

2023/25 FFLA EDUCATION PLAN

An Assurance Framework

A Three Year Cycle for the FFLA Community



Focused on LITERACY - *The foundations of learning*

Focused on WELLNESS - *The holistic perspective on learning*

Focused on ENTREPRENEURSHIP - *The 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)



About FFLA



FFLA OVERVIEW

FFLA is a private, non-profit organization where its small educational community is focused on the best education possible for each learner - one based on excellence in learning, on focused entrepreneurship, and on personalization. One also grounded in a philosophy that values both the global and growth mindsets in their inherent sense of respect, responsibility and resourcefulness, allowing the students to **EXPLORE, ACHIEVE, and EXCEL** (MOTTO). We are an accredited Alberta Independent School Authority, and as such follow Alberta Education's Programs of Study. We currently have a projected population of 495 students for the fall of 2023 ranging from Kindergarten through Grade 12. Our goal is to provide the means to enable each student in this population to become an enthusiastic, engaged, and effective learner, and moreover, a citizen within the greater community of learners and over a lifetime of new experiences.

FFLA MISSION

Each step in learning leaves *footprints*, lasting impressions. **Our MISSION at Footprints for Learning Academy is to foster purpose-driven pathways that prepare students for success in the real world through entrepreneurial-focused and globally-minded learning programs.** We aim to inspire and empower our students to become part of innovative learner and leader teams who will be equipped with the competencies, skills, and knowledge needed to make a positive impact in their communities. Through a dynamic and integrated curriculum, authentic experiences, and inclusive learning environments, FFLA strives to develop well-rounded individuals who are value-sensitive and creative students with a reliance on the growth mindset, Our goal is to provide every student with the opportunities, tools, and resources young learners need to reach their collective and unique potentials in making meaningful contributions to society, *with their footprints on our future.*

FFLA VISION

Our VISION at Footprints for Learning Academy is to create an educational institution that embraces learning pathways with authentic applications and solution-based programs that empower students to become resilient, adaptive, innovative and globally aware in their explorations. In our efforts to foster academic excellence alongside developing entrepreneurship and globally minded skill sets, we aim to ignite their passions and cultivate their unique talents while enabling their success in Alberta Education's curricula. We envision a future where our students graduate with a true sense of purpose, armed with the competencies, skills, knowledge, and entrepreneurial spirit to thrive and contribute in a rapidly changing world. They will be our leaders, innovators, and compassionate global citizens, shaping a brighter future for themselves and others, making a positive difference in



the world. Together, we are building a school that transforms education, empowers learners, and inspires them to become agents of change.

FFLA PHILOSOPHY

Our **FFLA PHILOSOPHY** is based on an evolving set of **VALUES** that impart directions for relevant research, continuous measures, and sound pedagogical practice - each focused on the student first:

At Footprints for Learning Academy, we embrace the philosophy of purpose-driven learning - recognizing the importance of preparing students for success in the real world. We believe that education should go beyond the traditional boundaries of classroom instruction, enabling students to become independent and social thinkers, problem solvers, and socially responsible collectives. **Our FFLA PHILOSOPHY is meant to foster success in learning, to cultivate entrepreneurial skills, and to develop a global consciousness within a framework of authentic experiences.**

Empowering Purpose-Driven Learning: We believe that every student has a unique purpose and passion waiting to be discovered. We strive to create an environment that supports and encourages students to explore their interests, develop their talents, and identify their purpose in life. Through personalized learning pathways, we empower students to take ownership of their education and pursue their passions, ensuring that their educational journey is both meaningful and fulfilling.

Structuring an Entrepreneurial Focus: We recognize that entrepreneurship is not limited to business ventures alone, but rather a mindset that encourages creativity, innovation, and problem-solving where each can offer value to the system. We aim to instill an entrepreneurial spirit in our students, equipping them with the competencies, skills, knowledge, and mindset necessary to navigate an ever-changing world. By encouraging risk-taking, resilience, and an appetite for learning from failure, we foster an entrepreneurial mindset that enables students to adapt, create opportunity, and become proactive contributors to society.

Providing Authentic Learning Experiences: We believe that real-world experiences are invaluable in shaping a student's understanding and application of knowledge. Our curriculum emphasizes authentic learning experiences, where students engage with real-life challenges and contexts. Through internships, community partnerships, and projects that have a tangible impact, students develop a deep understanding of the interconnectedness between their learning and the world around them. These experiences allow them to develop critical thinking, problem-solving, communication, and collaboration skills, enabling them to thrive in diverse settings.

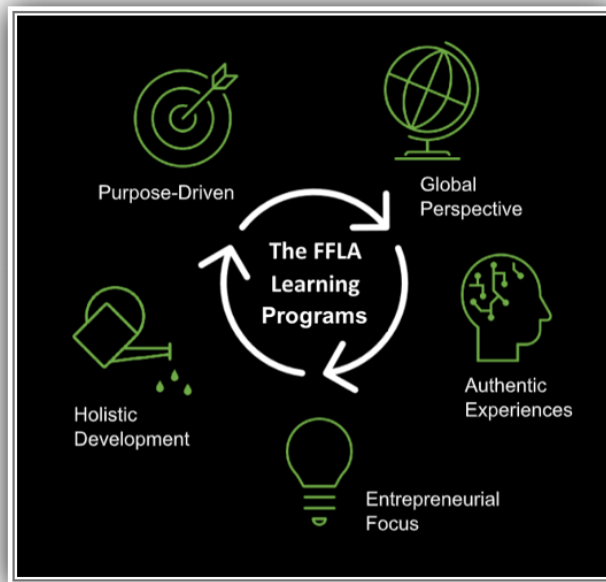
Fostering a Global Perspective: In an increasingly interconnected and interdependent world, global



awareness and understanding are essential. We strive to foster a globally minded mindset by exposing students to different cultures, perspectives, and global challenges. Through interdisciplinary studies, cultural exchanges, and international collaborations, we encourage students to become empathetic, culturally competent, and socially responsible global citizens. We believe that a global perspective enriches students' learning experiences and equips them to address complex global issues with a sense of compassion and respect.

Developing a Holistic Approach: We recognize that education is not solely about academic achievement but also about nurturing students, emotionally and physically, in a holistic development. We are committed to fostering the social, emotional, and physical well-being of our students. By promoting inclusivity, fostering a supportive community, and providing opportunities for self-reflection and personal growth, we create an environment where students can thrive academically, emotionally, and socially.

In summary, FFLA's Philosophy is grounded in goal-oriented learning, entrepreneurial journeys, and globally minded authentic in-place explorations. By offering students a ways and means to discover their purpose, to foster global perspectives, to build authentic experiences, to provide an entrepreneurial focus, and to embrace the holistic development of each, we will prepare students to succeed in the real world as responsible and innovative individuals who will make meaningful contributions to our society, *with their unique footprint on the future.*



BACKGROUND INFORMATION

Assurance in Education - THE PROCESS

Footprints for Learning Academy is committed to continued growth and optimal student learning. The Assurance Framework for educational planning represents an Alberta Accredited Independent School Authority with a Board and Staff that are committed to sustaining the confidence of our Stakeholders by:

1. identifying **domains** of focus;
2. conducting **research** for our target topic;
3. developing clear **outcomes** related to these areas;
4. forming **strategies** for these outcomes;
5. measuring the **data** on these outcomes;
6. reflecting on, and adapting our strategies as necessary, with annual **reports**.

Assurance provides the model for FFLA to continue to maintain close alignment with the direction and goals of the Ministry's Alberta Education Business Plan 2020/23 with an intent on being responsive and aligned to the unique needs of the FFLA community. And in further support of Alberta Education's structures for education, we will be applying the embedded accountability framework of The Funding Model for School Authorities 2021- 2022.

A domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. Assuring the FFLA Community that our education system is successfully supporting student growth and achievement requires engagement and thoughtful action across five domains. Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. However, the five domains are interconnected and interdependent, whereby each influences the other in a series:

- Domain 1: Student Growth and Achievement —>**
- Domain 2: Teaching and Leading --->**
- Domain 3: Learning Supports --->**
- Domain 4: Governance --->**
- Domain 5: Local and Societal Contexts**



BACKGROUND INFORMATION

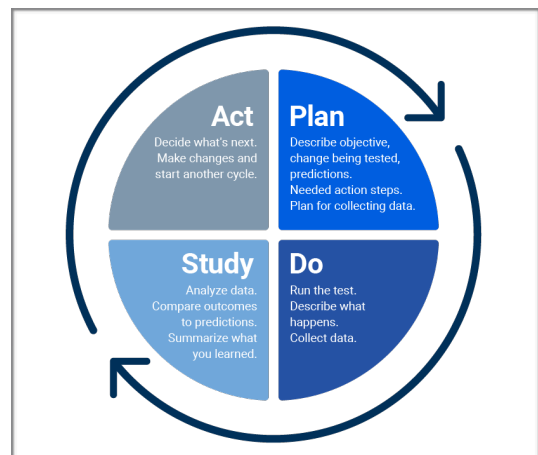
Assurance in Planning - THE COLLABORATION

Footprints for Learning Academy will establish a **PROCESS** (for following a cycle of continuous improvement - see image below) and a **PLATFORM** (a digital site for continual updates - see link below) for our FFLA Assurance Framework 2021-2025. This initial construct (and its adaptations over time) will be in collaboration of a defined engagement outreach made up of:

- Alberta Education and AISCA
- FFLA Board
- FFLA Administration Team
- FFLA Teachers as a PLC
- FFLA Students as a Focus Group
- FFLA Parents as a Focus Group

The three essential questions for this process would be:

1. What are we trying to accomplish and what are our strengths or areas of potential growth?
2. What changes can we make that will result in improvement in these identified growth areas?
3. How will we know that the designed changes are improving learning?



BACKGROUND INFORMATION

The FFLA Assurance Initiation - FINDING DIRECTIONS

This is the outline of our chosen priorities, directly from Alberta Education, where the implications are designed locally for FFLA. For each DOMAIN, this site will offer stakeholders RESEARCH, ACTIONS, DATA, AND REFLECTIONS.

- **ACT** - We act as an educational system and community when we follow and lead in the selection of our outcomes within our DOMAINS and their threaded FOCUS. These will be the areas in which we will examine, trial and test in an aim for quality improvement. Our efforts would then involve exploring, accessing, analyzing and interpreting accurate and relevant data and, identifying and understanding an issue, concern or problem.
- **Key Question:** What is happening at FFLA?
- **PLAN** - This is where we find reasons, evidence, research (a rationale and questions to be answer), where we outline our action plans (i.e. strategies) with a continuum timeline, and where we design our measuring tools for formative feedback. This part of the process will require budget allocations and alignments to be made and would involve identification of a problem or challenge that can be addressed; identification of potentially successful strategies to address the focus or challenge; and developing an action plan.
- **Key questions:** What could be improved upon? How so?
- **DO** - This is when we task individuals, groups, or the school as a whole to perform actions that are meant to be innovative. We then measure the outcomes of our actions and report on these results. These steps would involve taking action, measuring, and learning as you implement the plan(s) while making adjustments in response to its formative feedback.
- **Key questions:** How will we 'action' the plan(s)? Who will lead the initiatives?
- **STUDY** - This is when we review our reports for each initiative and decide on whether the efforts, times, monies, and resources are providing a sustainable and quality-based change for our school. Involves evaluating the impact of the plan. This involves carefully evaluating the impact of the plan(s) and drawing inferences and actions in moving forward.
- **Key questions:** Did our planned strategies have the desired outcomes? In what ways?



BACKGROUND INFORMATION

The FFLA Assurance TIMELINES

WHEN SHOULD WE DO WHAT?

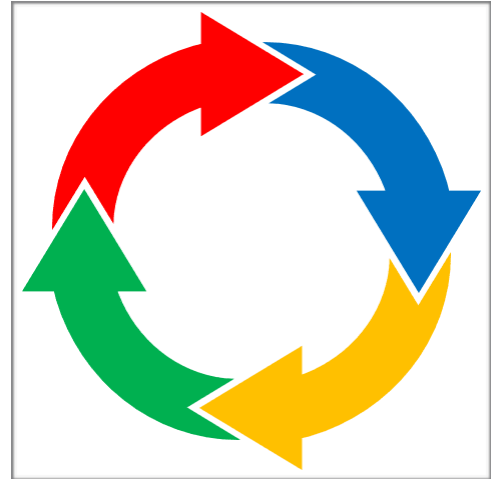
A THREE YEAR CYCLE WITH NEW AND MATURING FOCI, WHERE **EACH YEAR** WE INCORPORATE THE FFLA EDUCATION PLAN:

May 2023 -	Share final draft of FFLA Education Plan;
June 2023 -	Identify specific actions and role designation for the Strategies;
August 2023 -	Professional Learning is set in place (further scheduled for each month);
September 2023 -	Actions Plans are set in place for Literacy/Wellness/Entrepreneurship with timeline;
October 2023 -	Initiatives begin where each strategy is set into place and monitored;
November 2023 -	Staff review of measures data for Annual Report for AB ED submission;
February 2024 -	Assurance Survey from Alberta Education AND FFLA Survey for Parents;
March 2024 -	Initiatives continue with adaptations as needed, qualitative feedback;
April 2024 -	Staff prepares summative testing and/or inventory tools for measuring outcome success;
May 2024 -	Assurance Framework Plan reset by stakeholders for AB ED submission;
June 2024 -	Anecdotal discussions on plans and pathways for upcoming year.



Introduction - The Directions

This is the third year of a continuous cycle of discovery for quality improvement at FFLA - an ASSURANCE FRAMEWORK for Alberta Education and for the FFLA community. It began in 2021 with a focus on LITERACY in five domains of influence for our students and their learning opportunities where vocabulary was the centrepiece. It grew in 2022 with a necessary (post-pandemic) focus on WELLNESS in the five domains of influence for our students and their wellbeing and where professional learning communities were the centrepiece. It will continue now in its third year (2023) with a re-focus on Entrepreneurship where new programming models and leads will strengthen this important strand at FFLA.



LITERACY FOCUS

- Use resources, programs, and pedagogy for students, based on leadership, research and professional development, to target vocabulary instruction in an aim to enhance overall literacy skills at FFLA.

WELLNESS FOCUS

- Use resources, programs, and pedagogy for students, based on leadership, research and professional development, to help respond to students of unique social and emotional needs in an aim to enhance overall community wellness at FFLA.

ENTREPRENEURSHIP FOCUS

- Use resources, programs, and pedagogy for students, based on leadership, research and professional development, to target entrepreneurship instruction in an aim to enhance overall understanding and experiences at FFLA that authentically apply to the real world.



IN GENERAL, HOW WILL FFLA MOVE FORWARD WITH OUR THREE ASSURANCE INITIATIVES?

Nature of Involvement as Team Members

- Collect and/or Provide Data
- Research Resources
- Inform Methods and Tool Development
- Test or Trial Initiatives
- Receive Evaluation Reports
- Implement Recommendations
- Share Findings/ Knowledge Mobilization
- Champion Participation in Actions and Evaluations
- Provide Direction for Future Actions and Evaluations

General Measures to be Analyzed

- Assurance Directions
- Alberta Assurance Data
- PAT/DIP Results
- Parent and Student Focus Group Interviews
- Teacher Focus Group Feedback

Review Practices

- Data Collection and Reporting by Staff



- Education Report for Alberta Education
- Board Presentation
- Public Presentation

Use of Information

- Accountability
- Preparing and Reporting on Assessments
- Strategic Planning for Inclusion
- Information Sharing
- Advocacy
- Program Planning and Curriculum Development
- Program Improvement and Integration
- Capacity Building
- Information Sharing
- System Improvement



Budget Allocations

What are our proposed spendings on LITERACY for 2023/25?

Resources (2023/25) - \$20,000.00

- Expanding novel sets for Grades 4 through 12 for the unfolding of Alberta Education's new curricula. Workbooks as an annual expense for Grammar and Reading Comprehension for Kinder through Grade 6. Exploration of literacy libraries focused on Entrepreneurship as an inclusive element of FFLA learning.
- Establishing new program resources and partnerships for scope and sequence in FFLA Entrepreneurship studies.

Personnel (2022/25) - \$20,000.00

- Teachers with specialized education in literature and literacy;
- Teachers with lead roles in differentiated learning.
- Teachers with lead roles in student guidance, mentorship, leadership, and athletics.

Professional Learning (2023/25) - \$5000.00

- Professional learning days on initiatives in literacy with a focus on vocabulary.
- Professional development for curricular changes in ELAL.
- Professional workshops on IPP needs and literacy.
- Professional learning cohorts on student wellness.
- Professional in service on entrepreneurship transitions from Grade 4 to 12.
- Professional workshops on FNMI.

