

# FOOTPRINTS FOR LEARNING SOCIETY (ACADEMY)



## **Annual Education Results Report**

Part I: Response to Combined 3-Year Education Plan and Annual Education Results Report (AERR) for School Authorities - 2020/21

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

**Authority: 0257 Footprints for Learning Society**

**Date: November, 2021**

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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.

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 Combined Report of November, 2020 while in reflection of the 2021 Alberta Education Survey, and in compilation with two locally developed data sets, from the annual 2021 FFLA Parent Survey and the 2021 FFLA Assessment Results for literacy and numeracy.

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.

**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 2021/22 school year is a continuance from the Combined AERR document of November, 2020, and as such will review and reflect on the data gathered during the 2020/21 year, and also, within such, it provides an update on the FFLA Education Plan (as submitted in May of 2021). The 2021/22 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 2021/22 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 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 2021/2022 school year with oversight on the previously submitted and now implemented THREE YEAR EDUCATION PLAN for 2021/24 on November 24th, 2021 at its Board Meeting.

## Part I Section C - FFLA FOUNDATION STATEMENTS

FFLA is a private, non-profit organization where its small 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.

### **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 Alberta School Authority. It is offering a Kindergarten through Grade 12 programming sequence in this academic year of 2021/22. It has been in a growth population trend for its ten years of operation (2011 through 2021). 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 (2021/22). Footprints for Learning Society works with AIS-CA, 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. Kindergarten students of unique needs are supported by a provider (I'm For Kids). Local psychologists offer assessments of students for possible IPPs.

FFLA has based its mandate on one where the parent voice is a strong part of its Board of Governance. The Board has eight 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 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 lead Principal, now with the newly designated Elementary Principal, oversee 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, but were limited this current year (as last) by the COVID-19 context. 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 Driver Training, Digital Art, Child Care and Development, Food Studies, Field Biology, Coding, STEM, Mad Science, Journalism, Leadership, and Outdoor Education. 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 for the 2020/2021 year. We now have 20 learning spaces for classroom instruction, along with access to both a large and a small gym. We currently host 477 students with 3 Kindergarten classes (alternating days), three Grade 1 classes, two Grade 2 classes, one Grade 2/3 class, one Grade 3/4 class, one Grade 4 class, one Grade 5 class, one Grade 4/5 class, two Grade 6 classes, one Grade 7 classes, one Grade 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 last year 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. All teaching spaces and the gym have projectors for computer linkage/display.

As of October of 2017, Footprints for Learning Society (Academy) acquired an official/recognized charitable status. The tuition fees for Parents is approximately \$900.00 for the 2021/22 year, with a supply fee of approximately \$100.00 annually and with some fees for select specialized options (e.g. Outdoor Education). Donations are accepted.

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, 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 275 families registered.

## Part I Section E - FFLA TRENDS

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

1. an expanding student population with a sustained baseline family population;
2. a stable cohort of certified Teachers with expanded hiring and embedded mentorship;
3. a stable Board of Governance.

The above-three trends are important indicators for FFLA. We have an enrolment that consistently meets the capacity of our learning environment. With this 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. And within this grouping, we have a collective of parents dedicated to helping the school succeed in their volunteer roles for the Board, for supervision, for book fairs, 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. an increasing need for specialized learning programs for our students of unique needs;
3. an increasing need for online learning, and in this, the constant use of digital platforms;
4. a current need to readdress/reintroduce our community service programs in a post-COVID 19 paradigm;
5. a current need to implement and continue with a CQI model focused on literacy 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 increased size in our student body, there will be an increased demand for specialized learning spaces 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. With COVID19 constraints, online learning became a real and continued part of our teaching and learning pedagogy. These digital transitions and their demands are an ongoing area of growth for FFLA.

Finally, with a review of our AEAM survey results for 2021, and the belief that LITERACY is a keystone in quality education, FFLA has made this area of study and exploration the focus of its first cycle in the newly drafted Assurance Framework for Alberta Education. Lastly, and again in review of AEAM survey results for 2021, FFLA looks forward to a time where student experiences can be expanded outside of the current COVID-19 restraints.



## PART I Section F - ESSENTIAL 2020/21 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 further continuity to 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.

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

This continues to be a priority for a growing sector of the FFLA student population.

### DOMAIN TWO - TEACHING AND LEARNING

In response to the mandates of the ASSURANCE FRAMEWORK, the FFLA Teachers have used their time in the fall 2021 to develop uniform and comprehensive plans for our target topic, vocabulary growth in literacy, and its cross-curricular opportunities. This is being developed in an aim to address the common core Tier I and II glossaries for both teaching and assessing students. See Appendix A for further details. Moreover, FFLA is now a member of the AISCA community with its many opportunities for professional learning.

**ACTION:** DEVELOP AND EMBED PROFESSIONAL LEARNING OPPORTUNITIES

This continues to be a priority and focus for our FFLA teachers.

