

## FOOTPRINTS FOR LEARNING SOCIETY (ACADEMY)



# Annual Education Results Report (AERR)



## Annual Education Results Report (AERR) for School Authority - Response to 2022/23 Data

Authority: 0257 Footprints for Learning Society  
School: 1597 Footprints for Learning Academy

Date: November 30th, 2023

HOLISTIC AUTHENTIC PURPOSE DRIVEN ENTREPRENEURIAL GLOBAL

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## Section A - MESSAGE FROM THE BOARD OF GOVERNANCE

As a founder and ongoing FFLA Board member for Footprints for Learning Academy (Society), I am mindful of the consistent and significant efforts from staff, parents, and students who have teamed together to create our globally responsive and academically responsible school. I can state with confidence that we share a commitment to ensure that our students and system are provided with emotionally and physically safe learning environments within our aim to address all programming outcomes, both those by unique designs in entrepreneurship and those of provincial mandates in Alberta.

As a retrospect of our timeline:

- In 2011/2012, with community and parent support, we opened one Kindergarten class and the next year we expanded our school to offer two classes of Kindergarten and one class of Grade 1 students. This was our second year as an Accredited Private Elementary School under the umbrella of Alberta Education.
- In the 2013/2014 academic year, we had programming from Kindergarten through Grade 7. We were full to capacity at 225 students with a waitlist.
- In the 2014/2015 school year, we further expanded our facility to accommodate 250 students from Kindergarten to Grade 8.
- In 2015/2016, we added new spaces to our facility. We offered a Grade 9 program and had a student population of 300.
- In the 2016/2017 school year we continued to offer Kindergarten through Grade 9. We expanded our school spaces again.
- For the 2017/2018 academic year, our facility remained the same size and our enrolment population was 303 to include Kindergarten through Grade 8. There was no room to expand at this time to include an offering for Grade 9.
- In 2018/2019, FFLA's enrolment grew to 323 students with a Kindergarten to Grade 8 program range.
- In 2019/2020, FFLA's enrolment again grew to 335 students with again a Kindergarten to Grade 8 curricular program.
- In 2020/2021, FFLA's enrolment again grew to 410 students from Kindergarten through Grade 10 curricular programs.
- In 2021/2022, FFLA's enrolment continued in its growth mode with 477 students from Kindergarten through Grade 12 curricular programs.

- In both 2022/23 and 2023/24, FFLA's enrolment was maintained at 480 students from Kindergarten through Grade 12 curricular and extracurricular programs. We have 22 Teachers (including Administration and Leads), 9 Educational Assistants and 2 Administrative Assistants. We have over 50 active parent volunteers.

It is the intention of the Board of Governance of Footprints for Learning Society that this current edition of the AERR file will provide certain clarity regarding our continuance from the Report of November, 2022 while in reflection of the 2023 Alberta Education Survey, and in compilation with both locally and provincially developed data sets, from the annual 2023 FFLA Parent Survey and the 2023 FFLA Assessment Results for PAT's and Diploma Exams, respectively.

We gratefully acknowledge our successes and identify areas of growth on which to focus and act upon in order to continue to improve the quality of the educational experience of our students, staff, and parents.

*J.Anderson*

Ms. Jane Anderson

Chairman, Board of Governance - FOOTPRINTS FOR LEARNING SOCIETY

## Section B - ACCOUNTABILITY / ASSURANCE STATEMENTS

The 2023 FFLA Annual Education Results Report for the 2022/23 school year is a continuance and a transition from the AERR document of November, 2021 and 2022, and as such will review and reflect on the data gathered during the 2022/23 year, and also, within such, it provides an update on the FFLA Education Plan (as submitted in May of 2023).

The 2023 AERR for FOOTPRINTS FOR LEARNING SOCIETY was drafted under the direction of the FFLA Board in accordance with its responsibilities under the Private Schools Regulation, the Education Grants Regulation, and the 2023/24 Education Funding Manual. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to further develop its Education Plan with attention to our model for continuous quality improvement with strategies contained therein to improve student learning, well-being, and results.

This is our ASSURANCE OF CONTINUOUS QUALITY IMPROVEMENT in an aim towards ACCOUNTABILITY to the FFLA community and the province of Alberta wherein annual results data is analyzed.

The Board approved this ANNUAL EDUCATION RESULTS REPORT for the 2023/24 school year with oversight on the previously submitted in November of 2023 with the now implemented THREE YEAR EDUCATION PLAN approved in May of 2023.



## Section C - FFLA FOUNDATION STATEMENTS

FFLA is a private, not-for-profit organization where its K-12 educational community is focused as a collaborative and comprehensive team endeavor towards the best education possible for each learner - one based on excellence within the framework of entrepreneurship, on fundamental mastery, on personalization, and most importantly, on measured and informed continuous quality improvement.

FFLA is grounded in a philosophy that values both the global and growth mindsets of its students within an inherent culture of respect, responsibility and resourcefulness, allowing all to ACHIEVE, EXPLORE, and EXCEL (MOTTO).

At FFLA, we aim to provide the ways and means, using Entrepreneurship as our keystone, for each student to become an enthusiastic, engaged, and effective learner within the greater community of learners and over a lifetime of new experiences and new contexts. Our Mission, Vision, and Philosophy encompass this attitude and direction:

- **The Mission:** At Footprints for Learning Academy (FFLA), our MISSION is to provide students with an authentic learning journey that fosters academic achievement, learner competencies, and a global mindset within an ENTREPRENEURSHIP FRAMEWORK. It is through ENTREPRENEURIAL knowledge and skills that we empower students to become responsible and responsive global citizens who are well able to contribute value to our learning and living as individuals and as a society.
- **The Vision:** At Footprints for Learning Academy (FFLA), our VISION is to have graduates who are entrepreneurial leaders, global citizens, and transformative thinkers, ready to create value for a rapidly changing world.
- **The Philosophy:** The FFLA PHILOSOPHY is based on FIVE ELEMENTS that impart facets for relevant research, continuous measures, and sound pedagogical practice - each focused on the student growing within AN ENTREPRENEURSHIP CULTURE of:
  - Empowering Purpose-Driven Learning
  - Structuring an Entrepreneurial Focus
  - Providing Authentic Learning Experiences
  - Fostering a Global Perspective
  - Developing a Holistic Approach

## Section D - FFLA PROFILE

*Footprints for Learning Society* (Academy) is an Independent Alberta School Authority. It is offering a Kindergarten through Grade 12 programming sequence for the 2023/24 academic year. It has seen a growth population trend for ten years of operation (2011 through 2021) where location capacity had been reached, and thus, enrolment has plateaued over the last three years (2021 to 2024) at 480 students, though new applications exceeded this by 300 students in the spring of 2023. Our scheduling offers class sizes of approximately 26 students with access to an Educational Aide across all levels on a part-time basis.

