2022/24 FFLA EDUCATION PLAN

An Assurance Framework

2022- 2024 A Three Year Journey for the FFLA Community

Focused on LITERACY

Focused on WELLNESS

"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)

LINK: https://sites.google.com/footprintsforlearning.com/ffla-assurance-model/home

About FFLA

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, on fundamentals mastery, 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 490 students for the fall of 2022 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:

HERITAGE - Following in the footsteps of those before us is essential to our learning process; we must be mindful of the past and its invaluable impact on the present and the future. Our heritage on this beautiful planet is being built together, as a collective of humanity over time.

INNOVATION - Following a constantly adaptive model will make us mindful of the innovations possible within our proven and structured constructs. It is a process where one moment becomes part of the next. We as a school want to grow alongside our students to use the best of today for their best tomorrow.

PROGRESS - Following the progress of each learner ensures that each is ready for that next step, those directions that allow all to become citizens of the future - each ready to embrace the challenges of the real world and for each to forge their own pathway towards new ideas, solutions, and discoveries.

FFLA VISION:

1. To develop a **growth mind-set** where they have the skills and attitudes for taking responsible and resilient actions in constructing their learning now, preparing for their academic futures, and understanding the need to be lifelong learners;

2. To become **globally aware** with a real and lasting connection to the world community as the next generation of young adults who will use an attitude of openness and curiosity to solve the needs and issues of tomorrow.

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:

1. The FFLA **LEARNING PROGRAM** is committed to the ALBERTA PROGRAMS OF STUDY while providing dynamic, inter-active, student-centred activities and environments that meet the social, physical, intellectual, creative, emotional, and self-concept needs of all learners.

2. The FFLA **LEARNING ENVIRONMENT** is committed to a safe and caring community that is inclusive and responsive to the needs of all students. We celebrate each in their unique ability to be part of our global community and connections.

3. The FFLA **LEARNING RELATIONSHIPS** are fostered in positive and communicative connections with students and parents to create an atmosphere of respect and trust. We share this opportunity and responsibility of educating their child.

4. The FFLA **LEARNING EXPERIENCES** are designed to expand the students' knowledge and understanding of the world (from a local to a global perspective), in both its peoples and its places.

5. The FFLA **LEARNING ATTITUDE** is meant to encourage the skills and values that support student-initiated activities and citizenship, which enable students to share feelings, emotions, and ideas with others and give each a sense of self-worth and identity.

6. The FFLA **LEARNING ATMOSPHERE** provides universal designs for learning where multi- sensory, differentiation, personalization, experiential, purposeful, and competency-based methods are explored.

7. The FFLA **LEARNING HABIT** is one that values respect, cooperation, good choices, responsibility, self-discipline, resiliency, and leadership from all in the course of each academic year.
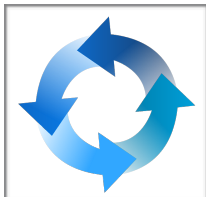
ASSURANCE PLAN MESSAGE FROM THE FFLA BOARD

In the early preparations for an FFLA Assurance Framework, **LITERACY** became the natural choice as our initial focus for a studied cycle of continuous quality improvement.

Literacy, in its partnership with numeracy, speaks to the **HERITAGE** of Footprints for Learning Academy. Together, literacy and numeracy form two parallel and strong 'pillars' as the essential supports in all learning journeys.

Literacy also speaks to the **INNOVATION** at FFLA where we have scaffolded and redrafted the Basal literature program for our elementary students, added the proven works of additional resources, and transitioned our learning programs through to Grade 12 with the digitization on Google and Moodle platforms.

Notwithstanding, also, and very importantly, literacy speaks to the certain and necessary **PROGRESS** of each student as their skills and knowledge grow.

Given these successes and years of development, we have come to understand that our efforts embrace our FFLA Vision of a **GROWTH MINDSET**. In this journey towards excellence, FFLA will now aim to create core vocabulary, as done in our ELA programming in the Basal schedule. This will be to address Tier I and Tier II terms for each core subject area. These words will be scaffolded, or spiralled, to create a common dialogue for the **LITERACY** of teaching in all curricula. The efforts will bring staff together in a CQI program that encourages cross-curricular connections and a common core for our students in both learning and assessment.