Digital Technology (2023/25) - \$5000.00

- Additional iPads and Google Chromebooks to expand Kinder through Grade 6 devices for online/digital learning with accessibility to pdf resources, and to specialized reading programs/applications (e.g. RAZ kids).

Communications (2023/25) - \$5000.00

- ALMA software program to facilitate school to home communication and feedback on learning, most especially formative learning to enrich the student success on summative learning.
- Continuing development of Google Suite and MOODLE.
- Early development of resources and workshops for AI (*ChatGPT, Otter.ai, Speechify, Knowji, Anki, Brainly, Quillboth, Grammarly, StepwiseMath, Century Tech, Cognii*).

IPP, ELL, FNMI (2023/25) - \$50,000.00

- Educational Assistants to provide additional support for unique learners and their literacy goals. Inclusive of students with identified lags in learning with the pandemic interruption of regular programming and complex



Private School Authority Code: 0257
School Code: 1597

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31
(in dollars)

	Budget 2023/2024	Projected 2022/2023	ACTUAL 2021/2022 (Note 1)
REVENUES			
Alberta Education (excluding Home Education)	\$2,864,221	\$2,489,080	\$2,444,149
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$2,864,221	\$2,489,080	\$2,444,149
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$414,518	\$425,170	\$289,000
Non-instructional fees (O&M, Transportation, Admin fees)	\$176,132	\$31,460	\$138,488
Other sales and services	\$0	\$0	\$0
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$0	\$0	\$2,500
Gross school generated funds	\$30,000	\$30,000	\$51,409
Amortization of capital allocations (where applicable)	\$10,000	\$10,000	\$0
Other (specify):	\$0	\$0	\$0
TOTAL REVENUES	\$3,494,871	\$2,985,710	\$2,925,546
EXPENSES			
Certificated salaries and Non-certificated salaries and wages (excluding Home Education)	\$2,124,857	\$1,849,519	\$1,976,056
Certificated benefits and Non-certificated benefits (excluding Home Education)	\$171,727	\$141,710	\$157,356
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	\$504,743	\$367,325	\$440,430
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building	\$420,000	\$420,000	\$487,680
Leases - Other	\$9,300	\$0	\$0
Severe Disabilities / DSEPS	\$0	\$0	\$0
Program Unit	\$0	\$0	\$0
Home Education			
Certificated salaries	\$0	\$0	\$0
Certificated benefits	\$0	\$0	\$0
Non-certificated salaries and wages	\$0	\$0	\$0
Non-certificated benefits	\$0	\$0	\$0
Payment to parents of a home education student for the purchase of instructional materials	\$0	\$0	\$0
Contracts	\$0	\$0	\$0
Services and Supplies	\$0	\$0	\$0
Gross school generated funds	\$30,000	\$30,000	\$51,409
Capital and debt services			
Amortization of capital assets			
from restricted funds	\$10,000	\$10,000	\$0
from unrestricted funds	\$0	\$2,500	\$42,685
Total amortization of capital assets	\$12,500	\$12,500	\$42,685
Interest on capital debt	\$0	\$0	\$0
Other interest charges	\$0	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other (specify):	\$0	\$0	\$0
TOTAL EXPENSES	\$3,270,628	\$2,821,054	\$3,155,616
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$221,743	\$164,656	(\$230,070)
	\$224,243		

1. To agree with the Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act; Private Schools Regulation 127/2022, Section 20 or as restated.

DOMAIN 1

THE STUDENT LEARNING

Outcomes and Actions:

FOCUS IN LITERACY

Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. (YEAR 3)

- **TARGET:** FFLA students will achieve in their academic potential with vocabulary growth. (2021)
- **OUTCOME:** 100% of FFLA students participating will meet the acceptable/ satisfactory standard, and 25% of FFLA students will achieve the standard of excellence/ proficiency on grade level assessments.

FOCUS ON WELLNESS

Students demonstrate understanding and respect for the uniqueness of all learners. (YEAR 2)

- **TARGET:** FFLA students and staff will have the knowledge, skills, attributes to respond to social emotional needs. (2022)
- **OUTCOME:** Any student challenged in an area of social emotional well-being will have staff consideration with access to FFLA supports.

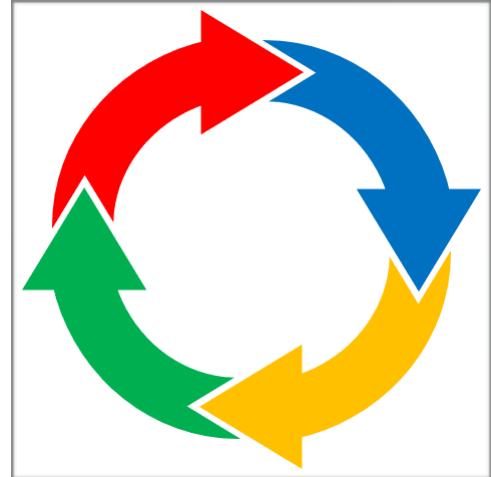
FOCUS ON ENTREPRENEURSHIP:

Students apply knowledge, understanding and skills in real life contexts and situations. (YEAR 1)

- **TARGET:** FFLA students and staff will work together to provide authentic applications for learning in entrepreneurship. (2023)
- **OUTCOME:** 100% of FFLA students from Grades 4 to 10 will participate in focused entrepreneurial studies with authentic applications.

Rationale:

- FFLA is an Independent School Authority where curriculum development and differentiation is a priority and an ongoing effort for our students with unique scaffolds. Our traditional philosophy for literacy and numeracy are kept current with constant research and governance from Alberta Education and should be at the core of all courses.



Is this hybrid philosophy of FFLA pedagogy, a mix of the traditional and the innovative, effective for student learning for literacy?

- Post-pandemic, with the return of students to the school, the strong need for a focus on student wellbeing was recognized and is foundational to our belief in the importance of strong relationships and community at FFLA.

Is our academic priority now shifting to a balance between student wellness and student learning?

- In the pursuit of a unique niche in the educational matrix of Alberta, FFLA, at its onset over 10 years ago, wanted a systemic scope and sequence that focused on entrepreneurship. We will revisit and update our embedded initiatives in this goal.

Is the foundation of FFLA, as a private school, offering unique programming embedded into its scope and sequence for student financial literacy?

Strategies:

- Scaffolded literacy programs for mastery with word work, grammar, and reading comprehension sets;
- Explorations in literacy with journal writing, levelled readers, digital applications, and cultural texts in a range of genres;
- Ongoing practices in formative learning applying the UDL framework;
- PAT and DIP analysis of 2023 data for teaching growth;
- Sequenced cross-curricular FNMI teacher resources and Professional Development;
- Embedded Skills and Values Citizenship Program;



- Curricular monthly field trips for experiential learning that is embedded into classroom learning (inclusive of Outdoor Education);
- Project-based learning using an inquiry model that employs cross-curricular tasks for portfolio assessment;
- Weekly meetings to discuss students of unique needs - to address programming differentiation, IPP development, parent and student communication;
- Club development to recognize student interest and possible service as leaders in the community;
- Sport development to recognize student interest and possible competition as athletic leaders in our community;
- Coordinated entrepreneurship programming, policies, applications, and providers to enrich this foundational component of FFLA learning.
- **STRATEGIC STRATEGIES FOR FNMI:** Professional Learning, Renewal of FNMI FFLA Resource Scaffold, Student Electives with FNMI focus, Global perspective on FNMI, and infusion of FNMI research on underlying philosophy in entrepreneurship curricula.

Measures:

- Assurance Survey Data (Quantitative)
- PAT/DIPLOMA Results (Quantitative)
- FFLA Student Report Cards (Quantitative)
- FFLA Family Feedback (Quantitative and Qualitative)
- Teacher Focus Group Feedback (Qualitative)



DOMAIN 2

THE TEACHING

Outcomes and Actions:

FOCUS IN LITERACY

Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning. (YEAR 3)

TARGET: FFLA students will achieve in their academic potential with strategic vocabulary growth. (2021)

OUTCOME: 100% of FFLA students participating will meet the acceptable/ satisfactory standard, and 25% of FFLA students will achieve the standard of excellence/ proficiency on grade level assessments.