*Footprints for Learning Society* (Academy) adheres to the Education Act (2019), Leadership and Teacher Quality Standards (2018), the Guide to Education (2019), the current Alberta Education Programs of Study (<https://www.alberta.ca/programs-of-study.aspx>), and the Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting document (2023/24). *Footprints for Learning Society* is also a member of AISCA, the Association of Independent Schools and Colleges. The FFLA Board and Administration work directly with Alberta Education, most continuously with the Field Services Manager of the Central Services Branch for the Ministry who conducted a Monitoring Review in the spring of 2022. Kindergarten students of unique needs are supported by a provider (I'm For Kids). Local psychologists offer assessments of students for possible IPPs and where AISCA also offers specialist services and professional learning for Independent School Authorities.

FFLA has based its mandate on one where the parent voice is a strong part of its Board of Governance. The Board has seven members, all parents with students enrolled at the school. Two are the Founders of FFLA, with one acting as Board Chair (Ms. J. Anderson) and one as Secretary/Treasurer (Ms. L. Bancroft). Formal meetings are held monthly. Weekly meetings are also held with the School Administration and the Board Chair as is necessary.

The Principal oversees the programming at FFLA with the assistance of the Elementary Vice Principal. The core courses fall under the direction of the Alberta Programs of Study using approved student resources. In addition, the school offers a K-12 Spanish Language Learning Programs and a K-12 Entrepreneurship Program with its complementary Global Awareness Studies. The G6-12 option selections are established based on parent, student, and teacher selection. These term modules generally follow a CTF/CTS structure and are meant to engage students in a range of topics that include Volunteerism, Food Studies, French as a Second Language, Coding, STEM, Indigenous Art, Performance Arts, and Team Sport Strategies. For our elementary, we are offering Music, Drama, and Art within our standardized timetabling.

Our FFLA community communication is enhanced by both an active Facebook page, Instagram account, and a regularly updated website. We send out regular emails, monthly newsletters from the Administration for General News and Entrepreneurship News, the K-5 Classroom News, and regular postings on MS and HS Google Classrooms.

Our physical learning space was expanded for the 2013/2014 academic calendar, and again in the 2021/22 year. We now have 22 learning spaces for classroom instruction, along with access to both a large and a small gym. We currently host 480 students with 2 Kindergarten classes (alternating days), two Grade 1 classes, three Grade 2 classes, two Grade 3 classes, two Grade 4 classes, two Grade 5 classes, two Grade 6 classes, one Grade 6/7 class, one Grade 7 classes, one Grade 8 classes, one Grade 8/9 class, and one blended learning cohort of Grade 10, 11, and 12 students.

Our digital learning space was established two years ago inside of a Google suite under [footprintsforlearning.com](http://footprintsforlearning.com) address. It is used consistently and continuously from Grades 1 through 9. For the secondary students, we have established a MOODLE platform based on digital curricular resources in a complement with select Google Classrooms. All teaching spaces and the gym have projectors for computer linkage/display. We ask parents to provide laptops from Grade 5 through 12, with three carts of digital devices for K through 4, and as a set for Alberta's standardized test-writing sessions.

As of October of 2017, *Footprints for Learning Society* (Academy) acquired an official/recognized charitable status. In this 2022/23 academic year, the tuition fees for students are approximately \$1,000.00 with the inclusion of resource supplies, field-trips, and bussing annually and with select fees for specialized options (e.g. Outdoor Education and Food Studies). Donations are accepted. Fundraising is done through-out the year.

FFLA is unique in its focus on highly scaffolded literacy and numeracy programs that use Entrepreneurship as the framework. Science courses also use inquiry-based learning alongside universal STEM components. Social course work is enhanced with Global Awareness, and Spanish instruction acts as an additional core subject for the students based on the TPRS model of instruction. A scheduled program for Citizenship is based Skills and Values that support the Alberta Education competencies for learners with embedded outcomes for Entrepreneurship. Of final note, the FFLA's parent community fosters a highly connected student body with approximately 300 families registered for our almost 500 students.



## Section E - FFLA TRENDS

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

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

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

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

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

The above issues for FFLA demand that we plan for both growth and quality sustainability in our programming and our culture. It is inherent that with any student body from K-12, there will be unique demands for specialized learning spaces, programs, and resources for courses like Music, Drama, and

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



## Section F - CQI DIRECTIONS

### DOMAIN ONE - STUDENT GROWTH AND ACHIEVEMENT

FFLA Administration has updated a set of Curricular Policy Documents that offer clear outlines and direction for the scaffolded teaching of Literacy, Numeracy, Sciences, Social Studies, Spanish and Physical Education at the school from K-12. These files are posted on our newly redesigned website to be shared with our parent community. In addition, we have reset our Entrepreneurship, Global Awareness Programming, and Citizenship Competencies with targeted professional learning and resources that are also scaffolded for grade level. Further, we are fostering cohort development of unit plans and assessment tools throughout the year for new curricula being implemented by AB ED. These initiatives are meant to offer continuity and strategic scaffolding for all FFLA programming. Lastly, Administration has reviewed the CTF and CTS electives that we can offer to our older students for alignment with our Citizenship Competencies. Of late, we have also developed a Policy for Secondary Summer School Students and Secondary Challenge Students. Lastly, of special note, we provide full year homework skills and tutorial sessions for the middle school levels.

**ACTION:** FOSTER AND IMPLEMENT PLANS DESIGNED FOR STUDENT SUCCESS

**ACTION:** PREPARE STUDENTS FOR STANDARDIZED ALBERTA ASSESSMENTS

**ACTION:** IMPLEMENT NEW AND RENEWED CURRICULA

### DOMAIN TWO - TEACHING AND LEARNING

In response to the first pillar of our Assurance Framework, the FFLA Teachers have used their time in the 2022 through 2023 academic years to develop uniform plans for growth in literacy - this cross-curricular initiative is based on a focus on vocabulary that connects with reading comprehension. In addition and in a complement to literacy development, the teachers are following professional learning pathways focused most especially on the new Alberta Education Curricula, Entrepreneurship, Global Awareness, and Second Language Learning. Further, in addressing the wellness focus for Assurance, the FFLA staff is teaming with FFLA leads in FNMI, Entrepreneurship, Athletics, STEM, Unique Needs, and Guidance. As a professional learning community, we want to guide the learning towards both academic and emotional wellness. Lastly, to be sure that elements are continuous and consistent at FFLA, we are embedding Entrepreneurship, FNMI, Competencies, and UDL pedagogy through all learning. FFLA staff are using

Alberta Education, AISCA, CARC, and outside providers for these varied initiatives - along with ongoing research. In regards to fostering overall teacher growth with supervision and evaluation, a new FFLA policy was developed and has been implemented - with a template for Professional Growth Plans.

