

# FOOTPRINTS FOR LEARNING SOCIETY (ACADEMY)



## **Annual Education Results Report**

Part I: Annual Education Results Report (AERR) for School Authorities - Response to 2021/22 Data

Part II: Update on 2021/24 FFLA Assurance Framework for Three Year Education Plan

**Authority: 0257 Footprints for Learning Society**

**Date: November 30th, 2022**

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## Part I Section A - MESSAGE FROM THE BOARD OF GOVERNANCE

In preparing this brief history of the organization and growth of **Footprints for Learning Academy (Society)**, I am mindful of the great effort and dedication from staff, parents, and students who have diligently worked together to create our interactive, responsive, and academically responsible school. I can say with confidence that we have a commitment to ensure that our students and teachers are provided with an emotionally and physically safe learning environment while addressing all programming outcomes.

As a retrospect of our timeline:

- In 2011/2012, with community and parent support, we opened one Kindergarten class of 19 students. The next year we expanded our school to offer two classes of Kindergarten (with 20 students per class) and one class of 18 Grade 1 students. This was our second year as an Accredited Private Elementary School under the umbrella of Alberta Education.
- In January, 2013, we announced plans to expand our school in the 2013/2014 academic year to K through Grade 7. Within a few months, we were full to capacity at 225 students with a waitlist.
- Again, with community and parent support, for the 2014/2015 school year, we further expanded our facility to accommodate 250 students from Kindergarten to Grade 8.
- In 2015/2016, we added a new classroom (science lab), and additional washroom space 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 space again to include two new classrooms and again additional washrooms.
- 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. We had 22 staff with 15 Teachers (including our Principal and Vice-Principal), 6 Educational Assistants, and 1 full-time and 1 part-time Administrative staff. Many of our parents would offer support through volunteering, participating on the Board, and working on various initiatives (and their committees) throughout the year.
- In 2019/2020, FFLA's enrolment again grew to 335 students with again a Kindergarten to Grade 8 curricular program. We maintained a staff of 22 with 15 Teachers (including our Principal and Vice-Principal), 6 Educational Assistants, and 1 full-time and 1 part-time Administrative staff. Our parent volunteer / in-school support was interrupted with the close-down of schools in the third trimester.
- In 2020/2021, FFLA's enrolment again grew to 410 students from Kindergarten through Grade 10 curricular programs. We had expanded the staff to 20 Teachers (including the Administrators), 6 Educational Assistants and 2 Administrative staff.
- In 2021/2022, FFLA's enrolment continues in its growth mode with 477 students from Kindergarten through Grade 12 curricular programs. We have 24 Teachers (including the Administrators), 6 Educational Assistants and 2 Administrative staff. There are limited parent volunteers this year given the continued COVID-19 context - this group makes up our eight valued Board Members.
- In 2022/23, FFLA's enrolment was generally maintained at 480 students from Kindergarten through Grade 12 curricular and extra-curricular programs. We have 23 Teachers (including Administration and Leads), 6 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 of the AERR file will provide certain clarity regarding our continuance from the Report of November, 2021 while in reflection of the 2022 Alberta Education Survey, and in compilation with two locally developed data sets, from the annual 2022 FFLA Parent Survey and the 2022 FFLA Assessment Results for PAT's and Diploma Exams.

We gratefully acknowledge our successes and identify areas of concern on which to focus 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**

## **Part I Section B - ACCOUNTABILITY / ASSURANCE STATEMENTS**

The 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 as such will review and reflect on the data gathered during the 2021/22 year, and also, within such, it provides an update on the FFLA Education Plan (as submitted in May of 2022).

The 2022/23 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 2022/23 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.

The Board approved this ANNUAL EDUCATION RESULTS REPORT for the 2022/23 school year with oversight on the previously submitted and now implemented THREE YEAR EDUCATION PLAN for 2021/24 in November of 2022 at its monthly Board Meeting.

## Part I Section C - FFLA FOUNDATION STATEMENTS

FFLA is a private, non-profit organization where its K-12 educational community is focused entirely 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 ACHIEVE, EXPLORE, and EXCEL (MOTTO). Our goal is to provide the means to enable each student to become an enthusiastic, engaged, and effective learner within the greater community of learners and over a lifetime of new experiences using a framework with a MISSION that captures the continuum of HERITAGE, INNOVATION, and PROGRESS.

### 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.

### Our VISION at FFLA is to have our students:

- 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;
- 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.

The **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 STUDIES 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 the local to the global perspective), in both its peoples and its places.
5. The **FFLA LEARNING ATTITUDE** is meant to encourage and support student-initiated activities, 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 with the TQS and LQS guidelines are used.

## Part I 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 in this academic year of 2022/23. It has been in a growth population trend for its ten years of operation (2011 through 2021) with a plateau in the last two years (2021 to 2023) at 480 students. Our scheduling offers class sizes at approximately 25 students with access to an Educational Aide across many 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 (2022/23). *Footprints for Learning Society* works with AISCA, the Association of Independent Schools and Colleges. The FFLA Board and Administration also 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 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 six 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 Middle School and High School Principal, now with the designated Elementary Principal, oversees the programming at FFLA. 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 G4-12 Entrepreneurship Program. The G7-12 option selections are established based on parent, student, and teacher feedback. These term modules generally follow a CTF/CTS structure for the middle and high school students and are meant to engage students in a range of topics that include Volunteerism, Food Studies, Coding, STEM, Martial Arts, Theatre Arts, Sculpture, and Strategic Games. For our elementary, we are offering Music, Drama, Art, Entrepreneurship, and Global Awareness in our standardized timetabling. French programming is also offered as an additional fine arts elective for the G4-9 cohort.

Our communication profile is enhanced by both an active Facebook page and a regularly updated website. We send out monthly newsletters from the Administration, the K-12 Teachers, and publish an annual yearbook.