FOCUS ON WELLNESS

Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. (YEAR 2)

TARGET: FFLA students and staff will have the knowledge, skills, attributes to respond to social emotional needs. (2022)

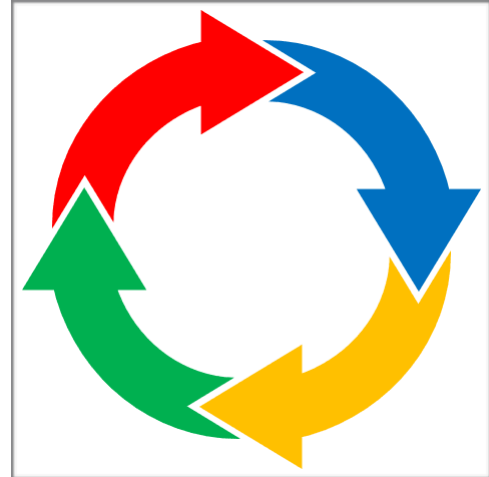
OUTCOME: Any student challenged in an area of social emotional well-being will have staff consideration with access to FFLA supports.

FOCUS ON ENTREPRENEURSHIP

Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. (YEAR 1)

TARGET: FFLA students and staff will work together to provide authentic applications for learning in entrepreneurship. (2023)

OUTCOME: 100% of FFLA students from Grades 4 to 10 will participate in focused entrepreneurial studies with authentic applications.



Rationale:

- PROFESSIONAL LEARNING is a necessary component of school growth, most especially when researching and reviewing the quality of ongoing and new initiatives. Teacher feedback and leadership creates a school system with depth and breadth.

Can the use of Professional Learning Teams and Leadership Roles impact the quality of FFLA's cycle for continuous improvement in regards to our INITIATIVES TOWARDS GROWTH IN OUR LITERACY, WELLNESS, AND ENTREPRENEURSHIP PROGRAMS? How so?

Strategies:

- REVIEW of Policy document for growth and supervision of teaching staff (inclusive of Evaluation Document);
- REVIEW of Policy documents for Gr 1 - 12 curricular programs;
- Professional learning at FFLA this year will stem from strategies for LITERACY and WELLNESS;
- FFLA DATA ANALYSIS from VOCABULARY INITIATIVE (See Appendix);
- FFLA DATA INSTRUMENT DEVELOPMENT for WELLNESS INITIATIVE;
- REVIEW of Professional Growth Plan template document based on TQS;
- Professional LEARNING time aligned to Assurance Framework for WELLNESS with contracted Psychologist;
- MEMBERSHIP with AISCA and INSERVICE of services for students of unique needs with CARC;
- Ongoing development of ONLINE RESOURCES for students of unique needs;



- PARTNERING with curriculum providers to update entrepreneurship programming and NETWORKING with the community partners to enhance exposure to entrepreneurship opportunities.;
- Research is all three areas of focus.
- **STRATEGIC STRATEGIES FOR FNMI:** Professional Learning, Renewal of FNMI FFLA Resource Scaffold, Student Electives with FNMI focus, Global perspective on FNMI, and infusion of FNMI research on underlying philosophy in entrepreneurship curricula.

Measures:

- Assurance Survey Data (Quantitative)
- PAT/DIPLOMA Results (Quantitative)
- FFLA Student Report Cards (Quantitative)
- Teacher Focus Group Feedback (Qualitative)
- Individual Feedback to Administration (Qualitative)



DOMAIN 3

THE SUPPORTS

Outcomes and Actions:

FOCUS IN LITERACY

Students and their families work in collaboration with education partners to support learning. (YEAR 3)

- TARGET: FFLA students will achieve in their academic potential with tiered vocabulary growth. (2021)
- OUTCOME: 100% of FFLA students participating will meet the acceptable/ satisfactory standard, and 25% of FFLA students will achieve the standard of excellence/ proficiency on grade level assessments.

FOCUS ON WELLNESS

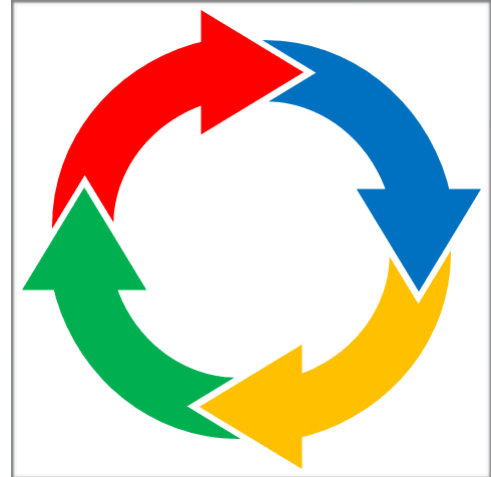
Learning environments are welcoming, caring, respectful and safe. (YEAR 2)

- TARGET: FFLA students and staff will have the knowledge, skills, attributes to respond to social emotional needs. (2022)
- OUTCOME: Any student challenged in an area of social emotional well-being will have staff consideration with access to FFLA supports.

FOCUS ON ENTREPRENEURSHIP

Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. (YEAR 1)

- TARGET: FFLA students and staff will work together to provide authentic applications for learning in entrepreneurship. (2023)
- OUTCOME: 100% of FFLA students from Grades 4 to 10 will participate in focused entrepreneurial studies with authentic applications.



Rationale:

- FFLA is a community where learners are well-known and understood - with careful year after year TRACKING and COMMUNICATION. This is especially evident in our IPP work that connects a student to the curriculum the classroom, and the community.

Can our IPP templates advance further with a measure and review of its effectiveness for students, parents, and teachers where futures are considered component? How so?

Strategies:

- Review and In-service of IPP process for FFLA;
- FFLA Policy Review for Safe and Caring Schools;
- Behaviour Management Protocol and Record-keeping Process;
- Professional Learning of UDL practices in education;
- Funding for IPP Specialist/Coordinator for FFLA;
- Professional Learning of FNMI resources in education;
- Integration of digital platforms into classroom learning with Google Certification of staff;
- Development of clubs, electives, and projects, that meet a range of student interests;
- Development of future pathways with volunteerism and work-experience for the HS students on IPP's in their career explorations;
- Integration of financial literacy as an authentic baseline of knowledge and skills for students;
- Maintenance of online learning platforms and practices.



- **STRATEGIC STRATEGIES FOR FNMI:** Professional Learning, Renewal of FNMI FFLA Resource Scaffold, Student Electives with FNMI focus, Global perspective on FNMI, and infusion of FNMI research on underlying philosophy in entrepreneurship curricula.

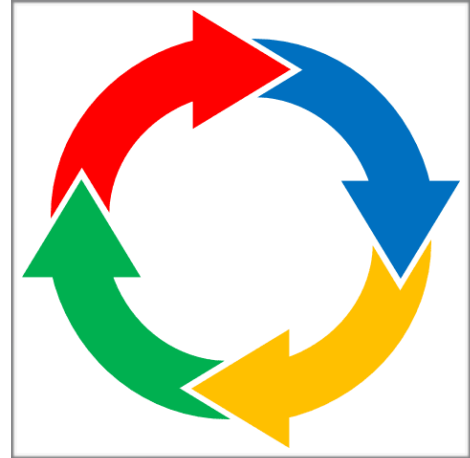
Measures:

- Assurance Data
- PAT/DIP Results
- Parent and Student Focus Group Interviews
- Teacher Focus Group Feedback



DOMAIN 4

THE GOVERNANCE



Actions and Outcomes:

FOCUS ON ENTREPRENEURSHIP

Board and Administration engage FFLA community in the creation and ongoing implementation of a shared vision for student success.

(YEAR 1)

- **TARGET:** FFLA students and staff will work together to provide authentic applications for learning in entrepreneurship. (2023)
- **OUTCOME:** 100% of FFLA students from Grades 4 to 10 will participate in focused entrepreneurial studies with authentic applications.

FOCUS ON LITERACY

Curriculum is relevant, clearly articulated and designed for implementation within local contexts. (YEAR 3)

- **TARGET:** FFLA students will achieve in their academic potential with tiered vocabulary growth. (2021)
- **OUTCOME:** 100% of FFLA students participating will meet the acceptable/ satisfactory standard, and 25% of FFLA students will achieve the standard of excellence/ proficiency on grade level assessments.

FOCUS ON WELLNESS

Board and Administration support the construct of an Assurance Framework to ensure continuous improvement in FFLA. (YEAR 2)

- **TARGET:** FFLA students and staff will have the knowledge, skills, attributes to respond to social emotional needs. (2022)
- **OUTCOME:** Any student challenged in an area of social emotional well-being will have staff consideration with access to FFLA supports.