**ACTION:** DEVELOP A FRAMEWORK FOR ASSURANCE IN CQI

**ACTION:** FOLLOW A RESEARCH-BASED PATHWAY IN PROFESSIONAL LEARNING COMMUNITIES

**ACTION:** DEVELOP A FRAMEWORK FOR TEACHER GROWTH, SUPERVISION, AND EVALUATION

### DOMAIN THREE - LEARNING SUPPORTS

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

**ACTION:** DIFFERENTIATE LEARNING FOR UNIQUE PROFILES AND CONTEXTS

**ACTION:** DESIGNATE AN FFLA LEADS TO OVERSEE HOLISTIC WELLNESS OF STUDENTS

**ACTION:** COMMUNICATE WITH STUDENTS, TEACHERS, ADMINISTRATION, BOARD, AND PARENTS

## DOMAIN FOUR - GOVERNANCE

The FFLA Board and Administration teams have worked together to continue to update the school's digital platforms, including their website: <https://footprintsforlearningacademy.com/>. These teams have also coordinated the update of their Student Data System using the *Alma Student Information System*. These updates allowed for the necessary digitization of student documents, family applications, and direct links to PASI - as an ability to communicate with parents and the government on many levels. Further, and in regards to fiscal management, we have designated an Accounts Manager that now focuses solely on the tracking and payment of expenditures for the Secretary Treasurer and Administration. In this, we have introduced a FLOAT system for our budget expenditures wherein we follow all money spending in threads of spending allowances. We have also organized a digital platform for Parent and Community Volunteers that would support every facet of the FFLA operation. Further and recently, the Board has explored the opportunities under a CHARTER status, wanting in this, to share research and practice with other learning networks in Alberta while moving forward with continuous quality improvements.

**ACTION:** GOVERN and MANAGE WITH PROVINCIAL ALIGNMENT and FISCAL RESPONSIBILITY

**ACTION:** PLAN FOR PARENT ENGAGEMENT

**ACTION:** PLAN FOR CHARTER APPLICATION with ALBERTA EDUCATION

## DOMAIN (FIVE) - COMMUNITY

The FFLA Board and Administration teams want to embrace community. In this, we have renewed three areas of focus and research towards actions. The first is in the curricular programming towards Global Citizenship with targeted competencies and studies to become stewards of our planet. The second is found inside the student leadership cohorts and fundraising initiatives for both local and distant needs (e.g. Food Drive and Change for Change). The third is in the essential mentorship of local entrepreneurs for our Entrepreneurship Programming and our special Assemblies. Administration is currently working with the FFLA FNMI Specialist on reaching out to our Indigenous Business Community.

**ACTION:** PLAN AS STEWARDS FOR THE COMMUNITY

**ACTION:** PLAN FOR COMMUNITY ENGAGEMENT

## Section G - 2022/23 SUMMARY RESULTS OVERVIEW



The first two images below provide the STANDARDS used for assessing the data for an Alberta School. Achievement evaluation is based upon a comparison of Current Year data to a set of benchmarks which remain consistent over time.

- The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles.
- Once calculated, these Standards remain in place from year to year to allow for consistent planning and evaluation.

**Required Alberta Education Assurance Measures - Overall Summary**

Measure Evaluation Reference

Fall 2023


School: 1597 Footprints for Learning Society

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 79.34	79.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 60.94	60.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00



### Required Alberta Education Assurance Measures - Overall Summary

**Measure Evaluation Reference**  
**Fall 2023**  
**School: 1597 Footprints for Learning Society**

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes. The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.


Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

AB ED COLOR CODED OVERVIEW for all FOUR DOMAINS:



### Required Alberta Education Assurance Measures - Overall Summary

**Fall 2023**  
**School: 1597 Footprints for Learning Society**

Assurance Domain	Measure	Footprints for Learning Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.1	86.0	86.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	86.2	87.5	87.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	83.3	84.3	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	21.9	13.5	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	84.6	58.3	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	20.5	16.7	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	90.1	90.9	92.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.5	91.2	91.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.8	77.8	77.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	83.9	86.4	84.4	79.1	78.6	80.3	Very High	Maintained	Excellent

FFLA RESULTS TABLE for all FOUR DOMAINS:

DOMAIN	MEASURE	FFLA			Alberta		
		CURRENT YEAR	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
STUDENT GROWTH AND ACHIEVEMENT	STUDENT LEARNING ENGAGEMENT MAINTAINED - AVERAGE	83.1	86.1	86.0	84.4	85.1	85.1
	CITIZENSHIP EXCELLENCE	86.2	87.7	87.8	80.3	81.4	82.3
TEACHING AND LEARNING	EDUCATION QUALITY EXCELLENCE	90.1	90.3	92.0	88.1	89.0	89.7
LEARNING SUPPORTS	WCERSLE MAINTAINED - STRONG	90.5	91.2	91.2	84.7	86.1	86.1
	ACCESS TO SUPPORTS AND SERVICES MAINTAINED - AVERAGE	80.8	77.8	77.8	80.6	81.6	81.6
GOVERNANCE	PARENTAL INVOLVEMENT EXCELLENCE	83.9	86.4	84.4	79.1	78.8	80.3

DOMAIN ONE - STUDENT GROWTH AND ACHIEVEMENT

WE ACHIEVED AN OVERALL ASSURANCE SURVEY MEASURE AT EXCELLENCE and VERY HIGH. In the Student Learning Engagement criteria set, FFLA is 1.3% lower than AB for the current year, with a measure of 83.1%, and 0.9% above AB for the 3 year average, with a measure of 86%. In the Citizenship criteria set, FFLA is 5.9% higher than AB for the current year, with a measure of 86.2%, and 5.5% above AB for the 3 year average, with a measure of 87.8%. Regardless, at FFLA, we want to continue to



mature as an educational system and prioritize a student's HOLISTIC GROWTH. In this, we want to embrace learning with a purpose - towards academic achievement, meaningful explorations, authentic products, and social interaction. Further, in our design, we want to both an ENTREPRENEURIAL FOCUS and a GLOBAL PERSPECTIVE.