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), three Grade 1 classes, two Grade 2 classes, two Grade 3 classes, two Grade 4 classes, two Grade 5 classes, two Grade 6 classes, one Grade 7 classes, one Grade 7/8 classes, one Grade 8/9 class, and one blending 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](https://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 ADLC 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 two carts of digital devices for K through 4, and 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 school 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 aiming at mastery learning, social and science courses that use inquiry-based learning, and Spanish instruction acts as an additional core subject for the students based on the TPRS model of instruction. A scheduled program for the growth and recognition of fundamental Skills and Values supports both the growth and global mindsets of the FFLA culture. Of final note, the small community fosters a highly connected student body with approximately 300 families registered.





## Part I Section E - FFLA TRENDS

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

1. A sustained student population following a growth period, and with a transitioning secondary population;
2. A stable cohort of certified Teachers with embedded mentorship;
3. A stable Board of Governance;
4. 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 teacher and governance 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 10 FNMI 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 relatively stable teacher and educational assistant population for a small private school, we are able to use professional learning to grow the school as a whole. These FFLA populations provide a strong and steady baseline for our literacy-focused CQI model for the Assurance Framework. Within this trifold of stability, longterm goals become more easily directed, and thus, become achievable with measured feedback. In essence, this stable force at FFLA provides a developing model for continuous quality improvement from one term to the next and one year to the next.

### **Footprints for Learning Society (Academy) demonstrates five issues in response to current data:**

1. An increasing need for learning spaces and resources for expanding grade/program level offerings;
2. A continual need for specialized learning programs for our students of unique needs;
3. A need to reintroduce our community service programs, our experiential/extra-curricular learning, and our competitive sports' programming;
4. A need to continue with a CQI model focused on both literacy and emotional wellness for the FFLA Assurance Framework.

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, and a core group of educators with parent volunteers for additional and special initiatives.

Finally, with a review of our AEAM (Alberta Education Assurance Measures) survey results for 2022, and the belief that LITERACY and WELLNESS are the keystones in quality education, FFLA has made these two areas of purposeful exploration the foci of its initial cycle in the newly drafted Assurance Framework for Alberta Education. Lastly, and again in review of AEAM survey results for 2022, FFLA looks forward to this time where student experiences can be expanded upon.

## PART I Section F - ESSENTIAL 2021/22 FFLA DOMAIN ACTIONS

### DOMAIN ONE - STUDENT GROWTH AND ACHIEVEMENT

FFLA implemented a set of curricular Policy papers that offer clear outlines and direction for the scaffolded teaching of Literacy, Numeracy, Science, Social Studies, and Spanish. Alongside, we have the Google Classrooms running parallel to these Year Plans for ubiquitous student access. We have further encouraged cohort development of unit plans and assessment tools. The sharing of the direction and resources offers continuity and strategic scaffolding for the K through G12 programming. In addition, we have satellite programs to extend our learning focus towards Global Awareness and Financial Literacy. And lastly, we annually review the CTF and CTS electives that we can offer our older cohorts of students. Of late, we have also developed a Policy for Students with Extended Absences to be sure that their program outcomes are achievable. Lastly, of special note, we provide full year homework clubs for the elementary and middle school students and tutorial Fridays for the high school students.

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

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

**ACTION:** IMPLEMENT NEW CURRICULUM FROM ALBERTA EDUCATION

### DOMAIN TWO - TEACHING AND LEARNING

In response to the mandates of the ASSURANCE FRAMEWORK, the FFLA Teachers have used their time in the fall 2022 to develop uniform and comprehensive plans for our first target topic, vocabulary growth in literacy. We now have a second target topic where a framework for our students of concern is being established with a lead in place to coordinate and oversee its operation. In addition and in a complement to the FFLA Assurance directions, the teachers are following professional learning pathways of their own design with a selected topic, resultant actions, targeted research, and sharing products. FFLA staff are using Alberta Education, AISCA, CARC, and MOOCs for these varied initiatives. In regards to fostering overall teacher growth with supervision and evaluation, a new FFLA policy was developed.

**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 personnel and professional learning for student support. Our parent community provides additional resources and networks for our many peoples that weave into the population of FFLA.

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

**ACTION:** DESIGNATE AN FFLA LEAD TO OVERSEE IPP FILES

**ACTION:** DESIGNATE AN FFLA LEAD TO OFFER GUIDANCE TOWARDS EMOTIONAL WELLNESS

### 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 worked together to update 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.

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

**ACTION:** PLAN FOR PARENT ENGAGEMENT

## Part I Section G - FFLA REFLECTIONS on 2022 OVERALL SUMMARY

### DOMAIN ONE - STUDENT GROWTH AND ACHIEVEMENT

In reflection of the Engagement factor for Domain One above, the value has increased significantly and FFLA is implementing even further initiatives to be sure that the learning pathways are aligned with the new AB Programs of Study, comprehensive in their measures, and differentiated in their delivery. It is important to note that we have returned to incorporating monthly field trips into our programming, regular assemblies, continuous hands-on and group activities, special events, and extra-curricular engagement.

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

Mindful of this Domain priority for FFLA, we will continue to carefully scaffold and align our learning for a mastery philosophy, but with the infusion of student-centred activities. Further, and in response to our literacy focus for our CQI in the Assurance Framework, we will continue incorporating and purposefully teaching/using cross-curricular vocabulary sets of Tier 1 and Tier 2 glossaries for each core subject area from Kindergarten through Grade 12.

**ACTION:** PLAN FOR STUDENT LEARNING WITH CROSS-CURRICULAR/GRADE ELEMENTS and INTERACTION

### DOMAIN TWO - TEACHING AND LEARNING

We have recently updated our Growth, Supervision, and Evaluation Policy for our teachers. In this, we will meet regularly and individually with teachers to share each pathway towards professional development. We are aware that the past two years, under COVID restrictions, the context did not allow for the professional development activities and team-building activities of the past. In this, we are planning a return to a variety of professional learning and leading opportunities.