Rationale:



- The FFLA Board has, since its opening, embraced a continuum of sustainable growth within its Mission of Heritage, Innovation, and Progress. Under the direction of the 2020 Ministerial Order and Alberta Education's 2020 Assurance Framework, the FFLA Board will continue to use its vision and values to ensure CONTINUOUS QUALITY IMPROVEMENT for its expanding community of learners.

Can the directions structured by our Governance Board advance the learning experience for all in FFLA's growing range of students from Kinder through Grade 12? How so?

Strategies:

- Policy development for FFLA curriculum, most especially in LITERACY AND ENTREPRENEURSHIP;
- Athletic Funding and Support for FFLA staff for STUDENT WELLNESS;
- FFLA Calendar with embedded Citizenship Recognition for STUDENT WELLNESS, ENTREPRENEURSHIP, AND LITERACY;
- FFLA Calendar with embedded time for Professional Learning for LITERACY, STUDENT WELLNESS, AND ENTREPRENEURSHIP;
- Updated digital platforms for Curriculum and Assessment, currently entered on LITERACY, STUDENT WELLNESS AND ENTREPRENEURSHIP;
- Funding support for resources to transition FFLA LITERACY agenda into new Alberta Curriculum;
- Conceptual and funding support for ENTREPRENEURIAL curricula, core infusion, with professional development;
- Funding support for Entrepreneurial Coordinator;
- Funding support for Psychology Consultant and Guidance Counsellor Lead for STUDENT WELLNESS;



Measures:

- Assurance Survey Data (Quantitative)
- PAT/DIPLOMA Results (Quantitative)
- FFLA Student Report Cards (Quantitative)
- FFLA Family Feedback (Quantitative and Qualitative)
- Teacher Focus Group Feedback (Qualitative)



DOMAIN 5

THE COMMUNITY

Outcomes and Actions:

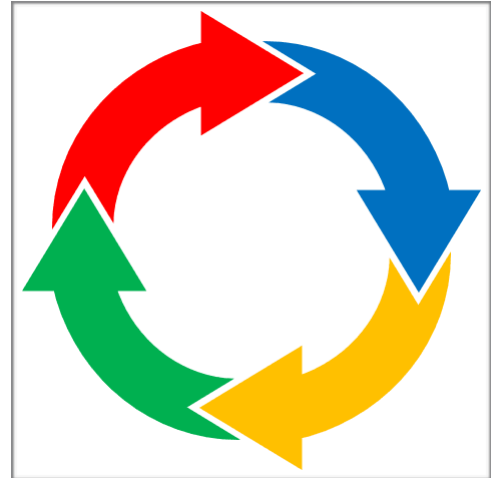
FOCUS ON LITERACY and ON WELLNESS and ON ENTREPRENEURSHIP:

Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding. (YEAR 1, 2, and 3)

Rationale:

- The FFLA Board embraces a COMMUNITY SERVICE framework, wherein a lead from the FFLA Board coordinates initiatives for the FFLA students and families each month in our CARE initiative. This provides both a global mindset and embraces wellness of the greater community. These initiatives offer outreach for recognition of others and wellness for all.
- The FFLA Administration and Staff embrace Professional Learning with verified resources published by scholarly communities. These documents provide a library for discussion and development of our initiatives in LITERACY, WELLNESS, and ENTREPRENEURSHIP. The FFLA Administration and Staff welcome speakers, collaborator, and attend presentations that reflect the greater FFLA community and cohort of educators. These in-services offer skills and knowledge that enrich our localized programming.
- The FFLA Board, Administration, Teachers, and Parents want to explore domains outside of the school with field trips and student events that give authentic applications to their learning.

Can the learnings of the community experts, new experiences, and scholarly resources for education influence and sustain quality learning for FFLA students? How so?



Strategies:

- Networking with AISCA and CARC;
- Networking with ALBERTA EDUCATION;
- Maintaining and upgrading platforms for Google Suite and Moodle Learning in coordination with hard copy resources (i.e. textbooks and novel sets);
- Networking for COMMUNITY SERVICE INITIATIVES on a monthly basis to foster outreach and caring of all in our greater society (e.g. Food Drives, Toy Drives, Cancer Car Cuts, Blankets for Babies, Jump Rope for Heart, etc.);
- Networking with AMBROSE UNIVERSITY for Student Teachers with new learnings and practices in mentorship with FFLA Teachers;
- Outreach to banking institutions and post-secondary campuses for authentic learning models in entrepreneurship.

Measures:

- Assurance Survey Data (Quantitative)
- PAT/DIPLOMA Results (Quantitative)
- FFLA Student Report Cards (Quantitative)
- FFLA Family Feedback (Quantitative and Qualitative)
- Teacher Focus Group Feedback (Qualitative)



ONGOING RESEARCH for PROFESSIONAL DEVELOPMENT

(2021-2025)
ON LITERACY

Reference Links:

- <https://files.eric.ed.gov/fulltext/EJ951842.pdf>
- <https://www.proquest.com/openview/4c5c7dd9116f66cc0fe5f2d9e3e037c9/1?pq-origsite=gscholar&cbl=42001>
- <https://www.tandfonline.com/doi/abs/10.1080/19388070902947360>
- <https://www.tandfonline.com/doi/abs/10.1080/09500693.2014.948944>
- <https://ila.onlinelibrary.wiley.com/doi/abs/10.1598/RRQ.42.2.4>
- <https://academic.oup.com/applij/article/35/3/305/146569?login=true>
- <https://www.proquest.com/openview/1784e29c461a0471c56e12077dadb62f/1?pq-origsite=gscholar&cbl=18750>
- <https://journals.sagepub.com/doi/abs/10.1177/0040059915594783?journalCode=tcxa>
- <https://www.sciencedirect.com/science/article/abs/pii/S1041608018301821>
- <https://www.sciencedirect.com/science/article/abs/pii/S1041608017301085>
- <https://www.mdpi.com/2227-7102/8/4/180>



- <https://journals.sagepub.com/doi/abs/10.1177/0731948717690113>
- <https://www.sciencedirect.com/science/article/abs/pii/S095947521730052X>

Sample Research:

Sibold, Claire (2011). Building English Language Learners Academic Vocabulary - Strategies & Tips. *ERIC*.
LINK: <https://www.semanticscholar.org/paper/The-Effects-Of-The-Vocabulary-Scenario-Technique-on-Harrell/b10f44a9daebcd65508c6b500ced4dfcd6a22750>

*According to Beck, McKeown, and Kucan's Three Tier Model (2002), when it comes to language instruction the distinction between academic vocabulary words and content specific words has a significant bearing on the language success of [language learners]. By using the strategies described in this article teachers and parents will have the means to develop [learner's] vocabulary through reading, direct instruction, and reinforcement activities and games. Teachers and parents can use these strategies before, during, and after reading, and thus provide students with a set of tools they can use independently as they read. Often vocabulary instruction receives inadequate attention in elementary and secondary classrooms (Biemiller & Boote, 2006). **Academic vocabulary, specifically the language that may occur in multiple contexts or the precise words that are presented in a specific context, can help students acquire new learning strategies and skills (Marzano, 2005).***

Academic vocabulary, however, is notably more difficult to learn than conversational language because it is more specific and sometimes abstract, making it difficult to grasp. Knowledge of this kind of technical vocabulary in any specific content area—for example, social science, science, mathematics, or language arts—is directly linked to content knowledge. Stahl and Fairbanks (1986) found that such vocabulary instruction directly improves students' reading comprehension of textbook content. While the majority of teachers develop students' vocabulary across the curriculum, it is essential that [challenged] language learners have explicit instruction about the academic vocabulary that is necessary for their success in school.

In choosing our FFLA agenda for our focus on LITERACY, we wanted the CQI to address all grades from Kindergarten through Grade 12, we wanted the initiative to also be cross-curricular. In addition, and through the review of further research, we found that the purposeful teaching of Tier I and Tier II glossaries are impactful for English Language Learners and challenged IPP students in literacy. As we move forward, the teachers will cite the different articles that impacted their pedagogical choices for the integration and instruction of the focus vocabulary.



Of special and important note, the University of British Columbia offers educators a clarification of terminology for the FNMI communities in Canada. LINK: <https://indigenousfoundations.arts.ubc.ca/terminology/>

#:~:text=As%20a%20result%2C%20terminology%20can,imposed%20on%20them%20by%20colonizers.