**ACTION:** CONTINUE TO DESIGN AND IMPLEMENT UNIT LESSONS COLLABORATIVELY IN OUR LEARNING PROGRAMS

**ACTION:** PLAN FOR STUDENT SUCCESS WITH CRITICAL ANALYSIS OF STUDENT ACHIEVEMENT

## DOMAIN TWO - TEACHING AND LEARNING

WE ACHIEVED AN OVERALL ASSURANCE SURVEY MEASURE AT EXCELLENCE. In the WCRSLE criteria set, FFLA is 5.8% higher than AB for the current year, with a survey score of 90.5%, and 5.1% above AB for the 3 year average, with a score of 91.2%. In Quality Education criteria set, FFLA is 2.0% higher than AB for the current year, with a measure of 90.1%, and 2.3% above AB for the 3 year average, with a measure of 92.0%. We will continue to use the leadership and professional learning of our teaching team to grow initiatives and support new directions. In this, we meet regularly and individually with teachers to share each pathway towards professional development. We outsourced our Entrepreneurship Professional Learning for the entire staff. We will continue our association with AISCA and CARC and do in-house development for the Citizenship Competencies and Global Awareness. With Administrative leadership we will begin writing research studies on our Entrepreneurship Assurance Pillar.

**ACTION:** PLAN FOR CONTINUED PROFESSIONAL LEARNING AND LEADING OPPORTUNITIES

**ACTION:** PLAN FOR SCHOLARLY WRITING IN RESPONSE TO OUR ENTREPRENEURSHIP FRAMEWORK

We are pleased with the AEAM 2023 survey results and we will continue to ensure that our course programs embrace detailed and cohesive planning/pedagogy from K through G12, most especially for Literacy and Numeracy and its cross-curricular elements. We will monitor the specifics and supplementary measures as well. In addition, we are embracing a redesign in our programming towards a culture and community of ENTREPRENEURSHIP. Further, we want to encourage our staff to participate in working groups with Alberta Education and in scholarly research. We will continue our examination of the new Alberta Curriculum and its impact on our teaching and learning programs. We will continue to provide guiding documents that all Teachers could use as common Year Plans, from which they will individualize their Unit and daily Lesson Plans.

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

**DOMAIN THREE - LEARNING SUPPORTS**

WE ACHIEVED AN OVERALL ASSURANCE SURVEY MEASURE AT STRONG MAINTENANCE. In the Learning Supports and Services criteria set, FFLA is 0.2% higher than AB for the current year, with a survey measure of 80.8%, and 3.8% below AB for the 3 year average, with a measure of 77.8%. Very importantly, FFLA wants to address the HOLISTIC WELLNESS of its students with IPP's, with Guidance, with Physical Engagement, with Field Trips, with Indigenous Initiatives, extra-curricular clubs, AND with authentic PBL in Entrepreneurship, Global Awareness, Sciences and Social Studies. We want to develop IPP Class Templates and UDL Practices with positive relationship building with our students of concern.

**ACTION:** PLAN TO COLLABORATE FOR HOLISTIC STUDENT WELLNESS

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

**DOMAIN FOUR - GOVERNANCE**

WE ACHIEVED AN OVERALL ASSURANCE SURVEY MEASURE AT EXCELLENCE. In the Parental Involvement criteria set, FFLA is 4.8% higher than AB for the current year, with a survey measure of 83.9%, and 4.1% above AB for the 3 year average, with a measure of 84.4%. We will continue to foster continual communication for leadership between FFLA families, Teaching staff, Administration, Alberta Education, AISCA, and our Governance Board. This is facilitated with direct and ongoing emails, phone calls, and Monthly Principal Reports.

**ACTION:** PLAN FOR CONTINUED VISION AND DIRECTION ON THE PROGRAMMING FOR FFLA

**ACTION:** PLAN FOR CONTINUED COMMUNICATION TOWARDS ISSUE RESOLUTION

**ACTION:** PLAN FOR CONTINUED PARENTAL INVOLVEMENT

**ADDITIONAL COMMENTS**

- *In reflection of the student Learning Engagement, we are monitoring the student learning carefully to see the impact of the newly developed Project and Competency Based Learning found inside of our Entrepreneurship Framework. As a contrast to the Engagement Measure, our June PAT for both Grade 6 and Grade 9 Results are EXCELLENT and reflect sound measures for the students meeting and excelling at the ALBERTA EDUCATION STUDENT OUTCOMES in the required Programs of Studies.*

- *In reflection of the WCRSLE factor for Domain Three, we are pleased, but very cognizant, of the necessary measures from the data. We will continue to provide guidance and direction for our students as we develop IPP's, EAL programs, and BP's. As a partner to this, we will encourage relationship building with our students in our FFLA community. We will review our FFLA Handbook for any necessary updates, and we will look to continue to network with our FFLA community as outlined in our Policy documents. Furthermore, we will continue to use weekly 'Students of Need' meetings to discuss and problem-solve as a team for our learners. We will also continue to emphasize and recognize character/citizenship skills and values in our monthly program.*
- *In reflection of the Learning Supports factor for Domain Three, we will readily admit that although we work hard to differentiate our learning and provide succession in our inclusion goals, we do not always have the funds to offer highly specialized professional personnel on our FFLA staff but now have AISCAs personnel specialized and in place to help in these areas without cost. Further, and in response to our results, we will continue to use our FFLA Special Needs Coordinator and FFLA Guidance Counsellor to offer expertise in our coordination of learning supports. Regardless, we are very proud of our success at the secondary level where inclusion and differentiation for learners of unique needs has proven itself with the feedback of students and parents.*



## Section H - DOMAIN ONE REFLECTIONS



FFLA RESULTS TABLE for DOMAIN ONE:

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	CURRENT YEAR FFLA	PREVIOUS YEARS		CURRENT YEAR AB	PREVIOUS YEARS	
	2023	2022	2021	2023	2022	2021
Overall	83.1	86.1	81.4	84.4	85.1	85.6
Teacher	82.4	98.0	83.3	87.3	95.5	96.0
Parent	93.1	94.6	96.8	87.3	88.7	89.0
Student	72.9	65.6	64	70.9	71.3	71.8

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	CURRENT YEAR FFLA	PREVIOUS YEARS		CURRENT YEAR AB	PREVIOUS YEARS	
	2023	2022	2021	2023	2022	2021
Overall	86.2	87.7	82.6	80.3	81.4	83.2
Teacher	92.9	95.3	78.8	90.3	91.7	94.1
Parent	86.8	91.2	89.3	79.4	80.4	81.4
Student	78.9	76.5	79.8	71.3	74.1	74.1

