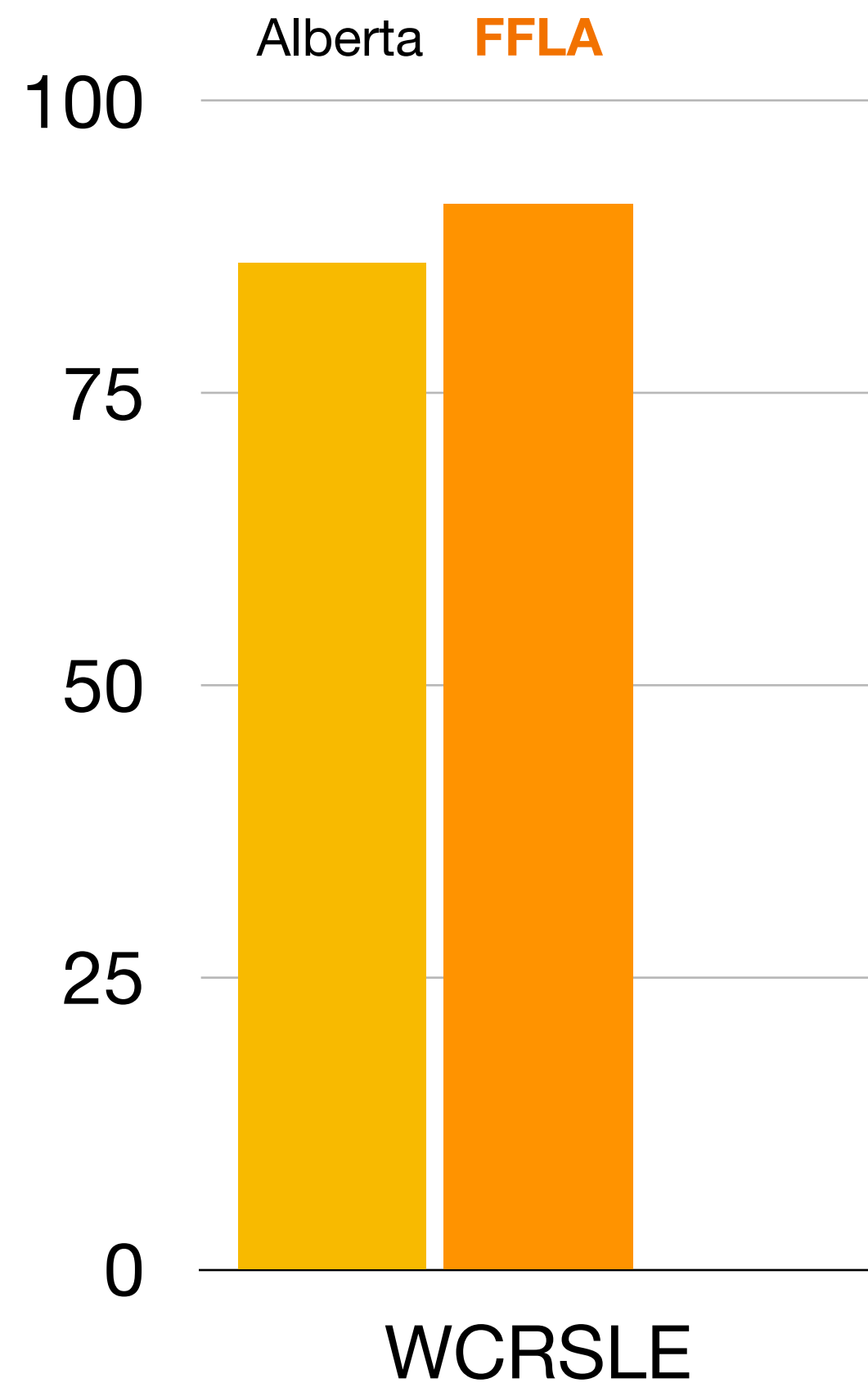
- In response to the first pillar of our Assurance Framework and CQI, the FFLA Teachers have developed uniform plans for growth in literacy across the curricula and grade levels. To be sure that elements are continuous and consistent at FFLA, we are embedding Entrepreneurship, FNMI, Competencies, and UDL pedagogy through all learning. FFLA staff are using Alberta Education, AISCA, CARC, and outside providers for these varied initiatives - alongside ongoing research.
- Further, in addressing the wellness focus for Assurance, the FFLA staff is teaming with FFLA leads in FNMI, Entrepreneurship, Athletics, STEM, Unique Needs, and Guidance. As a professional learning community, we want to guide the learning towards both academic and emotional wellness.
- In regards to fostering overall teacher growth with supervision and evaluation, a new FFLA policy was developed and has been implemented - with a template for Professional Growth Plans.