Footprints for Learning Academy established an initial construct for the Assurance CQI in communication with:

- **Alberta Education and AISCA**

- **the FFLA Board**

- **the FFLA Administration Team**

- **the FFLA Teachers as a PLC**

- **the FFLA Students as a Focus Group**

- **the FFLA Parents as a Focus Group**

With the coordinated and scheduled actions for this 2021/24 CQI cycle, we hope to discover new growth in our systemic organization, in our professional practice, and most importantly, in our student success - an ASSURANCE that we are in continuous pursuit of quality practices.

Ms. Jane Anderson
Chairman, Board of Governance
FOOTPRINTS FOR LEARNING SOCIETY

RATIONALE

From DATA TO DEVELOPMENT OF A PLAN

WHY IS THE DATA IMPORTANT?

- The Annual Accountability/Assurance Pillar (see below) allows the FFLA Community to recognize areas of success and those of challenge. Moreover, our FFLA Vocabulary Assurance Data and our Staff Feedback at regular meetings will be important quantitative and qualitative indicators (see Appendix B). PAT Results, and DIPLOMA Results will also be important moving forward into the fall in our upcoming AERR. In the summary:
    - STUDENT ENGAGEMENT - FFLA is using innovative ways to infuse essential vocabulary into all subjects to create an ease in learning and assessment. We have collected in-house data found in the Appendix B for our Vocabulary Initiatives for K-12 2021/2022.
    - STUDENT CITIZENSHIP - With the post-COVID19 deregulation, FFLA is returning to its many extra-curricular activities. We will follow the data moving forward.
    - EDUCATION QUALITY - FFLA is addressing the needs for the new Alberta Education Program of Studies for implementation in the fall of 2022, but also, we will continue to examine regularly our current program and its online platforms. In addition, with the re-introduction of PAT and DIP exams we will be embracing inservice on these summative assessment tools. We will then follow the results in the fall of 2022.
    - LEARNING SUPPORTS - FFLA recognizes the social and emotional needs of our students. We are consulting with an Education Psychologist to train our teachers and administration of strategies for response and recognition. Feedback will be kept at regular staff meetings.
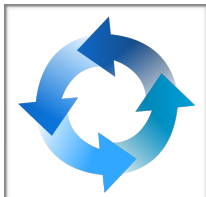   - GOVERNANCE - FFLA will again reach out to its community for supports and leadership.

TABLE 1 - Summary of AB ED Assurance Survey Results (2020/21)

DOMAIN	MEASURE	Footprints for Learning Society			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
STUDENT GROWTH AND ACHIEVE-MENT	STUDENT LEARNING ENGAGE-MENT	81.4	NA	NA	85.6	NA	NA
	CITIZENSHIP	82.6	88	85.3	83.2	83.0	83
TEACHING AND LEARN-ING	EDUCATION QUALITY	94.3	93.1	92	89.6	90.3	90.2
LEARNING SUPPORTS	WCRSLE	89.4	89.8	86.5	87.8	73.8	73.6
	ACCESS TO SUPPORTS AND SER-VICES	73	NA	NA	82.6	NA	NA
GOVER-NANCE	PARENTAL INVOLVE-MENT	83.8	82.4	81.	79.5	81.8	81.4

DOMAIN 1 PLACEMAT

THE STUDENT LEARNING

PREFACE

LITERACY FOCUS

Use the resources and pedagogy as designed by teachers, based on research and professional development, for students with the purposeful use of target vocabulary instruction to increase ease of obtaining Alberta Learner Outcomes.

WELLNESS FOCUS

Create constructs and networks for resources and protocols for responding to students of uniques needs or circumstance.

This is the second year of a three year cycle of discovery for continuous quality improvement for FFLA - an ASSURANCE FRAMEWORK. It began with a focus on LITERACY in five domains of influence for our students and their learning opportunities where vocabulary was the centrepiece. It now grows with a focus on WELLNESS in the five domains of influence for our students and their wellbeing and where professional learning communities will be the centrepiece. The work at its onset is theoretical and dynamic - ever changing with our efforts to research, use, measure, and discover what works and doesn't quite work. Welcome to our second iteration for DOMAIN 1!

OUTCOMES FOR STUDENTS AND LEADING IN LITERACY AND WELLNESS:

<u>**FOCUS IN LITERACY: Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.**</u>
<u>**FOCUS ON WELLNESS: Students demonstrate understanding and respect for the uniqueness of all learners.**</u>
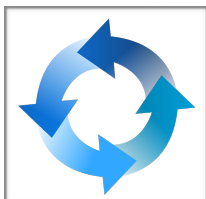
RATIONALE

- 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?