### 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. 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. The process of developing IPPs is an embedded practice and responsibility for both the teachers and administration at FFLA, where key mentors on staff are available for consultation. FFLA is looking to examine the ongoing need for access to a Student Advisor to address the issues of emotional and social wellness.

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

This continues to be a priority and developmental piece for our FFLA teachers.

### 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. We have expanded this digital direction with the implementation of a MOODLE platform for our secondary students and their blended learning model. 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.

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

This continues to be a priority and focus for our FFLA team.

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

DOMAIN	MEASURE	Footprints for Learning Society			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
STUDENT GROWTH AND ACHIEVEMENT	STUDENT LEARNING ENGAGEMENT	81.4	NA	NA	85.6	NA	NA
	CITIZENSHIP	82.6	88	85.3	83.2	83.0	83
TEACHING AND LEARNING	EDUCATION QUALITY	94.3	93.1	92	89.6	90.3	90.2
LEARNING SUPPORTS	WCRSLE	89.4	89.8	86.5	87.8	73.8	73.6
	ACCESS TO SUPPORTS AND SERVICES	73	NA	NA	82.6	NA	NA
GOVERNANCE	PARENTAL INVOLVEMENT	83.8	82.4	81.	79.5	81.8	81.4

## Part I Section G - FFLA REFLECTIONS on 2020/21 SUMMARY RESULTS

### DOMAIN ONE - STUDENT GROWTH AND ACHIEVEMENT

In reflection of the Engagement factor for Domain One above, the value is lower than anticipated given the perceived quality of the learning measured for Domain Two results from the AEAM 2021 survey. However, in the context of a COVID-19 mitigation, it must be noted that choices for student learning were limited to traditional lectures, demonstrations, and online session time. Thus, lecture and written response were relied on heavily to meet the program outcomes for all courses. In reflection of the Citizenship factor for Domain One above, this value is also lower than anticipated and than recorded in previous years. Again, this could be attributed to the fact that our typical outreach into the community for our Service, Skills and Values, and our monthly Field trip programs were not possible with the necessary COVID-19 guidelines and restrictions.

**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 as recommendations for COVID-19 lessen. Further and in response to our literacy focus for our CQI in the Assurance Framework, we will now look towards incorporating and purposefully teaching/using cross-curricular vocabulary sets of Tier I and Tier 2 glossaries for each core subject area from Kindergarten through Grade 12. (See Part II for further details.)

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

### DOMAIN TWO - TEACHING AND LEARNING

In reflection of the Quality factor for Domain Two, we are pleased with the AEAM 2021 survey results and we will continue to ensure that our course programs embrace detailed and cohesive planning 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 FFLA Science Fair, in the products and services for the FFLA Market Fair, and in the research reports for our Global Awareness courses. It is important that we also move forward, post COVID-19, with information nights that detail our programming design, directions, and resources with our FFLA community - this will help parents understand the mastery and inquiry models that we want to hybrid at FFLA.

**ACTION:** PLAN FOR INQUIRY BASED LEARNING TO ALLOW FOR STUDENT CHOICE and EVENT PLANNING

Again in reflection of the Quality factor for Domain Two, we will continue to analyze our preparation as a PLC, to encourage teachers to participate in item-writing with Alberta Education, and to review the Programs of Study as a cohort when developing Course Outlines (Policy Plans) and Unit Plans. We will begin to examine 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. In this, we will be aligning our curricula in partnership with the resources needed to facilitate the online learning that is parallel to our in-class learning.

**ACTION:** PLAN FOR CURRICULAR GROWTH AND CHANGE

## **PART I SECTION G - FFLA REFLECTIONS on 2020/21 SUMMARY RESULTS continued**

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

In reflection of the WCRSLE factor for Domain Three, we are pleased with the measures from the 2021 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 communicate 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. Moreover, we will 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. Further, and in response to our AEAM 2021 results, we have interviewed our teachers on their vision for Learning Supports at FFLA.

**ACTION:** PLAN FOR UNIQUE LEARNER RESOURCES AND PROFESSIONAL LEARNING SUPPORTS

### **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, and once the restriction guidelines for COVID-19 are reduced, we will return to many parent-centred activities that would include Value Assemblies, Community Service, Tournament Play, and Volunteerism. These are important components of FFLA and very much missed by all.

**ACTION:** PLAN FOR PRE-COVID RETURN WHERE PARENT INVOLVEMENT CAN BE PRIORITIZED

## FOOTPRINTS FOR LEARNING SOCIETY (ACADEMY)



### DOMAIN ONE - STUDENT GROWTH AND ACHIEVEMENT

“We are reflective to **EXPLORE** in our learning.”