**This domain is measured at 2.3% ABOVE the Province.**

**ACTION: ACTION: CONTINUE TO CONNECT FFLA LEARNING TO ENTREPRENEURSHIP WHILE EVOLVING OUR CQI PLANNING.**

# Results

## Domain 3 LEARNING SUPPORTS: Welcoming, Caring, Respectful, and Safe



### **DIRECTIONS:**

Very importantly, FFLA wants to address the HOLISTIC WELLNESS of its students with IPP's, with Guidance, with Physical Engagement, with Field Trips, with Indigenous Initiatives, extra-curricular clubs, AND with authentic PBL in Entrepreneurship, Global Awareness, Sciences and Social Studies. We want develop IPP Class Templates and UDL Practices with positive relationship building with our students of concern. We want to continue with Student Tracking/Monitoring and Students of Concern Meetings. WE ACHIEVED AN OVERALL ASSURANCE SURVEY MEASURE AT STRONG MAINTENANCE.

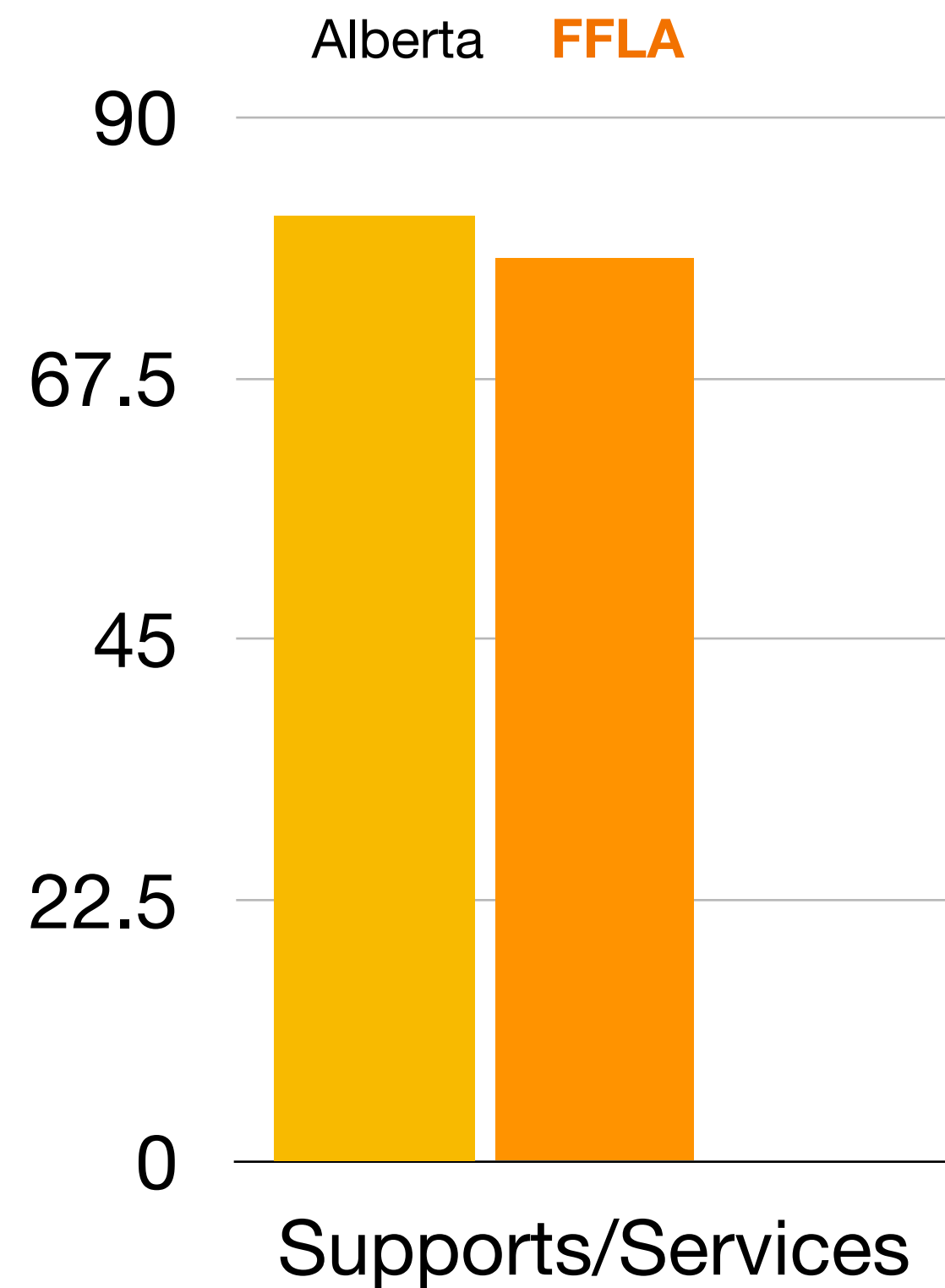
**This domain is measured at 5.10% ABOVE the Province.**