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

STRATEGIES IN PLACE FOR DOMAIN 1:

- 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 2022 data;

- Embedded Skills and Values Citizenship Program;

- Sequenced cross-curricular FNMI teacher resources;

- 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;
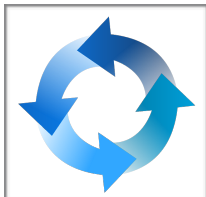
- Sport development to recognize student interest and possible competition as athletic leaders in our community.

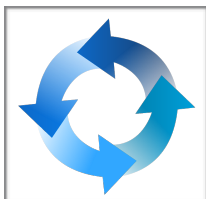## NATURE OF INVOLVEMENT AS TEAM MEMBERS:

- 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

MEASURES

- Assurance Data

- PAT/DIP Results

- Parent and Student Focus Group Interviews

- Teacher Focus Group Feedback

REVIEW

- Data Collection and Reporting by Staff

- Education Report for Alberta Education

- Board Presentation

- Public Presentation

USE OF INFORMATION FOR GOVERNANCE BODIES:

- Accountability

- Reporting

- Strategic Planning

- Information Sharing

- Advocacy

- Program Planning

- Program Improvement and Integration

- Capacity Building

- Information Sharing

- System Improvement

DOMAIN 2 PLACEMAT

THE TEACHING

PREFACE

LITERACY FOCUS

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WELLNESS FOCUS

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DOMAIN 2 - OUTCOME FOR TEACHING AND LEADING IN LITERACY:

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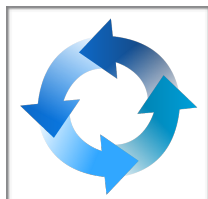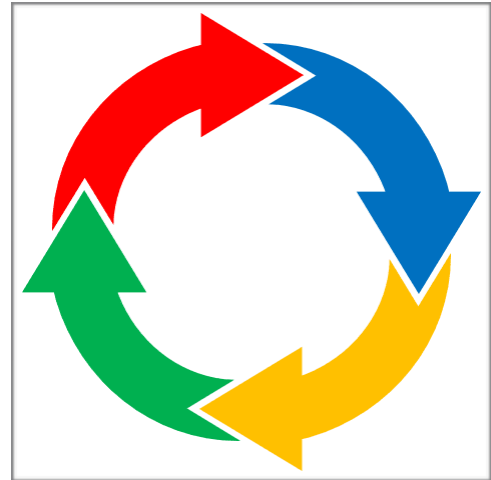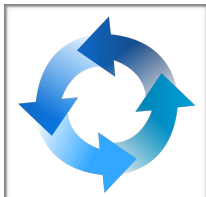
RATIONALE

- PROFESSIONAL LEARNING is a necessary component of school growth, most especially when 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 impact the quality of FFLA's cycle for continuous improvement in regards to our VOCABULARY INITIATIVE AND OUR WELLNESS INITIATIVE?

How so?

OTHER STRATEGIES OR PRACTICES IN PLACE AT FFLA TOWARDS DOMAIN 2:

- 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;

- Ongoing development of online resources for students of unique needs.

NATURE OF INVOLVEMENT AS TEAM MEMBERS:

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- Test or Trial Initiatives

- Receive Evaluation Reports

- Implement Recommendations

- Share Findings/ Knowledge Mobilization

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MEASURES

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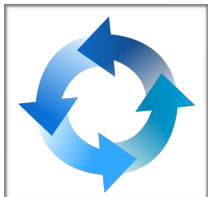- Teacher Focus Group Feedback

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USE OF INFORMATION FOR GOVERNANCE BODIES:

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- Program Planning

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- Capacity Building

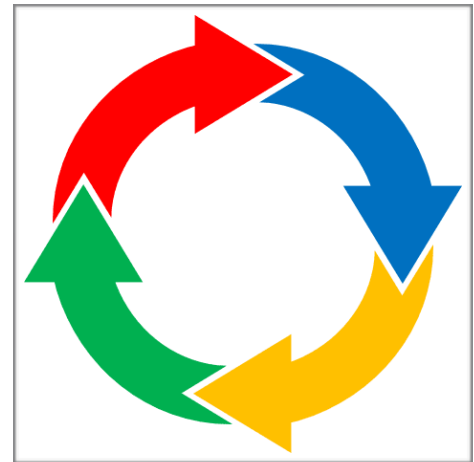- Information Sharing

- System Improvement

DOMAIN 3 PLACEMAT

THE SUPPORTS

VOCABULARY FOCUS

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DOMAIN 3 - OUTCOME FOR TEACHING AND LEADING IN LITERACY:

Students and their families work in collaboration with education partners to support learning.