## DOMAIN ONE: Student Growth and Achievement

### AEAM / PAT Results for FFLA

**TABLE A1.1 Student Engagement 2020/21**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	<b>CURRENT 2021</b>				<b>CURRENT 2021</b>			
	<b>FFLA</b>				<b>AB</b>			
		<b>2018</b>	<b>2019</b>	<b>2020</b>		<b>2018</b>	<b>2019</b>	<b>2020</b>
Overall	<b>81.4</b>	NA	NA	NA	<b>85.6</b>	NA	NA	NA
Teacher	<b>83.3</b>	NA	NA	NA	<b>96</b>	NA	NA	NA
Parent	<b>96.8</b>	NA	NA	NA	<b>89</b>	NA	NA	NA
Student	<b>64</b>	NA	NA	NA	<b>71.8</b>	NA	NA	NA

**TABLE A1.2 Student Citizenship 2020/21**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	<b>CURRENT 2021</b>				<b>CURRENT 2021</b>			
	<b>FFLA</b>				<b>AB</b>			
		<b>2018</b>	<b>2019</b>	<b>2020</b>		<b>2018</b>	<b>2019</b>	<b>2020</b>
Overall	<b>82.6</b>	81.0	86.8	88.1	<b>83.2</b>	83.0	82.9	83.3
Teacher	<b>78.8</b>	95.0	97.1	100.0	<b>94.1</b>	93.4	93.2	93.6
Parent	<b>89.3</b>	81.6	90.9	93.2	<b>81.4</b>	81.7	81.9	82.4
Student	<b>79.8</b>	66.5	72.4	70.9	<b>74.1</b>	73.9	73.5	73.8

**TABLE A1.3 PAT Results 2018/2019**

PAT Course by Course Results by Number Enrolled.	Results	Target		2017		2018		2019	2020 and 2021	
		2016		A	E	A	E	A	E	exam
		A	E	A	E	A	E	A	E	exam
English Language Arts 6	Authority	71.4	14.3	100.0	13.3	96.0	4.0	95.5	18.2	n/a
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a
Mathematics 6	Authority	71.4	28.6	86.7	6.7	80.0	0.0	86.4	9.1	n/a
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a
Science 6	Authority	90.5	42.9	80.0	6.7	92.0	28.0	86.4	27.3	n/a
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a
Social Studies 6	Authority	85.7	33.3	86.7	6.7	80.0	4.0	90.9	13.6	n/a
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a
English Language Arts 9	Authority	*	*	87.5	12.5	n/a	n/a	n/a	n/a	n/a
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a
Mathematics 9	Authority	*	*	75.0	12.5	n/a	n/a	n/a	n/a	n/a
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a

Science 9	Authority	*	*	62.5	0.0	n/a	n/a	n/a	n/a	n/a
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a
Social Studies 9	Authority	*	*	62.5	0.0	n/a	n/a	n/a	n/a	n/a
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a

**NOTE:** We are using the data from 2019, rather than 2021, as the COVID-19 context caused the cancellation of the spring sittings for the Grade 6 PATs. It was not applicable to Grade 9's as we did not yet have this cohort. Again, in 2020/2021 FFLA Grade 6's and Grade 9's will not be participating in the spring 2022 scheduling of Alberta PAT's.

**TABLE A1.4 FFLA Summative Assessments 2020/21**

Percentage mean achieved on Grade Level Numeracy and Literacy summative assessments in June of 2021.			
GRADE LEVEL and Student Population	2020/21 Literacy	2020/21 Numeracy	2020/21 Alberta
Grade 1 - 75 students	81	82	NA
Grade 2 - 50 students	81	84	NA
Grade 3 - 50 students	77	77	NA
Grade 4 - 35 students	81	83	NA
Grade 5 - 35 students	81	81	NA
Grade 6 - 35 students	72	77	NA
Grade 7 - 35 students	72	77	NA
Grade 8 - 20 students	76	73	NA
Grade 9 - 10 students	62	71	NA
Grade 10 - 5 students	75	80	NA

**NOTE:** We use common and scaffolded summative assessment tools to measure foundational skills for Numeracy and Literacy from G1 through G10. 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.



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

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

In review of the FFLA PAT results from the 2019 Accountability Pillar above for reflection of Domain One, the student results were solid and demonstrated growth from the previous years. It is now our aim to refocus student learning and professional pedagogy towards the return of these standardized tests. We will aim to prepare our students being mindful of lessening the anxiety associated with these summative tests.

We will look at discussions within focus groups of teachers to better understand their stance on this aspect of our FFLA programming with regards to both student engagement and citizenship. It is true that the COVID-19 context did limit our extra-curricular and school-wide events greatly, and this would not lend itself to supporting citizenship experiences, and inside of this, community service, and ultimately, engagement. In addition, it was observed by both teachers and parents that extended periods of online learning did not invite ready and active involvement in learning by the students.

In review of the FFLA Final Tests given to our G1 through G10 students for Literacy and Numeracy, we will note that these exams were designed to identify outliers in the necessary mastery elements (skills and knowledge) during this time of multiple interrupted or off-campus learning sessions were achieved. 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. Moreover, 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 - even with the necessary COVID-19 disruptions.