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

We are pleased with the AEAM 2022 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. In addition, we will look to design and use project portfolios with student choice as a priority. The most clear examples could be in the investigations for the STEM Electives, in the product or service designs for the Entrepreneurship classes, and in the research reports for our Global Awareness courses. We will also continue to coordinate and foster PLC learning opportunities. In this, we have a template pathway to follow six of the eight calendar days for self-determined areas of growth - from topic identification to research to action to presentation. Further, we want to encourage our staff to participate in working groups with Alberta Education. 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

**TABLE A1.0 - Summary of AB ED Assurance Survey Results (2022)**

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 ACHIEVEMENT	STUDENT LEARNING ENGAGEMENT	86.1	81.4	NA	85.1	85.6	NA
	TREND MEASURE NA						
	CITIZENSHIP	87.7	82.6	87.4	81.4	83.2	83.1
	EXCELLENCE TREND MEASURE						
TEACHING AND LEARNING	EDUCATION QUALITY	91.0	94.3	92.9	89.0	89.6	90.3
	EXCELLENCE TREND MEASURE						
LEARNING SUPPORTS	WCRSLE	91.3	89.4	NA	86.1	87.8	NA
	TREND MEASURE NA						
	ACCESS TO SUPPORTS AND SERVICES	78.7	73.0	NA	81.6	82.6	NA
	AREA OF TARGETED DEVELOPMENT						
GOVERNANCE	PARENTAL INVOLVEMENT	83.9	83.8	82.0	78.8	79.5	81.5
	EXCELLENCE TREND MEASURE						

## **PART I SECTION G - FFLA REFLECTIONS on 2022 OVERALL SUMMARY continued**

### **DOMAIN THREE - LEARNING SUPPORTS**

In reflection of the WCRSLE factor for Domain Three, we are pleased, but very cognizant, of the necessary measures from the 2022 AEAM data. We will continue to provide guidance and direction for our students as we develop IPP's, EAL programs, and BP's. 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 AISCA personnel specialized and in place to help in these areas without cost. Further, and in response to our AEAM 2022 results, we will now use our FFLA Special Needs Coordinator and FFLA Guidance Counsellor to offer expertise in our coordination of learning supports.

**ACTION:** DEVELOP UNIQUE STUDENT LEARNING PLANS AND RESOURCES

**ACTION:** PLAN FOR LEARNING SPECIALIST ROLES

### **DOMAIN FOUR - GOVERNANCE**

In reflection of the Parent Involvement factor for Domain Four, we will continue to encourage the support and leadership of our PARENT BOARD. Moreover, we will return to many parent-centred activities that will include Value Assemblies, Community Service, Tournament Play, and Volunteerism.

**ACTION:** PLAN FOR WHERE AND WHEN PARENT INVOLVEMENT CAN BE PRIORITIZED

## DOMAIN ONE: Student Growth and Achievement

### AEAM / PAT Results for FFLA

**TABLE A1.1 Student Engagement 2022**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	<b>CURRENT 2022</b>				<b>CURRENT 2022</b>			
	<b>FFLA</b>				<b>AB</b>			
		<b>2019</b>	<b>2020</b>	<b>2021</b>		<b>2019</b>	<b>2020</b>	<b>2021</b>
Overall	<b>86.1</b>	NA	NA	81.4	<b>85.1</b>	NA	NA	85.6
Teacher	<b>98.0</b>	NA	NA	83.3	<b>95.5</b>	NA	NA	96.0
Parent	<b>94.6</b>	NA	NA	96.8	<b>88.7</b>	NA	NA	89.0
Student	<b>65.6</b>	NA	NA	64	<b>71.3</b>	NA	NA	71.8

**TABLE A1.2 Student Citizenship 2022**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	<b>CURRENT 2022</b>				<b>CURRENT 2022</b>			
	<b>FFLA</b>				<b>AB</b>			
		<b>2019</b>	<b>2020</b>	<b>2021</b>		<b>2019</b>	<b>2020</b>	<b>2021</b>
Overall	<b>87.7</b>	86.8	88.1	82.6	<b>81.4</b>	82.9	83.3	83.2
Teacher	<b>95.3</b>	97.1	100	78.8	<b>91.7</b>	93.2	93.6	94.1
Parent	<b>91.2</b>	90.9	93.2	89.3	<b>80.4</b>	81.9	82.4	81.4
Student	<b>76.5</b>	72.4	70.9	79.8	<b>74.1</b>	73.5	73.8	74.1

**TABLE A1.3 PAT Results 2022**

PAT Course by Course Results by Number Enrolled.	Results	2017		2018		2019		2022	
		A Acceptable Standard	E Excellence Standard	A	E	A	E	A	E
		English Language Arts 6	Authority	100.0	13.3	96.0	4.0	95.5	18.2
	Province	82.5	18.9	83.5	17.9	83.2	17.8	89.8	22.3
Mathematics 6	Authority	86.7	6.7	80.0	0.0	86.4	9.1	95.9	18.4
	Province	69.4	12.6	72.9	14.0	72.5	15.0	63.0	12.4
Science 6	Authority	80.0	6.7	92.0	28.0	86.4	27.3	98.0	36.7
	Province	76.9	29.0	78.8	30.5	77.6	28.6	71.4	24.3
Social Studies 6	Authority	86.7	6.7	80.0	4.0	90.9	13.6	93.9	20.4
	Province	72.9	21.7	75.1	23.2	76.2	24.4	67.9	20.8
English Language Arts 9	Authority	87.5	12.5	n/a	n/a	n/a	n/a	88.9	0.0
	Province	76.8	14.9	76.1	14.7	75.1	14.7	85.4	15.8
Mathematics 9	Authority	75.0	12.5	n/a	n/a	n/a	n/a	70.0	10.0
	Province	67.2	19.0	59.2	15.0	60.0	19.0	51.6	16.1
Science 9	Authority	62.5	0.0	n/a	n/a	n/a	n/a	80.0	10.0
	Province	74.0	21.4	75.7	24.4	75.2	26.4	67.2	22.7
Social Studies 9	Authority	62.5	0.0	n/a	n/a	n/a	n/a	60.0	0.0
	Province	67.0	20.2	66.7	21.5	68.7	20.6	60.0	17.0

**NOTE:** We are using the data from 2019, rather than 2020 or 2021, as the COVID-19 context caused the cancellation of the spring sittings for the Grade 6 and 9 PATs in both these years. The FFLA Grade 6's and Grade 9's participated in the spring 2022 scheduling of Alberta PAT's.