ONGOING RESEARCH for PROFESSIONAL DEVELOPMENT

(2021-2025)

ON WELLNESS

Reference Links:

- <https://www.albertaschoolcouncils.ca/education-in-alberta/healthy-schools-and-student-wellness>
- <https://education.alberta.ca/wellness-education/?searchMode=3>
- <https://scholarworks.uark.edu/cgi/viewcontent.cgi?article=1298&context=etd>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/>
- <https://digscholarship.unco.edu/cgi/viewcontent.cgi?article=1085&context=jeri>
- <https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-27%20School%20Wellness%20and%20Well-being%20Initatives%20across%20Canada.pdf>
- <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/improving-well-being-at-school>
- <https://www.gse.harvard.edu/news/uk/22/01/how-can-schools-ensure-all-students-benefit-high-quality-school-counseling-program>
- <https://mentalhealth.utoronto.ca/>



- [https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-](https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Student-Mental-Health)

[School-Counselor-and-Student-Mental-Health](https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Student-Mental-Health)

- <https://phecanada.ca/programs/phe-learning-centre/emotional-well-being-education-activities>

Sample Research:

(2020) Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs. LINK: <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

Like physical health, positive mental health promotes success in life. As defined by the Centers for Disease Control and Prevention (CDC), “[m]ental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood” (Centers for Disease and Control, 2021). In schools, we prioritize three critical and inter-related components of mental health: social (how we relate to others), emotional (how we feel), and behavioral (how we act) supports to promote overall well-being (Chafouleas, 2020).

To increase the capacity of [] schools, programs, and institutions of [] education to provide social, emotional, and behavioral health support and to improve outcomes for children and students, we recommend the following: 1. Prioritize wellness for each and every child, student, educator, and provider. 2. Enhance mental health literacy and reduce stigma and other barriers to access. 3. Implement a continuum of evidence-based prevention practices. 4. Establish an integrated framework of educational, social, emotional, and behavioral health support for all. 5. Leverage policy and funding. 6. Enhance workforce capacity. 7. Use data for decision making to promote equitable implementation and outcomes.

The above excerpt from one of our research articles provided our learning team with a starting point in framing our Assurance Plan initiative towards STUDENT WELLNESS. In choosing our FFLA agenda for WELLNESS, we wanted the CQI to address all grades from Kindergarten through Grade 12, we wanted the initiative to also be part of the embedded culture for FFLA’s Policy as a Welcoming, Caring, Respectful, and Safe School. In addition, and through the review of further research, we found that the purposeful organization of research and resources would make the journey forward both cohesive and consistent for the education team. As we move forward, the teachers will cite the different articles that could impact their pedagogical choices for actions to support school inside of student wellness.



Of special note, the recent 2021 work of a University of Calgary Grad Student, Keeta Gladue may form a starting point for discovery with all students at FFLA, but most certainly FNMI learners. This is where storytelling gives voice and perspective to a child in need of support. LINK: <https://ucalgary.ca/news/wellness-research-puts-indigenous-students-voices-first>

ONGOING RESEARCH for PROFESSIONAL DEVELOPMENT

(2021-2025)

ON ENTREPRENEURSHIP

Reference Links:

- https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf
- <https://www.dimensionmill.org/k-12-entrepreneurship/>
- <https://link.springer.com/book/10.1007/978-981-10-3319-3>
- <https://www.sciencedirect.com/science/article/abs/pii/S0883902612000857>
- <https://www.elgaronline.com/display/edcoll/9781839104190/9781839104190.xml>
- <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01557/full>
- <https://www.gettingsmart.com/2017/11/13/entrepreneurship-in-k-12-education/>
- <https://www.tandfonline.com/doi/abs/10.1080/17508487.2015.1096291>
- <https://journals.sagepub.com/doi/abs/10.1177/25151274221117881>
- <http://www.newschools.org/wp/wp-content/uploads/EducationalEntrepreneurship.pdf>
- <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=14b81cf1a45a7c7b8b82d88e3248747aa84b7dd6>
- <https://www.tandfonline.com/doi/abs/10.1080/02671522.2022.2028891>
- <https://www.sciencedirect.com/science/article/pii/S147281172100094X>
- <https://www.sciencedirect.com/science/article/pii/S1871187122000499>



- <https://journals.sagepub.com/doi/abs/10.1177/1053825920919462?journalCode=jeea>
- <https://www.emerald.com/insight/content/doi/10.1108/JSBED-04-2019-402/full/html>
- <https://www.ingentaconnect.com/content/nai/ti/2019/00000020/00000003/art00005>
- <https://www.ijopr.com/article/entrepreneurship-education-today-for-students-unknown-futures-8504>
- <https://bonoi.org/index.php/sief/article/view/737>
- <https://www.aei.org/pethokoukis/entrepreneurship-in-k-12-education/>
- <https://www.k12dive.com/news/how-schools-foster-entrepreneurial-mindset-students/640525/>
- <https://moonpreneur.com/blog/expert-opinion-entrepreneurship-in-school-curriculum/>
- <https://elimindset.com/entrepreneurship-programs/k-12/>
- <https://www.hbs.edu/socialenterprise/impact/k-12-education/>
- <https://jason.org/incorporating-entrepreneurship-education-into-k-12-stem-curriculum/>
- <https://www.youngentrepreneurinstitute.org/k-12-programs/>
- <https://www.education.ne.gov/wp-content/uploads/2017/07/StandardsToolkit.pdf>
- <https://kidentrepreneurship.com/>
- <https://edutechaustralia.com/product/entrepreneurship-education-program-k-12/>

Sample Research:

Lackeus, M. (2015), Entrepreneurship in education - What, why, when, how. entrepreneurship 360. background paper. LINK: https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf

WHAT we mean when we discuss entrepreneurship in education differs significantly. Some mean that students should be encouraged to start up their own company. This leans on a rather narrow definition of entrepreneurship viewed as starting a business. Others mean that it is not at all about starting new organizations, but that it instead is about making students more creative, opportunity oriented, proactive and innovative, adhering to a wide definition of entrepreneurship relevant to all walks in life. This report takes the stance that a common denominator between these differing approaches is that all students can and should train their ability and willingness to create value for other people. This is at the core of



entrepreneurship and is also a competence that all citizens increasingly need to have in today's society, regardless of career choice. Creating new organizations is then viewed as one of many different means for creating value.

WHEN we should infuse entrepreneurship into education is increasingly clear in theory, but in practice much remains to be done. In theory we should start at an early age with a wide definition of entrepreneurship embedded across the curriculum and relevant to all students, preferably in preschool and primary school. Later in the educational system we should complement with a parallel voluntary and more business-focused approach, applying a more narrow definition of entrepreneurship.

HOW to make students more entrepreneurial is probably the most difficult and important question in this domain. Many researchers claim that the only way to make people more entrepreneurial is by applying a learning-by-doing approach. There is increasing consensus among researchers that letting students work in interdisciplinary teams and interact with people outside school / university is a particularly powerful way to develop entrepreneurial competencies among students. It is not sufficient to just interact with outside stakeholders without a clear end result. For this to work in practice, teachers can draw on the entrepreneurship domain which contains many useful value creation tools, methods and processes.

The above excerpt from one of our research documents provided our learning team with a starting point in framing our Assurance Plan initiative towards STUDENT ENTREPRENEURSHIP. In choosing our FFLA agenda, we wanted the CQI to address all grades from Kindergarten through Grade 12, we wanted the initiative to also be part of the embedded culture for FFLA's Policy for both distinct and embedded curricula. In addition, and through the review of further research, we found that the purposeful organization of research and resources would make the journey forward both cohesive and consistent for the education team. As we move forward, the teachers will cite the different articles that could impact their pedagogical choices for actions to support school inside of student entrepreneurship.

Of special note, as an overview perspective, the research and writings of Mika (2020) will be used in conjunction with the University of Toronto site for Indigenous Entrepreneurship and the University of Alberta online course on FNMI peoples:

- https://study.sagepub.com/sites/default/files/deakins_online_chapter_0.pdf
- <https://guides.library.utoronto.ca/entrepreneurship/indigenous>
- <https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html>



EARLY 2023 ASSURANCE DATA FOR REFLECTION INSIGHTS from FFLA RESULTS ANALYSIS

Qualitative Feedback from FFLA Staff

Quantitative Summative Testing of Students

PAT Results 2022

Duckworth's Grit Factor Inventory Tool

Word Work Data

Assurance Survey Data



ON FEEDBACK

From DATA TO CONTINUOUS DEVELOPMENT OF A PLAN

WHY IS THE DATA IMPORTANT?