**ACTION:** PLAN FOR STUDENT LEARNING WITH A FOCUS ON ASSESSMENT SKILL SETS

## FOOTPRINTS FOR LEARNING SOCIETY (ACADEMY)



### DOMAIN TWO - TEACHING AND LEARNING

“We are responsible to **ACHIEVE** in our learning.”



## DOMAIN TWO: Teaching and Leading

### AEAM Results for FFLA

**TABLE A2.1 Overall Quality of Basic Education 2020/21**

Percentage of teacher, parent and student agreement that: satisfied with the overall quality of basic learning.	Current 2021				Current 2021			
	FFLA				Alberta			
		2018	2019	2020		2018	2019	2020
Overall	94.3	90.3	92.6	93.1	89.6	90.0	90.2	90.3
Teacher	98.1	98.6	100	97.8	95.7	95.8	96.1	96.4
Parent	93.2	83.8	88.3	93.9	86.7	86	86.4	86.7
Student	91.5	88.5	89.7	87.5	88.1	88.2	88.1	87.8

**TABLE A2.4 Attitudes and Behaviours for Work Preparation 2020/21**

Percentage of teacher and parent agreement that students demonstrate the attitudes and behaviour for work preparation.	Current 2021				Current 2021			
	FFLA				Alberta			
		2018	2019	2020		2018	2019	2020
Overall	90.6	92.9	90.4	89.9	85.7	82.4	83.0	84.1
Teacher	94.4	100	92.9	93.3	93.7	90.3	90.8	92.2

Parent	86.8	85.7	87.9	86.5	77.8	74.6	75.2	76.0
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## **PART I SECTION I - FFLA REFLECTIONS on DOMAIN TWO**

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

In review of the FFLA AEAM RESULTS from 2021/21 for DOMAIN TWO, is it important to find that the perception of our learning programs, in their implementation and assessment of student learning, is strong. We will continue to coordinate our learning programs with scaffolded content, mastery learning, inquiry based opportunities, and authentic assessments. We will augment this with continuous communication. The challenges lie in the smaller cohort sizes of our student population for the feasibility of a wide range of electives. We are currently using the CTS/CTF models and rotating these on a three year cycle. We will revisit this list annually for feedback. In regards to work preparation, the results require further investigation as we have just recently launched a Work Experience program for our secondary students.

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

# FOOTPRINTS FOR LEARNING SOCIETY (ACADEMY)



## DOMAIN THREE - LEARNING SUPPORTS

“We are resilient to **EXCEL** in our learning.”



## DOMAIN THREE: Learning Supports

### AEAM Results for FFLA

**TABLE A3.1 Welcoming, Caring, Respectful, and Safe Learning Environments 2020/21**

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 2021				Current 2021			
	FFLA				Alberta			
		2018	2019	2020		2018	2019	2020
Overall	89.4	90.6	92.3	92.2	87.8	89.0	89.0	89.4
Teacher	88.7	98.3	97.1	97.3	95.3	95.0	95.1	95.3
Parent	96.7	93.5	95.8	97.9	88.2	89.4	89.7	90.2
Student	83.0	80.0	84.1	81.5	79.8	82.5	82.3	82.6

**TABLE A3.2 Learning Supports and Services 2020/21**

Percentage of teacher, parent and students who agree that students have access to the appropriate supports and services at school.	Current 2021				Current 2021			
	FFLA				Alberta			
		2018	2019	2020		2018	2019	2020
Overall	73.0	NA	NA	NA	82.6	NA	NA	NA
Teacher	58.6	NA	NA	NA	88.9	NA	NA	NA
Parent	81.7	NA	NA	NA	78.9	NA	NA	NA
Student	78.6	NA	NA	NA	80.2	NA	NA	NA

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

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

In review of the FFLA AEAM RESULTS from 2021/21 for DOMAIN THREE it is reasonable to find that the learning supports during our online disrupted scheduling impacted the students greatly, both 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 the volunteer help of our very committed FFLA families during this current COVID-19 context. 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 receive their Block and Grant Funding in lesser amounts generally compared to 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

# FOOTPRINTS FOR LEARNING SOCIETY (ACADEMY)



## DOMAIN FOUR - GOVERNANCE

“We are responsive to **LEAD** in our learning.”





## DOMAIN FOUR: Governance

### AEAM Results for FFLA

**TABLE A4.1 Parent Involvement in Decision-Making 2020/21**

Percentage of teacher and parent agreement that parents have opportunities for involvement in decisions about their child's education.	Current 2021				Current 2021			
	FFLA				Alberta			
		2018	2019	2020		2018	2019	2020
Overall	83.9	79.2	81.6	82.4	79.5	81.2	81.3	81.8
Teacher	83.3	87.9	92.9	89.3	86.8	89	89.6	86.8
Parent	84.3	70.4	70.3	75.4	72.2	73.4	73.6	73.9

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

### DOMAIN FOUR - GOVERNANCE

In review of the FFLA AEAM RESULTS from 2021/21 for DOMAIN FOUR, it is important to see that the FFLA Community perceived Parental Involvement as a continuance of previous years - where we are purposeful in our learning communication with FFLA families, inclusive of our COVID-19 guidelines with our newly designed digital learning platforms. Furthermore and of equal importance, FFLA continues to have a supportive, responsive, and diligent FFLA Parent Governance Board. Our commitment to the online learning was extensive. We will look at opportunities to interview Teachers for their inputs as we normalize in the post-COVID-19 routines.