PAT Course by Course Results by Number Enrolled.	Results	2018		2019		2022		2023	
		A	E	A	E	A	E	A	E
								ACCEPTABLE STANDARD	
English Language Arts 6	Authority	96.0	4.0	95.5	18.2	100	23.3	95.2	23.8
	Province	83.5	17.9	83.2	17.8	89.8	22.3	76.2	18.4
Mathematics 6	Authority	80.0	0.0	86.4	9.1	95.9	18.4	83.3	21.4
	Province	72.9	14.0	72.5	15.0	63.0	12.4	65.4	15.9
Science 6	Authority	92.0	28.0	86.4	27.3	98.0	36.7	88.1	19.0
	Province	78.8	30.5	77.6	28.6	71.4	24.3	66.7	21.8
Social Studies 6	Authority	80.0	4.0	90.9	13.6	93.9	20.4	85.7	26.2
	Province	75.1	23.2	76.2	24.4	67.9	20.8	66.2	18.0
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	88.9	0.0	94.4	33.3
	Province	76.1	14.7	75.1	14.7	85.4	15.8	71.4	13.4
Mathematics 9	Authority	n/a	n/a	n/a	n/a	70.0	10.0	72.2	5.6
	Province	59.2	15.0	60.0	19.0	51.6	16.1	54.4	13.5
Science 9	Authority	n/a	n/a	n/a	n/a	80.0	10.0	88.9	22.2
	Province	75.7	24.4	75.2	26.4	67.2	22.7	66.3	20.1
Social Studies 9	Authority	n/a	n/a	n/a	n/a	60.0	0.0	72.2	16.7
	Province	66.7	21.5	68.7	20.6	60.0	17.0	58.4	15.9

Percentage mean achieved on Grade Level Numeracy and Literacy summative assessments in June of 2021.						
GRADE LEVEL	2020/21 Literacy	2021/22 Literacy	2022/23 Literacy	2020/21 Numeracy	2021/22 Numeracy	2022/23 Numeracy
Grade 1	81	83	75	82	91	82
Grade 2	81	65	70	84	82	74
Grade 3	77	78	70	77	82	73
Grade 4	81	66	70	83	80	75
Grade 5	81	75	70	81	77	78
Grade 6	72	71	70	77	73	70
Grade 7	72	73	68	77	73	70

Grade 8	76	70	68	73	70	68
Grade 9	62	69	68	71	60	68
Grade 10	75	78	65	75	65	65
Grade 11	n/a	79	65	n/a	64	65
Grade 12	n/a	72	65	n/a	76	65

Percentage of Students Achieving the Acceptable Standard and Excellence Standard for LITERACY AND NUMERACY in G3				
GRADE LEVEL for TESTING	FFLA Literacy - Acceptable Standard	FFLA Literacy - Excellence Standard	FFLA Numeracy - Acceptable Standard	FFLA Numeracy - Excellence Standard
Grade 3 2022	68	26	87	27
Grade 3 2023	NA	NA	NA	NA

**ASSESSMENT ANALYSIS**

The trending data for the PROVINCIAL ASSESSMENTS should be divided up into FOUR cohorts and TWO sub-cohorts:

**A. THE GRADE 3 GROUP OF LEARNERS** had a solid presentation in the fall of 2022 in their NUMERACY SLA's (Student Learning Assessments) for the percent achieving the Acceptable Standard and for percent achieving an Excellence Standard on the summative assessments for these two essential subjects. However, the data for the LITERACY indicates a divide between those at the acceptable and excellence levels. We will need to grow our baseline or mean learners while maintaining high-end success. This data is in keeping with the Literacy testing done in the fall of 2021 for the same population. The information informs teachers and administration of necessary elements for focus and growth for the current year where adaptations are made accordingly.

**ACTION:** USE UDL STRATEGIES FOR RANGE OF LITERACY LEARNERS PRESENTED IN THE ELEMENTARY DATA.

**B. THE GRADE 6 GROUP OF LEARNERS** excelled in their PAT data for the percent achieving the Acceptable Standard and for the Mean or Average Score on the summative assessment for all four core subjects. The percent achieving the Excellence Standard was above in all four subjects to the Provincial levels. The trending of data over time for FFLA, in four writing sessions, indicates an upward increase for all four core subjects. It should be noted that much time was devoted to the preparation for the

exams and for the strategies necessary to accommodate learners of recognized need (e.g. ELL students). This preparation was coupled with a focus on reducing 'test anxiety'. We believe that our FFLA focus on numeracy and literacy mastery contributes to this success for all learners.

**ACTION:** CONTINUE FORMAL PREPARATION FOR GOVERNMENT SUMMATIVE TESTING.

**C. THE GRADE 9 GROUP OF LEARNERS** is not representative of the typical FFLA student population for a grade level. At the end of Grade 8, the majority of the students transition into large public schools where the programming options/pathways are more extensive. In this, FFLA is left with a reduced learner population - of only 18. Regardless, the data is telling in that FFLA students scored VERY HIGH in both ELA and Science, with an INTERMEDIATE level in both Social and Math. These are good results. The data of particular focus will be the Standard of Excellence in Math and Social.

**ACTION:** FOCUS ON STRATEGIES FOR THE EXCELLENCE LEVEL OF ACHIEVEMENT FOR PROVINCIAL SUMMATIVE TESTING.

**D. THE GRADE 12 GROUP OF LEARNERS** uses a blended learning program with a small cohort of students (less than 10). From the Provincial Reports, it is evident that the ELA 30-1 content understanding is very strong for the Acceptable Level, but the FFLA teaching team needs to find avenues for success at the Excellence Level. For Biology 30 the examination results indicated Very Good and Good levels for Acceptable and Excellence respectively. Note that although not in the provincial data as our numbers are small, all G12 students completed their studies with success and graduated.

**ACTION:** PROVIDE SECONDARY LEARNERS WITH ASSESSMENT TOOLS FOR SKILL BUILDING IN DIPLOMA EXAMS.

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

**F. THE FNMI LEARNERS** - This category is not directly applicable to FFLA for 2022 as there was not an identified population for measures. However, indirectly, FNMI teachings are a purposeful and scaffolded component of FFLA teaching in all Core Subjects and in selected Electives.

**ACTION:** MAINTAIN A DEFINED PATH FOR INCLUSION FOR ALL STUDENTS AT FFLA.

**G. PRIMARY LEARNERS** - (Standardized Numeracy and Literacy Testing)

Grade 1 (Population Total - 73)

- Onset of Academic Year Numeracy 5% At Risk Population of Cohort 6 Months Behind
- End of Academic Year Numeracy 0% At Risk Population of Cohort 0 Months Behind
- Onset of Academic Year Literacy 20% At Risk Population of Cohort 6 Months Behind
- End of Academic Year Literacy 10% At Risk Population of Cohort 3 Months Behind

Grade 2 (Population Total - 49)

- Onset of Academic Year Numeracy 10% At Risk Population of Cohort 6 Months Behind
- End of Academic Year Numeracy 4% At Risk Population of Cohort 3 Months Behind
- Onset of Academic Year Literacy 16% At Risk Population of Cohort 6 Months Behind
- End of Academic Year Literacy 8% At Risk Population of Cohort 4 Months Behind