**ACTION:** PLAN TO COLLABORATE FOR HOLISTIC STUDENT WELLNESS INITIATIVES AND AN AUTHENTIC SENSE OF COMMUNITY.

**ACTION:** PLAN FOR STUDENT SUCCESS WITH CRITICAL ANALYSIS OF STUDENT DATA/REPORTS FOR CQI.

# Results

## Domain 3 LEARNING SUPPORTS: Access to Supports and Services



### DIRECTIONS:

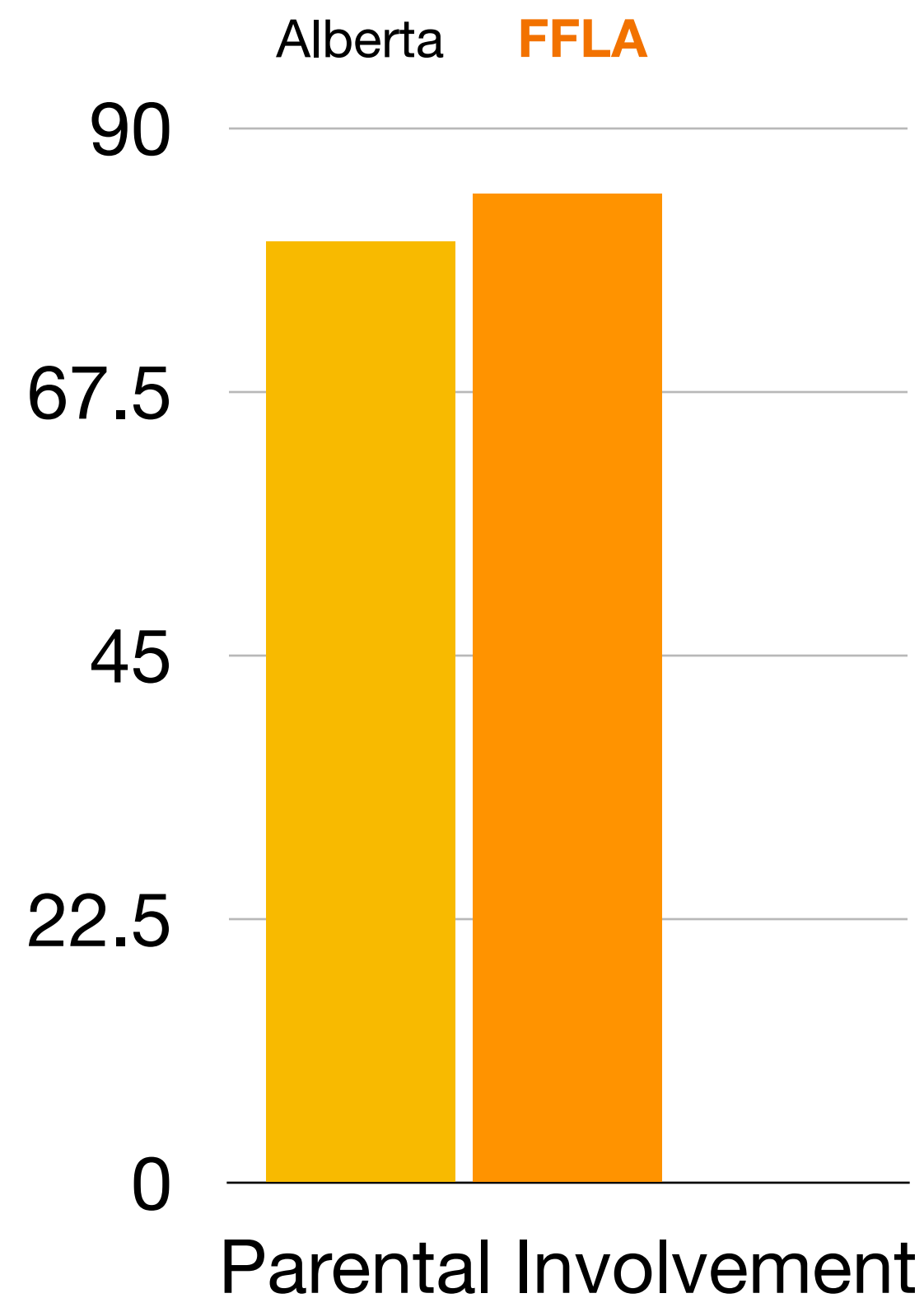
The IPP and EAL students have found success within a niche of inclusion at FFLA. The teachers know these learners in their year after year programming and can as a team accommodate for the desired outcomes/benchmarks/goals. The IPPs are built as a cohort with teacher, student, and parent goals with a designated Lead. The funding process from Alberta Education has given FFLA some ability to form partnerships between Educational Aides and Teachers to accommodate with UDL practices for these unique students, most especially those of severe disability coding. FFLA has a designated Student Advisor to address the issues of emotional and social wellness. AISCA membership provides further services in both personnel and professional learning for student support. Our parent community provides additional resources and networks for our many peoples that weave into the population of FFLA. We are enhancing this programming area with 'Class Profiles' and additional teacher time for pull-out groups in the Middle School Grades. We also believe that our Director of Athletics should play a role in FFLA student wellness, and as such, has a mandate for inclusion at FFLA. In each role, communication with the Board, Administration, Teaching Staff, Support EA's, Parents, and Students is a priority. **This domain is measured at 3.8% below the Provincial level.**