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.

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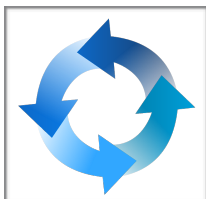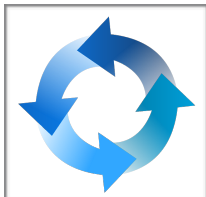
How so?

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;

- 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;

- Maintenance of online learning platforms and practices.

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
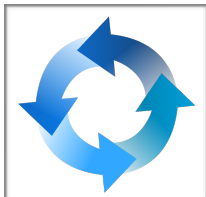
MEASURES

- Assurance Data
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- Public Presentation

USE OF INFORMATION FOR GOVERNANCE BODIES:

- Accountability
- Reporting
- Strategic Planning
- Information Sharing
- Advocacy
- Program Planning
- Program Improvement and Integration
- Capacity Building
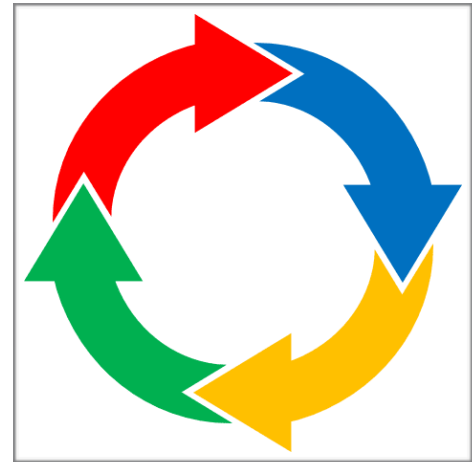- Information Sharing
- System Improvement

DOMAIN 4 PLACEMAT

THE GOVERNANCE

VOCABULARY FOCUS

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DOMAIN 4 - OUTCOME FOR GOVERNANCE IN LITERACY:

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

RATIONALE

- The FFLA Board has, since its opening, embraced a continuum of sustainable growth within its Mission of Heritage, Innovation, and Progress. Now, under the direction of the 2020 Ministerial Order and Alberta

Education's 2020 Assurance Framework, the FFLA Board will again 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 opportunities for all in FFLA's growing range of students from Kinder through Grade 12?
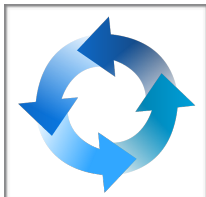
How so?

STRATEGIES

- Policy development for FFLA curriculum;

- Athletic Funding and Support for FFLA staff;

- FFLA Calendar with embedded Citizenship Recognition;

- FFLA Calendar with embedded time for Professional Learning;

- Ongoing communication with FFLA Community, inclusive of Volunteer Program;

- Updated digital platforms for Curriculum and Assessment;

- Funding support for Psychology Consultant.

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
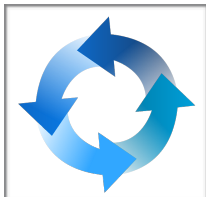
MEASURES

- Assurance Data

- PAT/DIP Results

- Parent and Student Focus Group Interviews

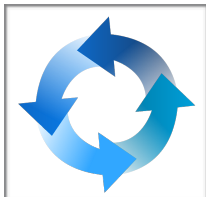- Teacher Focus Group Feedback

REVIEW

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- Public Presentation

USE OF INFORMATION FOR GOVERNANCE BODIES:

- Accountability

- Reporting

- Strategic Planning

- Information Sharing

- Advocacy

- Program Planning

- Program Improvement and Integration

- Capacity Building

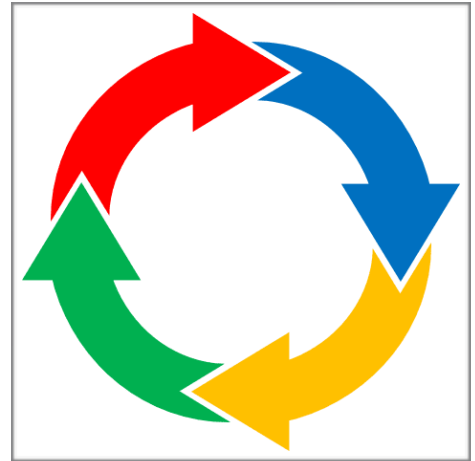- Information Sharing

- System Improvement

DOMAIN 5 PLACEMAT

THE COMMUNITY

VOCABULARY FOCUS

Use the resources and pedagogy as designed by teachers for students with the purposeful use of target vocabulary instruction to increase ease of obtaining Alberta Learner Outcomes.

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DOMAIN 4 - OUTCOME FOR SOCIETAL CONTEXT IN LITERACY:

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

RATIONALE

- The FFLA Board embraces a model for ONLINE LEARNING. Since its inception, the model has evolved and is continuing to adapt to the demands of students, teachers, and parents in layers of change.

- The FFLA Board embraces a COMMUNITY SERVICE framework, whereby a lead from the Board coordinates initiatives for the FFLA students and families each month. This provides both a global mindset and embraces wellness of the greater community.
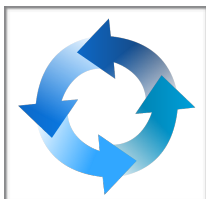
Can the learnings of the current online platforms and pedagogy for education influence and sustain quality learning for FFLA students?

How so?

STRATEGIES

- Networking with AHS;

- Networking with AISCA;

- Networking with AB ED;

- Maintaining and upgrading platforms for Google Suite and Moodle Learning;

- 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, Fund Raising, Food Packaging, etc.).

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
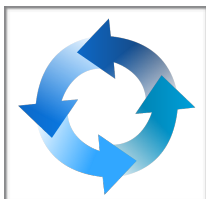
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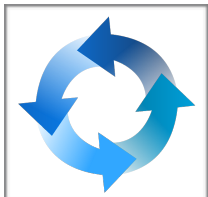
- System Improvement

- Provide Direction for Future Actions and Evaluations

MEASURES

- Assurance Data

- PAT/DIP Results

- Parent and Student Focus Group Interviews

- Teacher Focus Group Feedback

REVIEW

- Data Collection and Reporting by Staff

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- Board Presentation

- Public Presentation

USE OF INFORMATION FOR GOVERNANCE BODIES:

- Accountability

- Reporting

- Strategic Planning

- Information Sharing

- Advocacy

- Program Planning

- Program Improvement and Integration

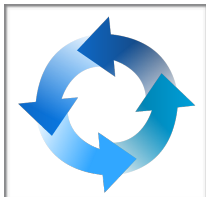- Capacity Building

APPENDICES

APPENDIX A

In this first component, FFLA outlines the process of CQI as embedded into the FFLA practices.

APPENDIX B

In this second component, FFLA outline the CQI data collected during the 2021/22 academic year for:

I.   Wellness Initiative (at its onset)
II. Vocabulary Initiative (mid-cycle)

APPENDIX A
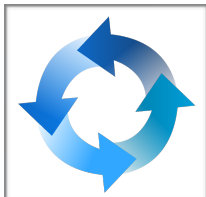**BACKGROUND INFORMATION**
Assurance in Education

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 --->
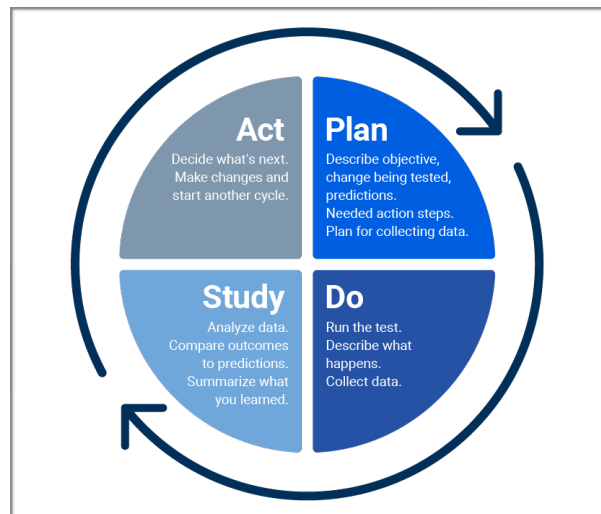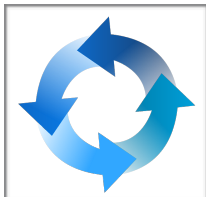Domain 5: Local and Societal Contexts

APPENDIX A
BACKGROUND INFORMATION
Assurance in Planning

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 2021-2024. This initial construct (and its adaptions 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?