**TABLE A1.4 FFLA Summative Assessments 2022**

FFLA - Assurance Measures Overall Summary ESL	FFLA	FFLA	ALBERTA	REMARKS for FFLA
	2020/21	PREVIOUS YEAR	2021/2022	
PARTICIPATION	100% (14 STUDENTS = 11 at G6 and 3 at G9 and 0 G12)	n/a	90.3 (8461)	Participation is high at FFLA compared to province.
OVERALL ACCEPTABLE STANDARD RESULTS	100%	n/a	72.0	Above provincial levels.
OVERALL EXCELLENCE STANDARD	35.7%	n/a	21.0	Above provincial levels.
ELA 6 ACCEPTABLE STANDARD	100%	n/a	86.3	Above provincial levels.
ELA 6 EXCELLENCE STANDARD	18.2	n/a	17.9	Above provincial levels.
MATH 6 ACCEPTABLE STANDARD	100	n/a	72.9	Above provincial levels.
MATH 6 EXCELLENCE STANDARD	23	n/a	14.6	Above provincial levels.
SCIENCE 6 ACCEPTABLE STANDARD	100	n/a	79.8	Above provincial levels.
SCIENCE 6 EXCELLENCE STANDARD	35.7	n/a	23.2	Above provincial levels.
SOCIAL 6 ACCEPTABLE STANDARD	100	n/a	76.1	Above provincial levels.
SOCIAL 6 EXCELLENCE STANDARD	14.3	n/a	19.9	Below provincial levels
ELA 9 ACCEPTABLE STANDARD	n/a	n/a	77.4	n/a
ELA 9 EXCELLENCE STANDARD	n/a	n/a	8.7	n/a
MATH 9 ACCEPTABLE STANDARD	n/a	n/a	56.7	n/a
MATH 9 EXCELLENCE STANDARD	n/a	n/a	15.6	n/a
SCIENCE 9 ACCEPTABLE STANDARD	n/a	n/a	73.8	n/a
SCIENCE 9 EXCELLENCE STANDARD	n/a	n/a	18.1	n/a
SOCIAL 9ACCEPTABLE STANDARD	n/a	n/a	64.7	n/a
SOCIAL9 EXCELLENCE STANDARD	n/a	n/a	15.0	n/a
DIPLOMA EXAMS	n/a	n/a	n/a	n/a



**TABLE A1.4 FFLA Summative Assessments 2022**

Percentage mean achieved on Grade Level Numeracy and Literacy summative assessments in June of 2021.				
GRADE LEVEL	2020/21 Literacy	2021/22 Literacy	2020/21 Numeracy	2021/22 Numeracy
Grade 1	81	83	82	91
Grade 2	81	65	84	82
Grade 3	77	78	77	82
Grade 4	81	66	83	80
Grade 5	81	75	81	77
Grade 6	72	71	77	73
Grade 7	72	73	77	73
Grade 8	76	70	73	70
Grade 9	62	69	71	60
Grade 10	75	78	75	65
Grade 11	n/a	79	n/a	64
Grade 12	n/a	72	n/a	76

**NOTE:** We use common and scaffolded summative assessment tools to measure foundational skills for Numeracy and Literacy from G1 through G12 at the end of each year. Our aim was to identify outliers in either individual student profiles or grade levels. More specifically, we used this data in part to identify those that we tested for the Alberta Education Funding Grant for Disrupted Learning at Grades 1-3.

**TABLE A1.5 FFLA SLA Assessments 2022**

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

**NOTE:** This data is used in conjunction with the testing for DISRUPTED LEARNING due to the pandemic restrictions and informs the school as to directions to be taken in our planning for the upcoming year. This will not be used as Report Card Data for the Learner's Assessment. Further Provincial Reports on the SLAs will be finalized in early 2023 for interpretation.

## **DATA 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** presented well in the fall of 2022 in both their LITERACY and 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. We believe that our FFLA focus on numeracy and literacy mastery contributes to this success for all learners, most especially with our focus on this unique population who missed much in the last two years, Grade 1 and 2, with the regulations for the pandemic. 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:** PLAN USING UDL STRATEGIES FOR RANGE OF 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 or equal 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 very small population - only 10 students in the 2021/2022 year. The IPP learners presented with unique profiles where attendance and competency were both challenges. Their scores were outliers from their peers in all four core subject-area testing (with accommodations). The Acceptable Standard for the Grade 9 was above Provincial levels for three of the four core subjects. Those achieving the Excellence Standard were limited and this needs to be a continuing focus for FFLA exam preparation.

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

**D. THE GRADE 12 GROUP OF LEARNERS** was the first sessions for FFLA in its school history, and likewise, the first mandatory session post-pandemic regulations for the Province. The data for all were below the criteria for significant population numbers for reliable analysis (i.e. less than six sittings per exam). However, trends in the ELA 30-1 and 30-2 combined do total six students. From the Provincial Reports, it is evident that content understanding and application need to be the foci as we continue to hybridize their online learning programs, both in terms of ongoing student plans and assessment tools. For ELA, the mean grade for the examinations were above Provincial averages, as were the percent levels for Acceptable Standard on the examinations.