**ACTION:** CONTINUE TO DIFFERENTIATE LEARNING FOR UNIQUE PROFILES AND CONTEXTS AS A TEACHING TEAM AND AS A SCHOOL COMMUNITY.



# Results

## Domain 4 GOVERNANCE: Parental Involvement



### DIRECTIONS:

The FFLA Parent Board and Certified Administration teams want to embrace community. In this, we have renewed three areas of focus and research towards actions. The first is in the curricular programming towards Global Citizenship with targeted competencies and studies to become stewards of our planet. The second is found inside the student leadership cohorts and fundraising initiatives for both local and distant needs (e.g. *Food Drive and Change for Change*). The third is in the essential mentorship of local entrepreneurs for our Entrepreneurship Programming and our special Assemblies. Administration is currently working with the FFLA FNMI Specialist on reaching out to our Indigenous Business Community. The fourth is in the area of COMMUNICATION and continuing to use our WEBSITE, FACEBOOK, and INSTAGRAM with conventional Newsletters and emails. **This domain is ABOVE the Provincial level by 4.1%.**

**ACTION:** CONTINUE TO PLAN FOR COMMUNITY LEADERSHIP, COMMUNITY ENGAGEMENT, AND COMMUNITY VOLUNTEERS.

**ACTION:** WITH CHARTER STATUS, DEVELOP A SCHOOL COUNCIL POLICY TO INFORM, CONSULT, INVOLVE, AND COLLABORATE.

# Future Considerations

## FFLA 2024/25

- FFLA will revisit its three CQI foci for the Education Assurance Plan with its Mission, Vision, and Values to continue to address:
  - **Academics**
  - **Wellness**
  - **Entrepreneurship**
- FFLA programming will demand a continuation of BLENDED LEARNING ENVIRONMENTS where the GOOGLE CLASSROOMS and MOODLE PLATFORMS run parallel to the in-class learning with hyper-links for exploration and review. This will be an important component of preparations for the new curriculum are made, and where AI and Coding elements are embedded into the routines with additional digital applications as available and beneficial.
- FFLA assessment practices will continue to grow in student preparation and teacher understanding of the Alberta Education framework for SLA's, PAT's, and Diploma Examinations with formative, summative, and portfolio components.
- FFLA will consider avenues necessary towards a CHARTER STATUS in the Alberta Education ecosystem of learning.
- FFLA management will demand a continued understanding of all GUIDING DOCUMENTATION, inclusive of the general Alberta Education Governance framework (e.g. LQS, TQS, Education Act, and Program of Studies), of the current Assurance Model for Education Planning and Reporting, of the current Funding Manual, and of the Draft Alberta Education Curriculum. This is especially important as administration leadership transitions.

**“We need to move beyond the idea that an education is something provided for us, and toward the idea that an education is something that we create and individualize together.” (S. Downes)**

**EXPLORE ACHIEVE EXCEL**