Grade 3 (Population Total - 53)

- Onset of Academic Year Numeracy 6% At Risk Population of Cohort 6 Months Behind
- End of Academic Year Numeracy 4% At Risk Population of Cohort 4 Months Behind
- Onset of Academic Year Literacy 16% At Risk Population of Cohort 6 Months
- Behind End of Academic Year Literacy 9% At Risk Population of Cohort 4 Months Behind

Analysis:

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



- Grade 1 cohort for the identified At-Risk population saw a gain of 3 months was achieved in literacy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for reading and writing lessons and practice - with UDL practices, tiered and targeted cross-curricular vocabulary focus, and suggested AB ED resources and/or in-house resources (eg. Heggarty and Secret Stories scaffolded programs and levelled readers) under direction of IPP Lead. Note also that the number of At-Risk students was reduced by 50%.
- Grade 2 cohort for the identified At-Risk population saw a gain of 3 months was achieved in numeracy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for mathematics lessons with UDL practices and suggested AB ED resources and/or in-house resources (eg. Math U See) under direction of IPP Lead. Note also that the number of At-Risk students was reduced by 60%.
- Grade 2 cohort for the identified At-Risk population saw a gain of 2 months was achieved in literacy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for reading and writing lessons and practice - with UDL practices, tiered and targeted cross-curricular vocabulary focus, and suggested AB ED resources and/or in-house resources (eg. Heggarty and Secret Stories scaffolded programs and levelled readers) under direction of IPP Lead. Note also that the number of At-Risk students was reduced by 50%.
- Grade 3 cohort for the identified At-Risk population saw a gain of 2 months was achieved in numeracy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for mathematics lessons with UDL practices and suggested AB ED resources and/or in-house resources (eg. Math U See) under direction of IPP Lead. Note also that the number of At-Risk students was reduced by 70%.
- Grade 3 cohort for the identified At-Risk population a gain of 2 months was achieved in literacy. FFLA would attribute this to accommodations (targeted interventions and IPP's as necessary) for the select students inclusive of EA time and regular routines for reading and writing lessons and practice - with UDL practices, tiered and targeted cross-curricular vocabulary focus, and suggested AB ED resources and/or in-house resources (eg. Heggarty and Secret Stories scaffolded programs and levelled readers) under direction of IPP Lead. Note also that the number of At-Risk students was reduced by 60%.

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

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

**ADDITIONAL NOTES ON DOMAIN ONE:**

In review of the FFLA PAT results from the Alberta Education Results Report for 2023 see above DATA ANALYSIS for reflection of Domain One.

It was and will continue to be our aim to focus student learning and professional pedagogy towards the return of these standardized tests and the necessary skillsets for each, while balancing formative learning and UDL (Universal Design for Learning) into the lesson planning for the year/semester. We will also continue to aim to prepare our students by being mindful of lessening the anxiety associated with these summative tests.

We will continue with discussions within focus groups of teachers to better understand our Students of Concern and how to accommodate our learning programs for these students.

In review of the FFLA In-House Final Assessments given to our G1 through G12 students for Literacy and Numeracy, we will note that these exams are designed only to identify outliers in their transition from one Grade level to the next, and thus, means are higher than standardized provincial testing in an aim for recognition of a mastery level across the majority of learners being tested. We have approximately 2 outliers per class of 25 students.

In summary, the results provided a strong indicator that we, as a school, very much met the baseline learning agenda consistently for the majority of our students, and where excellence is achievable but that we need to address the perception of the teachers while acknowledging the increased positivity by the students.

**ACTION:** PLAN FOR STUDENT LEARNING WITH A FOCUS ON ENGAGEMENT within the CONTEXT of ENTREPRENEURSHIP to offer authentic applications for a STUDENT ASSESSMENT PORTFOLIO.

**ACTION:** PLAN FOR STUDENT LEARNING WITH A FOCUS ON NEW CURRICULAR OUTCOMES.

In review of the Results, and in preparation for the Charter, FFLA has redrafted its Programming, created a strong bank of research resources, written research papers, and is sharing this work with the University of Calgary, Haskayne School of Business and Werklund School of Education.

**ACTION:** BUILD ON LIAISONS WITH THE UNIVERSITY OF CALGARY.


AB ED COLOR CODED SUMMARIES FOR DOMAIN ONE:

## Student Growth and Achievement (Grades K-9)

PAT Results By Number Enrolled Measure History

School: 1597 Footprints for Learning Society

Province: Alberta




	Footprints for Learning Society					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	22	n/a	n/a	59	60	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	90.9	n/a	n/a	84.3	83.3	Very High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	13.6	n/a	n/a	13.6	21.9	High	n/a	n/a	20.8	n/a	n/a	17.7	16.0

## Student Growth and Achievement (Grades 10-12)

Diploma Exam Results By Students Writing Measure History

School: 1597 Footprints for Learning Society

Province: Alberta



	Footprints for Learning Society					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	n/a	n/a	n/a	7	16	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	n/a	n/a	n/a	58.3	84.6	Intermediate	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	n/a	n/a	n/a	16.7	20.5	High	n/a	n/a	24.0	n/a	n/a	18.2	21.2


## Student Growth and Achievement

### S.1 Student Learning Engagement - Measure History

**School: 1597 Footprints for Learning Society**

**Province: Alberta**

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.



	Footprints for Learning Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	113	81.4	271	86.0	275	83.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	42	96.8	50	94.6	44	93.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,894	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	53	64.0	206	65.6	214	72.9	n/a	Improved	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	18	83.3	15	97.8	17	82.4	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,844	95.5	32,323	95.1


## Student Growth and Achievement

### A.6 Citizenship - Measure History

**School: 1597 Footprints for Learning Society**

**Province: Alberta**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.



	Footprints for Learning Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	160	86.8	188	88.1	113	82.6	271	87.5	275	86.2	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	33	90.9	39	93.2	42	89.3	50	91.2	44	86.8	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,889	80.4	31,869	79.4
Student	113	72.4	134	70.9	53	78.8	206	76.5	214	78.9	Very High	Improved	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	14	97.1	15	100.0	18	79.8	15	94.7	17	92.9	High	Maintained	Good	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

## Section I - DOMAIN TWO REFLECTIONS



FFLA RESULTS TABLE for DOMAIN TWO:

Percentage of teacher, parent and student agreement that: satisfied with the overall quality of basic learning.	Current Year	Previous Years		Current Year	Previous Years	
	FFLA			Alberta		
	2023	2022	2021	2023	2022	2021
Overall	90.1	90.9	94.3	88.1	89.0	89.6
Teacher	90.2	98.0	98.1	94.1	95.0	95.7
Parent	93.5	94.6	93.2	84.4	86.1	86.7
Student	86.5	80.5	91.5	85.7	85.9	88.1