Quantitative data indicates year over year trends. FFLA uses the Assurance Survey, PAT Results, Diploma Exam Results, FFLA community surveys, comprehensive testing for literacy and numeracy, and Report Cards for analysis.

Qualitative data (anecdotal evidence) arises from ongoing communication within the FFLA community and Administration/Board, the FFLA Administration and AISCA, and the FFLA Administration and Alberta Education. These sources can be contextual, but are often used to inform future practices and reflect on the strength of current practices.



Insights for FFLA Education Plan

FFLA is in a year where important transitions are being made for both growth and renewal, and thus, expansion of our Education Plan will be needed in a coupling with analysis.

TRENDS

In reflection of our FFLA data, we are seeing the following TRENDS:

- a sustained base population following an extended growth period with a transitioning population at the secondary level;
- a stable cohort of Certified Teachers with embedded mentorship;
- a stable Board of Governance with supportive and active leadership;
- positive MONITORING Reviews by Alberta Education;
- positive RESULTS Reports from Alberta Education.

In further reflection of the general trends, we are looking at the following CONSIDERATIONS:

- an increasing need for learning spaces and resources for expanding grade/program level offerings;
- a continual need for specialized learning programs for our students of unique needs;
- a need to reintroduce and expand on our community service programs, our experiential/extra-curricular learning, and our competitive sports' programming;
- a need to continue with a CQI model focused on literacy and emotional wellness for the FFLA Assurance Framework.
- a need to renew our entrepreneurial grassroots to clearly frame our place in the educational ecosystem of Alberta.

SUMMARY RESULTS AND RESPONSES:

We want our systemic constructs to link to one another, to build upon one another, and to reach out into the global niches that will enrich a student's learning. In this we have been using the last three years to tier and triangulate THREE IMPORTANT VECTORS:

1. We began with focused on LITERACY - This is the foundation for all learning and must be well-grounded for those that travel from one year to the next in the FFLA journey.
2. We then examined the post-pandemic paradigm and focused on WELLNESS - This is an affirmation the Welcoming, Caring, Respectful, and Safe Policy of FFLA in combination with its INCLUSIVE elements. This



holistic perspective on learning is centred on working of the social, emotional, and physical wellness of the student.

3. Now, in our current year, we knew that our beginnings gave the field of education a special place in its emphasis on ENTREPRENEURSHIP. This is and will be a ways and means of applying the learning of the student, to offer authentic competencies and products that link to the real world, the global world.

In a brief review of the AEAM (Alberta Education Assurance Measures) for FFLA are using the following to create a compass when mapping our Educational Plan:

Domain One - Student Growth and Achievement

Overall Alberta Education Measure Evaluation of EXCELLENT where FFLA was above provincial measures in four out of six categories.

ACTION: PLAN TO RETURN TO PRE-COVID 19 ENGAGEMENT ELEMENTS

ACTION: PLAN FOR STUDENT LEARNING WITH CROSS-CURRICULAR ELEMENTS

***ACTION:** PLAN FOR STUDENT LEARNING WITH AUTHENTIC APPLICATIONS

Domain Two - Teaching and Learning

Overall Alberta Education Measure Evaluation of EXCELLENT where FFLA was above provincial measures in the one key category.

ACTION: PLAN FOR PROFESSIONAL LEARNING AND LEADING OPPORTUNITIES

ACTION: PLAN FOR ENHANCING HOLISTIC STUDENT WELLNESS

***ACTION:** PLAN AND PARTICIPATE IN CURRICULAR GROWTH AND CHANGE

Domain Three - Learning Supports

Overall Alberta Education Measure Evaluation of NEEDED GROWTH where FFLA was above the province in the first category of two, and improving in the second.

ACTION: DEVELOP UNIQUE STUDENT LEARNING PLANS AND RESOURCES

ACTION: PLAN FOR LEARNING SPECIALISTS ROLES



***ACTION:** PLAN FOR INCLUSIVE ELEMENTS IN ADVANCING ENTREPRENEURSHIP

Domain Four - Governance

Overall Alberta Education Measure Evaluation of EXCELLENT where FFLA was above provincial measures in the one key category.

ACTION: GOVERN and MANAGE WITH PROVINCIAL ALIGNMENT and FISCAL RESPONSIBILITY

ACTION: PLAN FOR PARENT ENGAGEMENT

***ACTION:** PLAN FOR A REDESIGN FOR OUR MISSION, VISION, AND PHILOSOPHY for 21st CENTURY LEARNING

*THESE NEW ACTIONS IN THE THIRD YEAR OF CQI ASSURANCE ARE MEANT TO TAKE THE CORES, ENSURE WELLNESS, AND THEN, OFFER REAL WORLD EXPERIENCES FOR LEARNING AND LEADING.

REFLECTIONS FOR EDUCATION PLAN

In consideration of the Alberta Education reports and the Footprints for Learning Academy reviews, we will continue to develop the following pathways for our journey towards continuous quality improvement:

Literacy Initiatives

FFLA has identified vocabulary, specifically Tier I and II terms, as their sub-focus under the general domain of LITERACY for 2021/23. They have noted that in the sequential teaching of learners at FFLA, a common group of terms would foster clearer understanding in lessons and in testing (e.g. product, quotient, etc.). The Teachers will work together to identify these key words, pre-test students on understandings, teach with purposeful pedagogy of choice, and post-measure. Reflections and reporting will then be done and shared. Our aim is to create a fluency of curricular and cross-curricular/grade glossaries that make the dialogue or language of learning become familiar, and thus we hope, ensure more success for our learners. The research AND results support our work.

Summative Comments: Some teachers found the additional vocabulary lists as a competition testing element for the students. Others found it very effective and purposeful in the aim for learning lectures and assessments. We will revisit our directions and shared suggestions with the closure of June 2023 and opening of September 2023. We will look at embedding the glossaries into the core curricular teaching practices without continuous and formal assessments.



Wellness Initiatives

FFLA has identified student anxiety as their necessary sub-focus under the general domain of STUDENT WELLNESS for 2022/23. The FFLA team of Administration, Teachers, and Parents have noted that 2021/22 presented a significant number of students who were experiencing ongoing stress concerns. This included some of certain consideration at the middle school level. We will in this identification now plan to continue with weekly staff meetings to discuss student wellness. To assign a new role as Guidance Counsellor to the FFLA staff, to assign a new lead role of IPP Specialist to the FFLA staff, to work with other professionals outside of the FFLA community (with AISCA), and to inservice on needed professional development. Again, the feedback and reflections support this direction.

Summative Comments: These meetings proved valuable and timely from the anecdotal feedback of teachers. The new leaders became mentors for all. We will begin using 'class profile' documents in the fall of 2023 for quick reference to those students and classes with unique adaptation/accommodation needs. Measures from the students in Grade 6 through 12 for the presence of the 'Grit Factor' as data for resilience provided data that supported our profiling of FFLA students - learners with perseverance in a growth mind-set. Further strategies in the name of WELLNESS with the expansion of athletics, sports, activities, and electives have made a difference with much positive feedback in the participation rates.

Entrepreneurship Initiatives

Governance will outreach and renew its Mission, Vision, and Philosophy for 21st Learning Competencies. Administration will use and adapt a detailed Entrepreneurship Program to infuse all aspects of learning at FFLA to this root initiative. Teachers from Grade 4 through Grade 12 will collaborate on Professional Learning for embedding Entrepreneurship initiatives to renew the grassroots foundation for FFLA.

Summative Comments: The FFLA Board used a consultant to analyze the foci of importance at FFLA. From this feedback, they made decisions to review, research, and renew the entrepreneurship agenda, program and structure, at FFLA. This will be coordinated with Alberta Education's new directions on financial literacy. We look forward to measuring the success in these efforts.



Concluding Remarks

FFLA is a community that aims for excellence in each step forward as we reflect on our past - in both its achievements and challenges. We encourage our parents and students to be in touch to provide us with their ongoing needs, wants, suggestions, concerns, and support. Together we make educating a child a most thoughtful and successful process academically, socially, emotionally, physically, and globally. With thoughtful reflection and careful planning, 2022/23 is sure to be another successful year at FFLA!




Footprints for Learning Academy

2926 Kingsview Blvd SE Unit 102, Airdrie, AB T4A 0C9

Accountability Statement for the FFLA Education Plan

The Education Plan for Footprints for Learning Academy (Society) commencing and continuing September 1st, 2023 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This 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 2023/2025 Education Plan on May 15, 2023. The Board reviewed and approved the 2023/2024 Education Plan on May 15th, 2023. (Annually after Year 1 in 2021).