**ACTION:** PROVIDE SECONDARY LEARNERS WITH HYBRID LEARNING AND ASSESSMENT FOR THEIR BLENDED LEARNING PROGRAMS.

**E. THE ESL 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 based on a VOCABULARY FOCUS as a researched method of developing the fluency of ELL learners. 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.

**F. THE FNMI LEARNERS** - This category is not applicable to FFLA for 2022 as there was not an identified population for measures.

## **PART I SECTION H - FFLA REFLECTIONS on DOMAIN ONE**

### **DOMAIN ONE - STUDENT GROWTH AND ACHIEVEMENT**

In review of the FFLA PAT results from the Alberta Education Results Report for 2022 see above data summary for reflection of Domain One.

In review of the FFLA DIPLOMA results from the Alberta Education Results Report for 2022 see above data summary 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 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 were designed only to identify outliers in their transition from one Grade level to the next. We also used these results in our identification of G1, 2, and 3 students for which we would apply with Alberta Education for Targeted Funding from COVID-19 Disruptions.

However, in assessing a learner holistically, we will also want to return to pre-COVID contexts for engagement and wellness. We will want to have extra-curricular activities, field trips, assemblies/performances, group work, and hand-on activities to enrich the FFLA programming.

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, but where a need for student engagement should also be a priority.

**ACTION:** PLAN FOR STUDENT LEARNING WITH A FOCUS ON ENGAGEMENT

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

## DOMAIN TWO: Teaching and Leading

### AEAM Results for FFLA

**TABLE A2.1 Overall Quality of Basic Education 2021/22**

Percentage of teacher, parent and student agreement that: satisfied with the overall quality of basic learning.	Current 2022				Current 2022			
	FFLA				Alberta			
		2019	2020	2021		2019	2020	2021
Overall	91.0	92.6	93.1	94.3	89.0	90.2	90.3	89.6
Teacher	98.0	100	97.8	98.1	95.0	96.1	96.4	95.7
Parent	94.6	88.3	93.9	93.2	86.1	86.4	86.7	86.7
Student	80.5	89.7	87.5	91.5	85.9	88.1	87.8	88.1

**TABLE A2.2 Attitudes and Behaviours for Lifelong Learning 2021/22**

Percentage of teacher and parent agreement that students demonstrate the attitudes and behaviour for lifelong learning.	Current 2022				Current 2022			
	FFLA				Alberta			
		2019	2020	2021		2019	2020	2021
Overall	88.8	70.1	66.7	80.4	81.0	71.4	72.6	82.1
Parent	87.0	51.7	59.4	85.7	71.6	64.0	64.6	75.3
Teacher	90.6	88.5	74.1	75.0	87.4	78.8	80.6	88.9

## **PART I SECTION I - FFLA REFLECTIONS on DOMAIN TWO**

### **DOMAIN TWO - TEACHING AND LEADING**

In review of the FFLA AEAM RESULTS from 2021/22 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 general learner competencies. The challenges lie in creating a positive growth experience for students holistically while addressing all essential program outcomes. Adapting the curriculum with a welcoming of extra-curricular activities and creative learning should provide further balance to the student's learning day. Moreover, and as an essential element in this process of quality improvement, there is the need for a dynamic set of professional learning opportunities. To support teacher growth with administrative supervision and evaluation, a new FFLA Policy is in draft for Board approval.

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

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

**ACTION:** SUPPORT TEACHER LEARNING WITH A POLICY FRAMEWORK FOR GROWTH, SUPERVISION, AND EVALUATION

## DOMAIN THREE: Learning Supports

### AEAM Results for FFLA

**TABLE A3.1 Welcoming, Caring, Respectful, and Safe Learning Environments 2022**

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 2022				Current 2022			
	FFLA				Alberta			
		2019	2020	2021		2019	2020	2021
Overall	91.3	92.3	92.2	89.4	86.1	89.0	89.4	87.8
Teacher	98.3	97.1	97.3	88.7	93.6	95.1	95.3	95.3
Parent	96.2	95.8	97.9	96.7	86.9	89.7	90.2	88.2
Student	79.3	84.1	81.5	83.0	77.7	82.3	82.6	79.8

**TABLE A3.2 Learning Supports and Services 2022**

Percentage of teacher, parent and students who agree that students have access to the appropriate supports and services at school.	Current 2022				Current 2022			
	FFLA				Alberta			
		2019	2020	2021		2019	2020	2021
Overall	78.7	NA	NA	73.0	81.6	NA	NA	82.6
Teacher	79.7	NA	NA	58.6	87.3	NA	NA	88.9
Parent	80.7	NA	NA	81.7	77.4	NA	NA	78.9
Student	75.6	NA	NA	78.6	80.1	NA	NA	80.2

## PART I SECTION J - FFLA REFLECTIONS on DOMAIN THREE

### DOMAIN THREE - LEARNING SUPPORTS

In review of the FFLA AEAM RESULTS from 2021/22 for DOMAIN THREE it is reasonable to find that the learning supports during our online disrupted scheduling impacted the students significantly, most especially of those with individualized learning plans, for academic success, emotional wellness, and social growth. It is evident from the WCRSLE measures that all in our FFLA community of learners feels 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

## DOMAIN FOUR: Governance

### AEAM Results for FFLA

**TABLE A4.1 Parent Involvement in Decision-Making 2021/22**

Percentage of teacher and parent agreement that parents have opportunities for involvement in decisions about their child's education.	Current 2022				Current 2022			
	FFLA				Alberta			
		2019	2020	2021		2019	2020	2021
Overall	83.9	81.6	82.4	83.8	78.8	81.3	81.8	79.5
Teacher	85.7	92.9	89.3	83.3	85.2	89.6	86.8	86.8
Parent	82.2	70.3	75.4	84.3	72.3	73.6	73.9	72.2



## PART I SECTION K - FFLA REFLECTIONS on DOMAIN FOUR

### DOMAIN FOUR - GOVERNANCE

In review of the FFLA AEAM RESULTS from 2021/22 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.