**ACTION:** DEFINE AND PLAN FOR SCHOOL IMPROVEMENT WHILE SUSTAINING QUALITY LEARNING

### 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.)

Typically, in a timeframe without COVID-19 regulations, we are very fortunate to have many parents involved at FFLA and connected to the school 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 learning in the context of POST COVID-19 restrictions will need FFLA to focus on **POSITIVE GROWTH LEARNING ENVIRONMENTS** 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 well-ness with many opportunities for social engagement.
- The future of the FFLA programming will demand a continuation of **BLENDED LEARNING ENVIRONMENTS**. In this, teachers , students, and parents must become well-able to access and follow the digital platforms. To facilitate this digital world, FFLA needs to be sure that it has the hard and soft infrastructures/devices in place for equitable and fluid access to the platform designs and their satellite of applications and resources. In equal measure, teachers, students, and parents, must be aware of the challenges in the access to the internet world and its applications for social media.
- The future of the FFLA organization will demand a consideration of **ONGOING EXPANSION** in balance with available learning resources and environments.
- The future of the FFLA management will demand an 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.

## **PART I SECTION M - SUMMARY OF FINANCIAL AUDIT 2020/21**

### **NOTE:**

### **SEE FOLLOWING PAGE FOR FFLA SUMMARY OF 2020/21 FINANCIAL AUDIT**

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

Private School Authority Code: 0257  
 School Code: 1597

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

	AFS 2021	Budget 2021 (NOTE *) Note 12	AFS 2020 (NOTE *)
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$2,105,611	\$2,299,043	\$1,720,553
Alberta Education - Home Education	\$0	\$0	\$0
<b>Total Alberta Education Revenues</b>	\$2,105,611	\$2,299,043	\$1,720,553
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$1,086,897	\$0	\$24,997
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$0	\$0	\$85,852
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$88,296	\$425,855	\$206,235
Other sales and services	\$0	\$0	\$0
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$22,141	\$0	\$20,257
Gross school generated funds	\$9,809	\$30,000	\$15,966
Amortization of capital allocations	\$886	\$10,000	\$4,924
Other	\$0	\$0	\$0
<b>Total Revenues</b>	\$3,313,640	\$2,764,898	\$2,078,784
<b>EXPENSES</b>			
Certificated salaries (excluding home education) Notes 8 & 9	\$1,432,176	\$1,480,900	\$1,019,255
Certificated benefits Notes 8 & 9	\$93,852	\$113,466	\$64,191
Non-certificated salaries and wages (excluding home education) Notes 8 & 9	\$283,317	\$398,700	\$201,893
Non-certificated benefits Notes 8 & 9	\$19,152	\$30,549	\$13,823
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home ed.)	\$390,652	\$192,000	\$260,596
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building Note 10	\$430,850	\$504,000	\$348,344
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS (excluding home education)	\$0	\$0	\$0
English as a Second Language (excluding home education)	\$0	\$0	\$94
<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	\$9,809	\$30,000	\$15,966
Capital and debt services			
Amortization of capital assets:			
From restricted funds	\$886	\$10,000	\$4,924
From unrestricted funds	\$19,561	\$2,500	\$13,641
Total amortization of capital assets	\$20,447	\$12,500	\$18,565
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>	\$2,680,255	\$2,762,115	\$1,942,727
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>\$633,385</b>	<b>\$2,783</b>	<b>\$136,057</b>
	\$633,385		

Note: \* Input \*(Restated) in Budget 2021 and/or AFS 2020 column headings where comparatives are not taken from the respective finalized 2020/2021 Budget Report and/or finalized 2019/2020 Audited Financial Statements.