Jane Anderson, FFLA BOARD CHAIR



FFLA EDUCATION PLAN 2023-25



OVERVIEW APPENDIX



Continuous Quality Improvement
An Assurance Framework
Three Year Cycle

Focused on LITERACY - *The foundations of learning*

Focused on WELLNESS - *The holistic perspective on learning*

Focused on ENTREPRENEURSHIP - *The applications in learning*

GOALS	LITERACY	WELLNESS	ENTREPRENEURSHIP
Connection to Alberta Education Domains	Student Growth and Achievement Teaching and Leading Learning Supports Governance Community	Student Growth and Achievement Teaching and Leading Learning Supports Governance Community	Student Growth and Achievement Teaching and Leading Learning Supports Governance Community
FFLA Target	FFLA students will achieve in their academic potential with vocabulary growth. (2021)	FFLA students and staff will have the knowledge, skills, attributes to respond to social emotional needs. (2022)	FFLA students and staff will work together to provide authentic applications to their learning in entrepreneurship. (2023)
Outcome	100% of FFLA students participating will meet the acceptable/satisfactory standard, and 25% of FFLA students will achieve the standard of excellence/proficiency on grade level assessments.	Any student challenged in an area of social emotional well-being will have staff consideration with access to FFLA supports.	100% of FFLA students from Grades 4 to 10 will participate in focused entrepreneurial studies with authentic applications.

<p>Strategies</p>	<p>Coordinated planning for scaffolded programs in ELA/MATH/SS/SCI/SP/ENTR/PE;</p> <p>Teacher teams will analyze student data on government exams with plans for intervention, support, and preparation;</p> <p>Professional learning on new AB ED curricula with coordination to Tier I/II/III vocabulary;</p> <p>Blended learning will be enhanced with updated online platforms that complement in-class teaching for students who may need out-of-school resources;</p> <p>Teachers will apply UDL practices for all students with special attention to students of unique needs;</p>	<p>Embedded Skills and Values Citizenship Program with student recognition, school displays, and guest speakers;</p> <p>Curricular monthly field trips for experiential learning that is embedded into classroom learning;</p> <p>Project-based learning to build team relationships;</p> <p>Weekly meetings to discuss students of unique needs - to address programming differentiation, IPP development, parent and student communication;</p> <p>Leadership from IPP Lead Teacher;</p> <p>Professional Development including FNMI perspectives from research on storytelling.</p>	<p>Enhance visibility of Entrepreneurship at FFLA;</p> <p>Target Professional Learning on new programs for Entrepreneurship and AB Ed's Financial Literacy;</p> <p>Development of a Student Marketplace to give authentic experiences for their studies;</p> <p>Host guest speakers as Entrepreneurs and Financial Experts;</p>
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<p>Strategies continued</p>	<p>Use visuals for Word Walls that highlight key vocabulary;</p> <p>Prioritize and embed vocabulary into both formative and summative learning.</p>	<p>Club development to recognize student interest and possible service as leaders in the community;</p> <p>Sport development to recognize student interest and possible competition as athletic leaders in our community;</p> <p>Community Service initiative for the synergy of the FFLA community;</p> <p>Leadership from Guidance Counsellor;</p> <p>Professional Learning focused on AB ED's Health and Wellness Program of Studies;</p> <p>Staff will be trained in ASIST.</p>	<p>Invite Junior Achievers for workshops;</p> <p>Explore connections to post-secondary campus research;</p>
<p>Strategic Priorities</p>	<p>Professional learning will focus on FNMI and ELL learners;</p>	<p>Develop Electives that focus on Indigenous ways and means.</p>	<p>Apply Indigenous research on entrepreneurship impact.</p>

Measures	<p>FFLA Measures:</p> <ul style="list-style-type: none"> *Standardized Reading Tests *Comprehensive Summative Core Testing *Report Cards *IPP's <p>Alberta Education Measures:</p> <ul style="list-style-type: none"> *PAT Results Report *Diploma Exam Results Report *FNMI Exam Data *ELL Exam Data *Assurance Survey Data 	<p>FFLA Measures:</p> <ul style="list-style-type: none"> *Student Attendance *FFLA Survey (e.g. Growth Mindset Survey) *Parent and Student communication <p>Alberta Education Measures:</p> <ul style="list-style-type: none"> *Assurance Survey Data 	<p>FFLA Measures:</p> <ul style="list-style-type: none"> *FFLA Survey (e.g. Parent and Student Satisfaction Survey) <p>Alberta Education Measures:</p> <ul style="list-style-type: none"> *Assurance Survey Data
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<p>Results Analysis</p>	<p>The LITERACY Agenda was chosen as an initial Direction for FFLA as it provided a collaboration between all staff from Kindergarten to Grade 12. The first year had educators identifying the Tier I/II/III vocabulary for each core subject area. These were then used for explicit and embedded learning throughout the course. Vocabulary components were then a natural part of the students' summative assessments. Results in these areas were good. Some primary teachers mentioned that these glossaries did require additional time in class and competed with traditional word lists.</p>	<p>The WELLNESS Agenda was chosen as a recognized need in the post-pandemic context. It was well-received by students, parents, and staff. The Middle School Team actively participated in the weekly 'Students of Concern' meetings where notes were taken for tracking and sharing with the Guidance Counsellor. The IPP Lead Teacher was instrumental in coordinating and advancing our planning and documentation. Again, the feedback from parents, students, and teachers was strongly in favouring of continuing with these initiatives.</p>	<p>The ENTREPRENEURSHIP Agenda arose from a formal review of FFLA's programming by the Board. Their beginnings, over a decade ago, were developed with Entrepreneurship as an embedded course from Grades 4 on. In 2023/24, FFLA will have a Coordinator for this programming, an educator with an MBA, that will organize and facilitate a new program scope and sequence - one that will foster connections to all curricula, and also, develop a renewed avenue for project-based learning inside of a Marketplace model. Feedback will be monitored with the Alberta Education Assurance Survey in 2024.</p>
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<p>Results Analysis</p>	<p>The second year saw the teachers condense the lists and focus on terms that would carry on from one year to the next and/or would be part of standardized testing. This was a good adjustment that made the practice of vocabulary learning a fluid element of the teaching year. Results on the summative tests in June will be compared to last year in the fall and reported on in November, 2023. The Alberta Education Assurance Survey Data will also be important feedback to be analyzed in June, 2023.</p>	<p>In concert with the above directions, FFLA enhanced its extra-curricular, sports, and service initiatives for students. We also began an Elective based on Volunteerism. These embraced student-teacher connections and provided an overall 'positive spirit' for the school spirit. In June, data on visitations to the Guidance Counsellor and numbers of students addressed individually with IPP's and special adaptations will be reviewed and reported upon in November, 2023. The Alberta Education Assurance Survey Data will also be important feedback to be analyzed in June, 2023.</p>	
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<p>Sample Research LINK</p>	<p>Sibold, Claire (2011). Building English Language Learners Academic Vocabulary - Strategies & Tips. ERIC. LINK: https://www.semanticscholar.org/paper/The-Effects-Of-The-Vocabulary-Scenario-Technique-on-Harrell/b10f44a9daebcd65508c6b500ced4dfcd6a22750</p> <p>Academic vocabulary, specifically the language that may occur in multiple contexts or the precise words that are presented in a specific context, can help students acquire new learning strategies and skills (Marzano, 2005).</p>	<p>Cardona, M. A. (2020) Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs. LINK: https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf</p> <p>Like physical health, positive mental health promotes success in life. As defined by the Centers for Disease Control and Prevention (CDC), “[m]ental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.</p>	<p>Lackeus, M. (2015), Entrepreneurship in education - What, why, when, how. entrepreneurship 360. background paper. LINK: https://www.oecd.org/cfe/leed/BGP-Entrepreneurship-in-Education.pdf</p> <p>WHAT we mean when we discuss entrepreneurship in education differs significantly. Some mean that students should be encouraged to start up their own company. Others mean that it is not at all about starting new organizations, but that it instead is about making students more creative, opportunity oriented, proactive and innovative, adhering to a wide definition of entrepreneurship relevant to all walks in life. [] All students can and should train their ability and willingness to create value for other people. This is at the core of entrepreneurship and is also a competence that all citizens increasingly need to have in today’s society, regardless of career choice.</p>
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