Act — Decide what's next. Make changes and start another cycle.

Plan — Describe objective, change being tested, predictions. Needed action steps. Plan for collecting data.

Study — Analyze data. Compare outcomes to predictions. Summarize what you learned.

**Do** — Run the test. Describe what happens. Collect data.

APPENDIX A
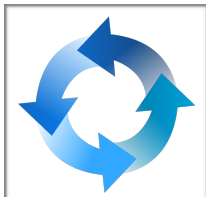## BACKGROUND INFORMATION
The FFLA Assurance Dashboard

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 going on at FFLA?

- **PLAN** - This is where we find reasons, evidence, research (a rationale and questions to be answered), where we outline our action plans (i.e. strategies) with timelines, 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.
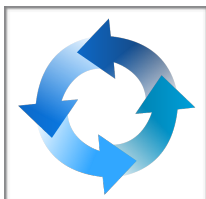
- Key questions: Did our planned strategies have the desired outcomes? In what ways?

In our decisions, we will create steps forwards to discard, adapt, or maintain the initiative. When this process is done overtime, the FFLA Community will gain confidence in our measured movement to embrace our Mission of **HERITAGE, INNOVATION, AND PROGRESS** for Alberta Education with fiscal responsibility and accountability. This is where the past will inform the innovations used today and will allow for a measured quality movement into the future and ask: WHAT NEXT?

APPENDIX A
BACKGROUND INFORMATION
The FFLA Assurance Direction

WHAT SHOULD WE FOCUS ON?

In choosing our FOCUS, we decided to thread our efforts in each domain, or area of influence, on LITERACY. We then took the DOMAINS AND OUTCOMES provided by Alberta Education and from this we will begin planning.

## DOMAIN 1 - Outcomes for STUDENT LEARNING

- *Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.*
- **FOCUS IN LITERACY: Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.**
- *Students are active, healthy and well.*
- *Students apply knowledge, understanding and skills in real life contexts and situations.*
- *Students advance foundational knowledge of First Nations, Métis and Inuit experiences.*
- **FOCUS ON WELLNESS: Students demonstrate understanding and respect for the uniqueness of all learners.**

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.
Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

DOMAIN 2 - Outcomes for TEACHING AND LEADING

- **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.**
- *Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.*
- *Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.*
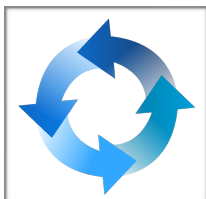
- *All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.*
- *University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice.*
- **FOCUS IN LITERACY: Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.**

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

DOMAIN 3 - Outcomes for LEARNING SUPPORTS

- **FOCUS ON WELLNESS: Learning environments are welcoming, caring, respectful and safe.**
- *Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.*
- **FOCUS IN LITERACY: Students and their families work in collaboration with education partners to support learning.**
- *The school community applies the resources needed to support FNMI student achievement.*
- *Infrastructure (e.g., technology and transportation services) supports learning and meets needs of FFLA Community.*

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
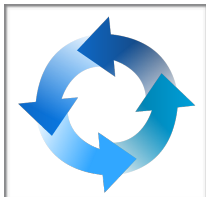
DOMAIN 4 - Outcomes for GOVERNANCE

- **FOCUS IN LITERACY: Board and Administration engage FFLA community in the creation and ongoing implementation of a shared vision for student success.**
- *Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.*
- *Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.*
- *Curriculum is relevant, clearly articulated and designed for implementation within local contexts.*
- **FOCUS ON WELLNESS: Board and Administration support the construct of an Assurance Framework to ensure continuous improvement in FFLA.**

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

DOMAIN 5 - Outcomes for LOCAL AND SOCIETAL CONTEXTS

- **FOCUS IN LITERACY and ON WELLNESS: Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.**

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts. Processes and practices than enable attending to local and society context are woven throughout each of the other four domains.
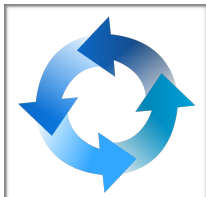
APPENDIX A
BACKGROUND INFORMATION

The FFLA Assurance TIMELINES

WHEN SHOULD WE DO WHAT?