Percentage of teacher and parent agreement that students demonstrate the attitudes and behavior for lifelong learning.	Current Year	Previous Years		Current Year	Previous Years	
	FFLA			Alberta		
	2023	2022	2021	2023	2022	2021
Overall	74.3	88.3	80.4	80.4	81.0	82.1
Parent	71.2	87.0	85.7	73.4	71.6	75.3
Teacher	77.4	89.7	75.0	87.3	87.4	88.9

DOMAIN TWO - TEACHING AND LEADING

In review of the FFLA AEAM RESULTS from 2023 for DOMAIN TWO, it is important to find that the perception of our study programs, in their implementation and assessment of student learning, is strong. We will continue to coordinate our learning plans with scaffolded content, mastery learning, inquiry based opportunities, and authentic assessments. However, we will augment this agenda with continuous parent communication and a renewed focus on lifelong learning outside of the pandemic restrictions - all in regards to target learner competencies. The challenges lie in creating a positive growth experience for students holistically while addressing all essential program outcomes. We are using a new element in our FFLA Education Plan to address the need to link academic programming to lifelong learning - in this, we are renewing our Entrepreneurship Programming.

**ACTION:** PLAN FOR STUDENT LEARNING WITH A FOCUS ON CQI OPPORTUNITIES TOWARDS ACADEMIC SUCCESS

**ACTION:** PLAN FOR STUDENT LEARNING WITH A FOCUS ON CQI OPPORTUNITIES TOWARDS WELLNESS IN TARGET COMPETENCIES

**ACTION:** SUPPORT TEACHER LEARNING WITH A CULTURE AND FRAMEWORK FOR ENTREPRENEURSHIP

**ACTION:** SUPPORT TEACHER LEARNING WITH A POLICY FRAMEWORK FOR ALL PROGRAMMING

AB ED COLOR CODED SUMMARIES FOR DOMAIN TWO:

**Teaching & Leading**  
**A.4 Education Quality - Measure History**  
**School: 1597 Footprints for Learning Society**  
**Province: Alberta**

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Footprints for Learning Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	160	92.6	188	93.1	113	94.3	272	90.9	275	90.1	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.8	249,532	89.0	257,584	88.1
Parent	33	88.3	39	93.9	42	93.2	50	94.6	44	93.5	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	113	89.7	134	87.5	53	91.5	207	80.5	214	86.5	High	Maintained	Good	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	14	100.0	15	97.8	18	98.1	15	97.7	17	90.2	Low	Maintained	Issue	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

## Section J - DOMAIN THREE REFLECTIONS



FFLA RESULTS TABLE DOMAIN THREE:

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Current Year	Previous Years		Current Year	Previous Years	
	FFLA			Alberta		
	2023	2022	2021	2023	2022	2021
Overall	90.5	91.3	89.4	84.7	86.1	87.8
Teacher	95.8	98.3	88.7	92.0	93.6	95.3
Parent	91.4	96.2	96.7	85.6	86.9	88.2
Student	84.4	79.3	83.0	76.6	77.7	79.8

Percentage of teacher, parent and students who agree that students have access to the appropriate supports and services at school.	Current Year	Previous Years		Current Year	Previous Years	
	FFLA			Alberta		
	2023	2022	2021	2023	2022	2021
Overall	80.8	78.7	73.0	80.6	81.6	82.6
Teacher	86.9	79.7	58.6	86.2	87.3	88.9
Parent	77.0	80.7	81.7	75.7	77.4	78.9
Student	78.6	75.6	78.6	79.9	80.1	80.2

DOMAIN THREE - LEARNING SUPPORTS

In review of the FFLA AEAM RESULTS from 2023 for DOMAIN THREE it is reasonable to find that the learning supports during our online disrupted scheduling impacted the students significantly, most especially those with individualized learning plans, for academic success, emotional wellness, and social growth. It is evident from the WCRSLE measures that our FFLA learners feel their unique importance as part of the school population.

In an overview of the number and range of IPP's being prepared at FFLA, we understand that this can pose challenges for teachers within the classroom practice, wherein, most certainly, we are missing at times the daily direct contact. It should also be noted that the FFLA Board wishes to maintain a low FFLA student tuition to encourage open enrolment, with an understanding that the Independent Authorities in Alberta do not receive the same funding as the Public Sector. In this, the FFLA Board and Administration will continue to carefully review its allocations of monies and the FFLA staff will also continue to reflect on their differentiation instruments and practices for idealized student learning.

**ACTION:** PLAN FOR STUDENT SUCCESS WITH A FOCUS ON DEVELOPING AND ENHANCING LEARNING SUPPORTS

AB ED COLOR CODED SUMMARIES FOR DOMAIN THREE:

	Footprints for Learning Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	113	73.0	270	77.8	275	80.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	42	81.7	50	80.7	44	77.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	53	78.6	205	75.6	214	78.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	18	58.6	15	77.1	17	86.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,361	87.3	32,342	86.2



## Section K - DOMAIN FOUR REFLECTIONS



FFLA RESULTS TABLE FOR DOMAIN FOUR:

Percentage of teacher and parent agreement that parents have opportunities for involvement in decisions about their child's education.	Previous Years			Previous Years		
	FFLA	2022	2021	Alberta	2022	2021
	2023	2022	2021	2023	2022	2021
Overall	83.9	86.4	83.8	79.1	78.8	79.5
Teacher	92.9	90.7	83.3	85.2	85.2	86.8
Parent	74.9	82.2	84.3	72.3	72.3	72.2

### DOMAIN FOUR - GOVERNANCE

In review of the FFLA AEAM RESULTS from 2023 for DOMAIN FOUR, it is important to ensure that the FFLA's Parental Involvement maintains its real and valuable strength - and where we are also both purposeful and timely in our learning communication with FFLA families (see examples below.). Furthermore and of equal importance, FFLA continues to have a supportive, responsive, and diligent FFLA Parent Governance Board and Volunteer Team. Our commitment to these voices and leadership is a key component of the community philosophy for FFLA. Further in this direction, we want our Entrepreneurship Programming to access Parents for their experience in the business world.