## **PART I SECTION N - TIMELINES AND COMMUNICATION**

The **2021 AERR** will be available DECEMBER 1ST, 2021 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 2020/21 full **Budget Report** and our 2020/21 **Audited Financial Statements** please email us at [admin@footprintsforlearning.com](mailto:admin@footprintsforlearning.com)

## **PART I SECTION O - DISCLOSURES**

For the 2020/21 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:

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

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

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

## 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 DIRECTION

### DOMAIN 1 - Outcomes for STUDENT LEARNING

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

- *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**

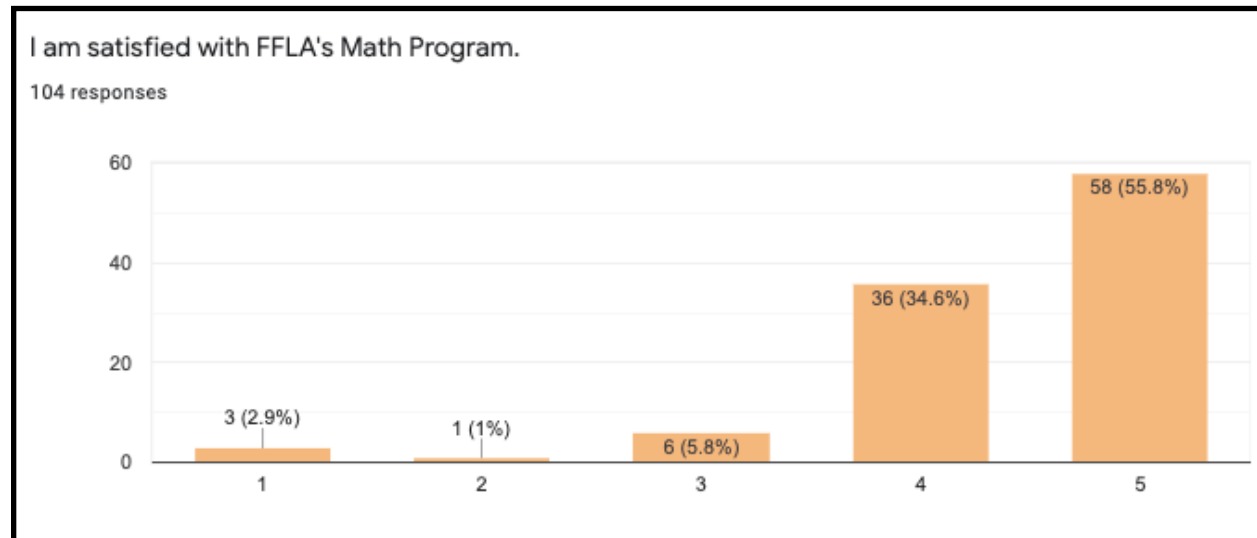
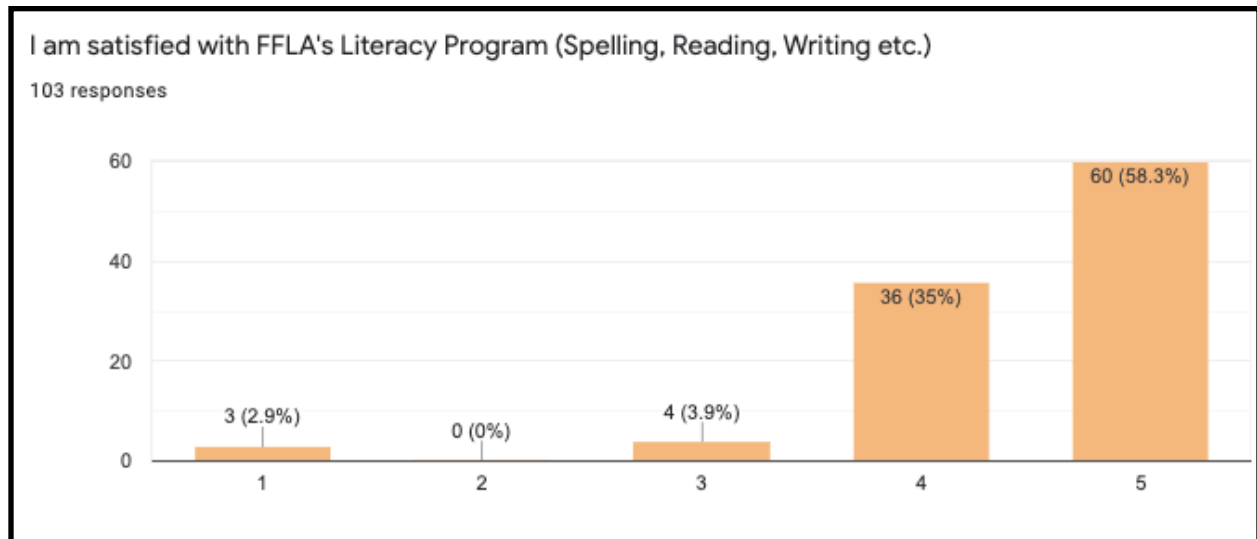
- **FOCUS IN LITERACY: Board and Administration engage FFLA community in the creation and ongoing implementation of a shared vision for student success.**
- *Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.*
- *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.*
- *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: Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.**