August - The annual cycle of strategies are monitored and timeline is established for measures;

September - Vocabulary lists are reviewed by teacher cohorts;

October - Target lessons and pre-tests are given;

November - Staff review of Initial Measures is completed for Annual Report;

February - Assurance Survey from Alberta Education for Grades 4, 7, and 10;

March - Vocabulary lists are reviewed by teacher cohorts;

April - Target lessons and post-tests are given;

May - Assurance Framework Plan discussed by staff and board for AB ED submission;

June - Anecdotal discussions on Assurance Data and Plans for upcoming year.

<u>Further timelines will be set for each DOMAIN.</u>

The FFLA BUDGET Allocations (In Draft)

What are our proposed spendings on LITERACY for 2022/23?

LITERACY as a whole is a core teaching program for Alberta Education from Kindergarten through Secondary Grades. As such and as an embedded priority or pillar for FFLA, money is allocated annually for this important focus for our teaching and learning in:

Resources (2021/22) - New novel sets for Grades 4 through 12. Workbooks as an annual expense for Grammar and Reading Comprehension for Kinder through Grade 6.

Personnel (2021/22) - Educational Assistants focused on literacy specific tasks.

Professional Learning (2021/22) - Professional Learning Days for Teaching Staff focused on initiatives (action plans) for the FFLA Assurance Plan.
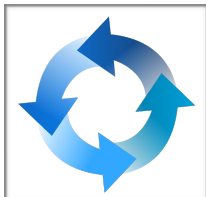
FFLA ASSURANCE CQI BUDGET

What are our proposed spendings on LITERACY for 2021/22?

LITERACY as a whole is a core teaching program for Alberta Education from Kindergarten through Secondary Grades. As such and as an embedded priority or pillar for FFLA, money is allocated annually for this important focus for our teaching and learning in:

- **Resources (2021/22) -** New novel sets for Grades 4 through 12. Workbooks as an annual expense for Grammar and Reading Comprehension for Kinder through Grade 6. ($10,000.00)

- **Personnel (2021/22) -** Educational Assistants focused on literacy specific tasks. ($50,000.00)

- **Professional Learning (2021/22) -** Professional Learning Days for Teaching Staff focused on initiatives (action plans) for the FFLA Assurance Plan. (Without direct cost.)

- **Digital Technology (2021/22) -** 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). ($5,000.00)

- **Communications (2021/22) -** ALMA software program to facilitate school to home communication and feedback on learning. ($7,500.00)

- **IPP, ELL, FNMI (2021/22) -** Educational Assistants to provide additional support for unique learners and their literacy goals. ($50,000.00)

- **Special Requests Aligned with Assurance Framework (2021/22) -** Networking with AISCA as a new outreach to build on the capacity of CQI within the community of Independent School Authorities in Alberta. ($7,500.00)

APPENDIX B

ASSURANCE DATA

WELLNESS INITIATIVE CQI

Overview: Teachers from Grade 6 through 12 starting to meet weekly to discuss "Students of Unique Needs".

Summative Comments: This meeting proved valuable from the anecdotal feedback of teachers. We want to expand more formally with this initiative using the leadership of an Educational Psychologist and possible tools for recognition and response. We will begin this initiative in September of 2022 and outline a sub-plan from this professional learning and sharing. The data will be anecdotal with confidentiality in place for all students.

VOCABULARY INITIATIVE CQI

Overview: Teachers from Grade 1 through Grade 9 selected key terms for each core subject for a focus. These glossaries were pre-tested, purposefully taught, and then post-tested.

Summative Comments: Some teachers found the additional vocabulary lists as competition for the student focus. 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 2022 and opening of September 2022.

Grade Level	Pre-test	Post-test	Conclusion
1	53.00	90.00	highly effective
2	58.75	79.26	highly effective
3	64.5	70.00	effective
4	67.00	70.00	effective
5	62.3	71.9	effective
6	75.71	83.81	highly effective
7	61.84	85.00	highly effective
8	59.14	83.49	high effective
9	38.75	83.75	highly effective