**ACTION:** DEFINE AND PLAN FOR SCHOOL IMPROVEMENT WITH THE FFLA PARENT COMMUNITY

AB ED COLOR CODED SUMMARIES FOR DOMAIN FOUR:

**Governance**  
**C.1 Parental Involvement - Measure History**  
**School: 1597 Footprints for Learning Society**  
**Province: Alberta**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Footprints for Learning Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	47	81.6	53	82.4	60	83.8	64	86.4	60	83.9	Very High	Maintained	Excellent	66,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	33	70.3	38	75.4	42	84.3	49	82.2	43	74.9	Very High	Maintained	Excellent	34,964	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	14	92.9	15	89.3	18	83.3	15	90.7	17	92.9	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,614	85.2	32,215	85.7

**NOTE: Parental Involvement and/or Involvement**

FFLA is committed to maintaining a positive and communicative relationship with the FFLA students and their families. We believe that this is essential in sustaining a culture of respect and trust. We share with parents the opportunity and responsibility of educating their children. In this, it is a priority at FFLA to have an “open door” policy that welcomes parents to come into the school to talk, to ask questions, to resolve issues, and to volunteer as possible.

In an embedded means to maintain parental involvement and/or communication, the following items should be noted:

- Active and updated FFLA Website;
- Active FFLA Facebook and Instagram accounts
- Information Nights monthly;
- Annual School Calendar on website and in newsletters;
- Monthly Newsletters from Kinder through Grade 5 with additional School and Entrepreneurship Newsletters;
- ALMA as a digital cloud-based platform to communicate student achievement and Report Cards;
- Google Classroom communication with students and parents for course programs and weekly student agendas;
- Email, and telephone communication from teachers and administration on a regular basis;
- Participation in a FFLA and AEAM survey each year;
- Parent Board Meetings monthly with Administrative Reports;
- Parent Teacher Interviews in fall and spring;
- Open House at the start of the Year;
- Volunteering opportunities across the grades;
- Information Letters for Kindergarten, Elementary, and Secondary Families;
- Special Assembly Events (Skills/Values, Winter Concert, Spring Concert, Remember Day Ceremony, Sport Tournaments, Science Fair, Entrepreneurship Market, Fiesta Day, etc.)

FFLA is very fortunate to have many parents involved and connected to the school environment and student learning in a number of ways, inclusive of the FFLA Parent Governance and Administration Board AND of special Parent/Teacher/Board Committees (Fundraising, Athletics, Entrepreneurship, Spanish, ECS, Numeracy, Literacy, Communications, Technology, Facilities, and Special Events).

**ACTION:** CONTINUE COMMUNICATION PATHWAYS FOR FFLA COMMUNITY TO INFORM, CONSULT, INVOLVE, COLLABORATE, AND EMPOWER.

**ACTION:** CONTINUE PARENT INVOLVEMENT ON BOARDS AND COMMITTEES.

Section L - SUMMARY OF FINANCIAL AUDIT 2022

CONTACT admin@footprintsforlearning.com FOR A COPY OF AN EXTENDED AUDIT AS NEEDED.

Private School Authority Code: <u>0257</u>			
School Code: <u>1597</u>			
<b>STATEMENT OF OPERATIONS</b>			
<b>for the Year Ended August 31</b>			
(in dollars)			
	AFS 2023	Budget 2023 (NOTE *) 12	AFS 2022 (NOTE *)
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$2,335,213	\$2,489,080	\$2,444,149
Alberta Education - Home Education	\$0	\$0	\$0
<b>Total Alberta Education Revenues</b>	<b>\$2,335,213</b>	<b>\$2,489,080</b>	<b>\$2,444,149</b>
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$298,583	\$425,170	\$289,000
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$151,500	\$31,460	\$138,488
Other sales and services	\$21,497	\$30,000	\$0
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$2,500	\$0	\$2,500
Amortization of capital allocations	\$0	\$10,000	
Other	\$13,616	\$0	\$51,409
<b>Total Revenues</b>	<b>\$2,822,909</b>	<b>\$2,985,710</b>	<b>\$2,925,546</b>
<b>EXPENSES</b>			
Home Education	\$0	\$0	\$0
Instruction - ECS	\$380,340	\$213,834	\$441,625
Instruction - Grades 1 to 12	\$1,970,102	\$2,407,220	\$2,120,341
Operations and maintenance	\$584,845	\$150,000	\$523,428
Transportation	\$29,232	\$0	\$0
Board and System Administration	\$215,228	\$50,000	\$70,222
External services	\$0	\$0	\$0
<b>Total Expenses</b>	<b>\$3,179,747</b>	<b>\$2,821,054</b>	<b>\$3,155,616</b>
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>(\$356,838)</b>	<b>\$164,656</b>	<b>(\$230,070)</b>
	(\$356,838)		

Note: \* Input \*(Restated) in Budget 2023 and/or AFS 2022 column headings where comparatives are not taken from the respective finalized 2022/2023 Budget Report and/or finalized 2021/2022 Audited Financial Statements.

## Section M - FUTURE CONSIDERATIONS

- FFLA will continue to focus on PURPOSE DRIVEN GROWTH LEARNING ENVIRONMENTS and ACTIVITIES with a focus on HOLISTIC LEARNING within a framework of ENTREPRENEURSHIP that look towards enhancing the FFLA system, in terms of quality education and student wellness with a range of opportunities for authentic learning.
- FFLA programming will demand a continuation of BLENDED LEARNING ENVIRONMENTS where the GOOGLE CLASSROOMS and MOODLE PLATFORMS run parallel to the in-class learning with hyper-links for exploration and review. This will be an important component of preparations for where the new curriculum is made, and where AI and Coding elements are embedded into the routines with additional digital applications as available and beneficial.
- FFLA assessment practices will continue to grow in student preparation and teacher understanding of the Alberta Education framework for SLA's, PAT's, and Diploma Examinations.
- FFLA will consider avenues in consideration of possible TRANSITIONS towards a CHARTER STATUS in the Alberta Education ecosystem of learning.
- FFLA management will demand a continued understanding of all GUIDING DOCUMENTATION, inclusive of the general Alberta Education Governance framework (e.g. LQS, TQS, Education Act, and Program of Studies), of the current Assurance Model for Education Planning and Reporting, of the current Funding Manual, and of the Draft Alberta Education Curriculum. This is especially important as administration leadership transitions.

## Section N - TIMELINES AND COMMUNICATION

The FFLA 2023 AERR will be available DECEMBER 1ST, 2023 to the public on our website at [www.footprintsforlearningacademy.com](http://www.footprintsforlearningacademy.com) under the PARENTS link AND the SCHOOL DOCUMENTS sub-link.

For additional information including our 2022/23 full Budget Report and our 2022/23 Audited Financial Statements please email us at [admin@footprintsforlearning.com](mailto:admin@footprintsforlearning.com)

## Section O - DISCLOSURES

For the 2022/23 FFLA school year, there were zero ALBERTA EDUCATION disclosures, therefore, no action was taken as it was not necessary in this timeframe.

CONTACT [admin@footprintsforlearning.com](mailto:admin@footprintsforlearning.com) FOR A COPY OF AN EXTENDED DATA REPORT FROM ALBERTA EDUCATION AS NEEDED.