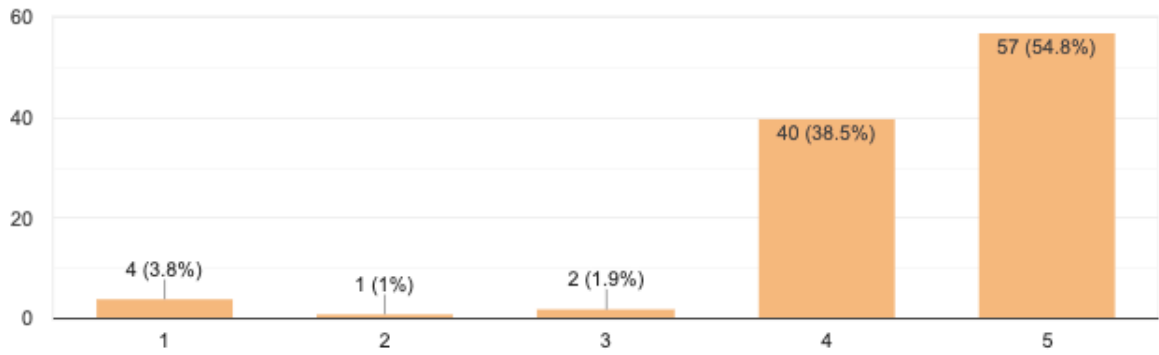
## Part II Section C - FFLA ASSURANCE CQI DIRECTION

The following graphs are represent the quantitative data we retrieved from our FFLA ANNUAL PARENT SURVEY DONE (May, 2021). The data indicates that the parents are very satisfied with the CORE CURRICULAR PROGRAMS at FFLA. Thus, in our LITERACY AGENDA for CQI, we will not be making curricular specific changes for literacy. Also, with the new Alberta Education Program of Studies being developed, we will not address changes to resources or learner outcomes at this time. Rather, we will focus on VOCABULARY to sustain the influence of our efforts and actions plans for 2021/22 into future directions for FFLA learning.



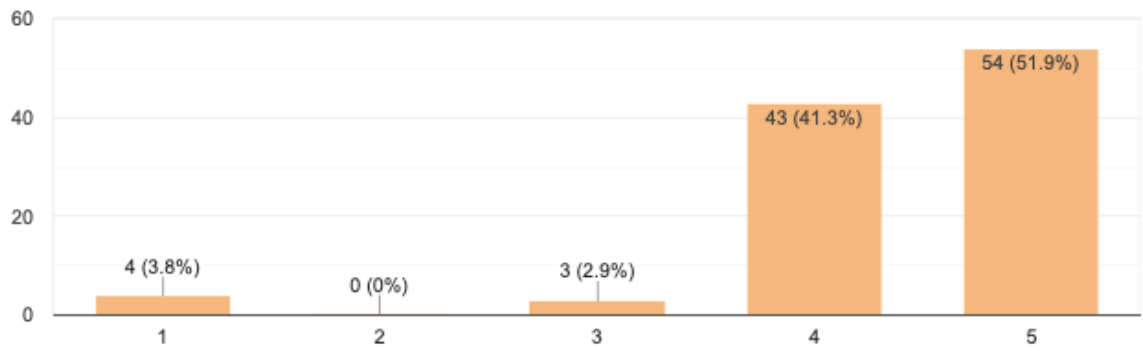
I am satisfied with FFLA's Science Programs.

104 responses



I am satisfied with FFLA's Social Programs.

104 responses



## Part II Section D - FFLA ASSURANCE CQI PATHWAY

For the DOMAINS and its thread of **LITERACY**, 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 LITERACY for 2021/22?

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

- **Resources (2021/22)** - New novel sets for Grades 4 through 12. Workbooks as an annual expense for Grammar and Reading Comprehension for Kinder through Grade 6. (\$10,000.00)
- **Personnel (2021/22)** - Educational Assistants focused on literacy specific tasks. (\$50,000.00)
- **Professional Learning (2021/22)** - Professional Learning Days for Teaching Staff focused on initiatives (action plans) for the FFLA Assurance Plan. (Without direct cost.)
- **Digital Technology (2021/22)** - Additional iPads and Google Chromebooks to expand Kinder through Grade 6 devices for online/digital learning with accessibility to pdf resources, and to specialized reading programs/applications (e.g. RAZ kids). (\$5,000.00)
- **Communications (2021/22)** - ALMA software program to facilitate school to home communication and feedback on learning. (\$7,500.00)
- **IPP, ELL, FNMI (2021/22)** - Educational Assistants to provide additional support for unique learners and their literacy goals. (\$50,000.00)
- **Special Requests Aligned with Assurance Framework (2021/22)** - Networking with AISCA as a new outreach to build on the capacity of CQI within the community of Independent School Authorities in Alberta. (\$7,500.00)