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

### 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 in to 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 account;
- Information Nights monthly;
- Annual School Calendar on website and in newsletters;
- Monthly Newsletters from Kinder through Grade 12;
- 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:

- FFLA Parent Governance and Administration Board;
- Parent/Teacher/Board Committees:
  - Literacy: This committee continues to play a pivotal role in ensuring that there are resources available and organized for students to utilize for take-home reading, research and pleasure. It further ensures that the programming is scaffolded to represent the core values of FFLA;
  - Numeracy: This committee continues to play a pivotal role in ensuring that the programming and resources are clearly aligned with the mandates of FFLA and the demands of Alberta's Programs of Study. It further ensures that the programs are presented with differentiation to maintain a mastery philosophy;
  - Out-reach: This committee will continue to organize school-wide service projects such as We Scare Hunger, Operation Christmas Child and the Terry Fox Run
  - Project-Based Learning: This title captures a number of committees that will continue to work on Entrepreneurship Fairs, Spelling/Math Bees, Book Fairs, Science Fairs, and Fiesta or International Fairs (this also includes arranging for theme t-shirts for such events)
  - Fundraising: This committee has and will continue to organize various funds for school supplies such as technology, sporting equipment and books. This committee has for example coordinated with Coco Brooks, Simple Simon Pies, FunScript, Campbell's Labels, SUTP, Bowling Night, Clothing For a Cause, Raffles, Bottle collection and partnership with Starbucks in Airdrie.
  - Athletics: Coordinates clothing, sports uniforms, tournaments and teams.

## **PART I SECTION M - FUTURE CONSIDERATIONS**

- The future of overall learning in the context of POST COVID-19 restrictions will need FFLA to continue to focus on **POSITIVE GROWTH LEARNING ENVIRONMENTS and ACTIVITIES** with a return to the typical pre-COVID-19 routines coupled with new routines that together look towards enhancing the FFLA system, in terms of quality education and student wellness with a range of opportunities for social engagement.
- The future of the FFLA programming will demand a continuation of **BLENDED LEARNING ENVIRONMENTS** where the **GOOGLE CLASSROOMS and MOODLE PLATFORMS** run parallel to the in-class learning with hyper-links for exploration and review. This will be an important component of preparations for the new curriculum are made, and where family travel for experiential learning is embraced by FFLA.
- The future of the FFLA assessment will require concerted efforts for preparation and understanding of the Alberta Education framework for SLP's, PAT's, and Diploma Examinations as they are again implemented.
- The future of the FFLA organization will demand a consideration of **ONGOING EXPANSION** in balance with available learning resources and environments for an increasing interest in its program offerings for the greater district.
- The future of the 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.

## **PART I SECTION M - SUMMARY OF FINANCIAL AUDIT 2022**

### **NOTE:**

### **SEE FOLLOWING PAGE FOR FFLA SUMMARY OF 2021/11 FINANCIAL AUDIT**

FOR DETAILS PLEASE CONTACT THE FFLA ADMINISTRATION OR FFLA BOARD FOR A COPY OF THE DETAILED AUDITOR'S REPORT.

J. Anderson

Jane Anderson  
FLLA Board Chair

Private School Authority Code: 0257  
School Code: 1597

**STATEMENT OF OPERATIONS**  
**for the Year Ended August 31**  
(in dollars)

	AFS 2022	Budget 2022 (NOTE *) Note 14	AFS 2021 (NOTE *)
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$2,444,149	\$2,299,043	\$2,105,611
Alberta Education - Home Education	\$0	\$0	\$0
<b>Total Alberta Education Revenues</b>	<b>\$2,444,149</b>	<b>\$2,299,043</b>	<b>\$2,105,611</b>
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$1,086,897
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$289,000	\$0	\$0
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$138,488	\$425,855	\$88,296
Other sales and services	\$0	\$0	\$0
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$2,500	\$0	\$22,141
Gross school generated funds	\$51,409	\$30,000	\$9,809
Amortization of capital allocations	\$0	\$10,000	\$886
Other	\$0	\$0	\$0
<b>Total Revenues</b>	<b>\$2,925,546</b>	<b>\$2,764,898</b>	<b>\$3,313,640</b>
<b>EXPENSES</b>			
Certificated salaries and Non-certificated salaries and wages (excluding home education)	\$1,976,056	\$1,879,600	\$1,715,493
Certificated and Non-certificated benefits (excluding home education)	\$157,356	\$144,015	\$113,004
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home education)	\$440,430	\$192,000	\$390,652
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building <span style="float: right;">Note 12</span>	\$487,680	\$504,000	\$430,850
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS (excluding home education)	\$0	\$0	\$0
<b>Home Education:</b>			
Certificated salaries	\$0	\$0	\$0
Certificated benefits	\$0	\$0	\$0
Non-certificated salaries & wages	\$0	\$0	\$0
Non-certificated benefits	\$0	\$0	\$0
Payments to parents who provided home education programs to students	\$0	\$0	\$0
Contracts	\$0	\$0	\$0
Services and supplies	\$0	\$0	\$0
Gross school generated funds	\$51,409	\$30,000	\$9,809
<b>Capital and debt services</b>			
Amortization of capital assets:			
From restricted funds	\$0	\$10,000	\$886
From unrestricted funds	\$42,685	\$2,500	\$19,561
Total amortization of capital assets	\$42,685	\$12,500	\$20,447
Interest on capital debt	\$0	\$0	\$0
Other interest charges	\$0	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other	\$0	\$0	\$0
<b>Total Expenses</b>	<b>\$3,155,616</b>	<b>\$2,762,115</b>	<b>\$2,680,255</b>
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>(\$230,070)</b>	<b>\$2,783</b>	<b>\$633,385</b>
	<b>(\$230,070)</b>		

Note: \* Input "(Restated)" in Budget 2022 and/or AFS 2021 column headings where comparatives are not taken from the respective finalized 2021/2022 Budget Report and/or finalized 2020/2021 Audited Financial Statements.

## PART I SECTION N - TIMELINES AND COMMUNICATION

The FFLA **2022 AERR** will be available DECEMBER 1ST, 2022 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 2021/22 full **Budget Report** and our 2021/22 **Audited Financial Statements** please email us at [admin@footprintsforlearning.com](mailto:admin@footprintsforlearning.com)

## PART I SECTION O - DISCLOSURES

For the 2021/22 FFLA school year, there were zero ALBERTA EDUCATION disclosures, therefore, no action was taken as it was not necessary in this timeframe.

## Part II Section A - 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 all stakeholders in the FFLA community. Now in its iterations over time, we have heard from both Teachers and Parents that a focus on **STUDENT WELLNESS** should also be a component of the CQI cycle.

Student Wellness will be addressed with **PROFESSIONAL LEARNING** by the staff team, in the literature chosen, the workshops attended, and the graduate studies taken. Student Wellness will also become a part of our staffing leads, with a newly developed role for a Student Guidance Counsellor. Lastly, and in continuation of the 2021/22 year, we will have weekly Middle School and High School meetings as a Staff to develop shared ideas for our learners who are experiencing stress or anxiety. These initial steps will provide the necessary **BACKGROUND** for actions and outcomes in our CQI process moving forward.

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 AND student well-being - an ASSURANCE that we are in continuous pursuit of quality practices.

*J. Anderson*

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

## Part II Section B - ASSURANCE in ALBERTA 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**

## Part II Section C - FFLA ASSURANCE CQI OUTCOMES

### 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.**
- **FOCUS ON STUDENT WELLNESS: 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.*
- *Students demonstrate understanding and respect for the uniqueness of all learners.*

### DOMAIN 2 - Outcomes for TEACHING AND LEADING

- *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.*
- **FOCUS ON STUDENT WELLNESS: 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.**

### DOMAIN 3 - Outcomes for LEARNING SUPPORTS

- **FOCUS ON STUDENT 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*

**Part II Section C - FFLA ASSURANCE CQI DIRECTION continued ...**

**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 STUDENT WELLNESS: Board and Administration support the construct of an Assurance Framework to ensure continuous improvement in FFLA.**

**DOMAIN 5 - Outcomes for LOCAL AND SOCIETAL CONTEXTS**

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



## Part II Section D - FFLA ASSURANCE CQI PATHWAY

For the DOMAINS and its thread of **LITERACY AND WELLNESS**, we will offer stakeholders RESEARCH, ACTIONS, DATA, AND REFLECTIONS while following the CQI pathway:

- **EXPLORE:** Involves accessing, analyzing and interpreting accurate and relevant data and, identifying and understanding an issue, concern or problem.
  - Key question: What is going on here?
- **DEVELOP:** Involves Identification of a problem or challenge that can be addressed; identification of potentially successful strategies to address learner problems/challenges; and developing an action plan.
  - Key questions: What needs to be improved? How?
- **TAKE ACTION:** Involves learning as you implement the plan and making adjustments through formative feedback.
  - Key questions: How are we 'actioning' the plan?
- **EVALUATE:** Involves evaluating the impact of the plan.
  - Key questions: Did our planned strategies have the desired outcomes? What next?

### Key Enabling Processes for Continuous Improvement

**Evidence-informed decision-making:** In a continuous improvement cycle, participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

**Engagement:** Effective engagement processes rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.

**Learning and Capacity Building:** In assurance, reflection on learning is critical. Because the provision of assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.

In our decisions, we will create steps forward to discard, adapt, or maintain the initiative. When this process is done over time, 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?*

## PART II Section E - FFLA ASSURANCE CQI BUDGET

### What are our proposed spendings on CQI for 2022/23?

LITERACY and WELLNESS are embedded components of Alberta Education's framework for schools in the province. Within this framework, and further, as an adaptation of the implementation of the framework for CQI, FFLA will accommodate its practices and resources for STUDENT LITERACY AND WELLNESS initiatives. Costs will be tracked in the following areas:

- **Resources (2022/23)** - New novel sets for Grades 6 through 12. Workbooks as an annual expense for Grammar and Reading Comprehension for Kinder through Grade 6.
- **Personnel (2022/23)** - Educational Assistants focused on literacy specific tasks. Guidance Counsellor to provide a leadership role for student wellness.
- **Professional Learning (2022/23)** - Professional Learning Days for Teaching Staff focused on initiatives for the FFLA Assurance Plan. These would include literature, workshops, webinars, speakers, and university courses.
- **Digital Technology (2022/23)** - Additional Google Chromebooks (laptops) to expand Kinder through Grade 6 devices for online/digital learning.
- **IPP and ELL (2022/23)** - Educational Assistants and Coordinator to provide additional support for unique learners and their literacy goals.
- **Special Requests Aligned with Assurance Framework (2022/23)** - Networking with AISCA (and CARC) as a new outreach to build on the capacity of CQI within the community of Independent School Authorities in Alberta.

## PART II SECTION F - FFLA ASSURANCE CQI TIMELINE

### When should we do what in our ACTIONS and REPORTING over a YEAR?

- **AUGUST, 2022** - In-service and Review and Plan
- **OCTOBER, 2022** - Share AB ED Results with Staff and Board
- **NOVEMBER, 2022** - Completion of Annual Education Results Report (AERR) and draft directions for FFLA Education Plan with Board approval
- **DECEMBER, 2022** - Review AERR and draft Education Plan with Staff and publish on FFLA website
- **JANUARY, 2023** - Feedback from AB ED on AERR
- **FEBRUARY, 2023** - ASSURANCE MEASURES Survey from AB ED
- **MARCH, 2023** - Alberta Education Funding Manual is published
- **APRIL, 2023** - FFLA Survey with CQI questions opens online
- **MAY, 2023** - Education Plan finalized with approval by Board and Staff input. Assurance Plan sent to AB ED and updated on FFLA website
- **JUNE, 2023** - Measures for Student Literacy and Student Wellness collected
- **August, 2023** - In-service and Review and Plan in response to the APORI and AERR and Education Plan and CQI data/research for FFLA

**\*Further timelines are set within CQI Teacher Templates.**

## PART II SECTION G - FFLA ASSURANCE CQI 2021/22 LITERACY INITIATIVE

2021/22 YEAR with optional repetition  
or approved new direction with LITERACY FOCUS for 2022/23

### Background:

The Teaching Team has identified vocabulary, specifically Tier I and II terms, as their sub-focus under the general domain of LITERACY for 2021/23. They have noted that in the sequential teaching of learners at FFLA, a common group of terms would foster clearer understanding in lessons and in testing (e.g. product, quotient, etc.). The Teachers will work together to identify these key words, pre-test students on understandings, teach with purposeful pedagogy of choice, and post-measure. Reflections and reporting will then be done and shared. Our aim is to create a fluency of curricular and cross-curricular/grade glossaries that make the dialogue or language of learning become familiar, and thus we hope, ensure more success for our learners. The research (as provided on p 34 supports this early assumption).

### Planning Direction:

1. Form teams of three or four Teachers (e.g. Grade Level or Subject Teams);
2. Review the Assurance Framework for FFLA;
3. Review the ELA Program of Studies;
4. Review the FFLA Policy Document on ELA;
5. Create a short list of INITIATIVES ALREADY IN PLACE;
6. Create a short list of NEW POSSIBLE PEDAGOGIES for vocabulary instruction;
7. Choose ONE INITIATIVE;
8. Research and find at least one scholarly article that supports the idea;
9. Construct a PLAN (See Template Below);
10. Measure PRE target outcome skills set (or access baseline skill sets);
11. Use the INITIATIVE;
12. Measure POST target outcome skill set;
13. Reflect on the success of the initiative (i.e. continue, adapt, dis-continue);
14. Meet as a round table to share and exchange findings as professional cohorts;
15. Submit data and findings to Administration for formal Government (and Board) Reporting.

### REFERENCES:

#### See FFLA Website for Assurance Framework:

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

#### See Alberta Programs of Study:

- <https://www.alberta.ca/programs-of-study.aspx>

## PART II SECTION H - FFLA ASSURANCE CQI 2021 LITERACY RESEARCH

### RESEARCH:

- <https://files.eric.ed.gov/fulltext/EJ951842.pdf>
- <https://www.proquest.com/openview/4c5c7dd9116f66cc0fe5f2d9e3e037c9/1?pq-origsite=gscholar&cbl=42001>
- <https://www.tandfonline.com/doi/abs/10.1080/19388070902947360>
- <https://www.tandfonline.com/doi/abs/10.1080/09500693.2014.948944>
- <https://ila.onlinelibrary.wiley.com/doi/abs/10.1598/RRQ.42.2.4>
- <https://academic.oup.com/applij/article/35/3/305/146569?login=true>
- <https://www.proquest.com/openview/1784e29c461a0471c56e12077dadb62f/1?pq-origsite=gscholar&cbl=18750>
- <https://journals.sagepub.com/doi/abs/10.1177/0040059915594783?journalCode=tcxa>
- <https://www.sciencedirect.com/science/article/abs/pii/S1041608018301821>
- <https://www.sciencedirect.com/science/article/abs/pii/S1041608017301085>
- <https://www.mdpi.com/2227-7102/8/4/180>
- <https://journals.sagepub.com/doi/abs/10.1177/0731948717690113>
- <https://www.sciencedirect.com/science/article/abs/pii/S095947521730052X>

## PART II SECTION H - FFLA ASSURANCE CQI RESEARCH SAMPLE

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

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

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

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

**NOTE:** MEASURES FOR THE FFLA LITERACY INITIATIVE ARE POSTED UNDER **PAT** DATA IN FIRST SECTION OF REPORT.

## **PART II SECTION II - FFLA ASSURANCE CQI 2022/23 WELLNESS INITIATIVE**

### **FALL of 2022 (Semester I)**

#### **Background:**

The FFLA Education Team has identified student anxiety as their sub-focus under the general domain of STUDENT WELLNESS for 2022/23. They have noted with Administration and with Parents that 2021/22 presented a significant number of students who were experiencing ongoing stress concerns. This included three high risk student profiles in the middle school grades. This information was taken to the FFLA Child Psychologist (Consultant), and when presented with the details, the Consultant suggested that we look at ANXIETY as a prevalent and current issue in the Alberta student population. We agreed, as did the FFLA Board, and as such, the identification and development of a second CQI focus on STUDENT WELLNESS for the FFLA Assurance Model was established.

#### **Planning Directions:**

1. Student of Concern Meetings became a weekly discussion based on issue-navigating for each learner
2. A Child Psychologist is contracted as a consultant for FFLA
3. A student wellness lead is established as an FFLA Guidance Counsellor
4. Teachers are sent to an ASIST workshop for suicide intervention
5. Consultations with Foothills Hospital on School Toolboxes was done by Administration
6. Research library is established for resource sharing with a shared website
7. Professional Learning Pathway is adapted to facilitate sharing of essential information
8. Assessment Tools will be researched and used for data feedback

#### **REFERENCES:**

##### **See FFLA Website for Assurance Framework:**

- <https://sites.google.com/footprintsforlearning.com/ffla-assurance-model/home> (To be updated.)

## PART II SECTION J - FFLA ASSURANCE CQI 2021 WELLNESS INITIATIVE

### FALL of 2022 (Semester I) continued ...

#### REFERENCES continued:

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



## PART II SECTION J - FFLA ASSURANCE CQI RESEARCH SAMPLE

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

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

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

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