## PART II SECTION F - FFLA ASSURANCE CQI TIMELINE

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

- **October, 2020** - Assurance Model and Process In-service for Administrators by Alberta Education
- **November, 2020** - Completion of Combined 3-Year Education Plan and Annual Education Results Report (AERR) for School Authorities - 2020 to 2023 (See copy posted to the side.)
- **December, 2020** - Review by Staff and Board of Report and Approval. Plan published and linked on FFLA Website.
- **January, 2021** - Review by Alberta Education of Report and Approval.
- **March, 2021** - Alberta Education Funding Manual 2021/22 is published with Assurance Report Guidelines.
- **April, 2021** - Assurance Survey for Grade 4, 7, and 10. FFLA Assurance Framework in Draft completed. Assurance Model and Process In-service for Administrators by Alberta Education.
- **May, 2021** - Assurance Framework Approved by Board and Staff. Assurance Report sent to Alberta Education and published on FFLA website.
- **June, 2021** - Establishment of FFLA teams for the movement forward into our first year of the three-year cycle of the Assurance Framework.
- **August, 2021** - Review of Assurance Framework at In-service with teachers and work as professional learning communities.
- **September, 2021** - First cycle of strategies are monitored and timeline is established for measures.\*
- **February, 2022** - Assurance Survey from Alberta Education for Grades 4, 7, and 10.
- **March, 2022** - Draft of Review of Initial Measures is completed for Annual Assurance Report in Year 1.0 of its first three year cycle.
- **May, 2022** - Assurance Framework Updates Approved by Board and Staff. Assurance Model with revisions/updates sent to Alberta Education and published on FFLA website.
- **June, 2022** - Establishment of FFLA teams for the movement forward into our second year of the first cycle of the Assurance Framework.
- **November, 2022** - Formal School Report on Year 1.0 for Alberta Education is published for FFLA Community and shared with Alberta Education liaison.

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

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

### FALL of 2021 (Semester I)

#### Background:

The Teaching Team has identified vocabulary, specifically Tier I and II terms, as their sub-focus under the general domain of LITERACY for 2021/22. 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 G - FFLA ASSURANCE CQI 2021 LITERACY INITIATIVE ...**

**FALL of 2021 (Semester I) continued ...**

**REFERENCES continued:**

- <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: SAMPLE DATA FROM OUR FIRST ROUND OF TRIALS IS PROVIDED BELOW.**



**ASSURANCE FRAMEWORK**

**GROWING THE LITERACY LEARNING AT FFLA**

2021/22

**FFLA's INITIATIVES for the FALL of 2021 (Trimester I)**

**TEAM: MV/TAR/EY/RT**

<p><b>FOCUS - LITERACY GROUP</b></p> <p>G6-9 The Middle School Student</p>				
<p><b>DOMAIN</b></p>	<p><b>STUDENTS</b></p>	<p><b>TEACHERS</b></p>	<p><b>DIFFERENTIATION</b></p>	<p><b>COMMUNITY</b></p>
<p><b>Assurance Outcomes from Alberta Education Funding Manual 2021/22</b></p>	<p>Students achieve prescribed provincial learning outcomes, demonstrating strength in literacy.</p>	<p>Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.</p>	<p>Learning environments are adapted as needed, emphasizing a sense of belonging and high expectations.</p>	<p>Students and their parents work in collaboration with education partners to support learning.</p>
<p><b>ELA OUTCOMES from Alberta Programs of Study</b></p>	<p>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p>	<p>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p>	<p>Students will listen, speak, read, write, view and represent to manage ideas and information.</p>	<p>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>
<p><b>INITIATIVES</b></p>	<p>Students will read, discuss, and respond to questions on a set of short stories, while</p>	<p>Students will write essay format composition of four paragraphs based on the comparison of two short stories.</p>	<p>Teachers will summarize the <i>Short Story</i> material for the students, provide lists of key literary devices for the unit, and offer graphic organizers</p>	<p>Parents will be provided with a focused guide on one aspect of the rubric to communicate the</p>

	reviewing its literary devices.		for essays. This will facilitate differentiation.	elements being examined for learner assessment.
<b>RESEARCH</b>	<a href="https://advice.writing.utoronto.ca/types-of-writing/comparative-essay/">https://advice.writing.utoronto.ca/types-of-writing/comparative-essay/</a>  <a href="https://www.nytimes.com/2019/12/05/learning/writing-comparative-essays-making-connections-to-illuminate-ideas.html">https://www.nytimes.com/2019/12/05/learning/writing-comparative-essays-making-connections-to-illuminate-ideas.html</a>	<a href="https://www.researchgate.net/publication/330443141_USING_SHORT_STORY_TO_IMPROVE_STUDENT'S_READING_COMPREHENSION_A_STUDY_AT_THE_SECOND_YEAR_STUDENT_OF_SMPN_2_KOTA_BENGLULU/link/5c409149299bf12be3cf2be6/download">https://www.researchgate.net/publication/330443141_USING_SHORT_STORY_TO_IMPROVE_STUDENT'S_READING_COMPREHENSION_A_STUDY_AT_THE_SECOND_YEAR_STUDENT_OF_SMPN_2_KOTA_BENGLULU/link/5c409149299bf12be3cf2be6/download</a>	<a href="https://www.researchgate.net/publication/324861370_THE_EFFECT_OF_USING_SHORT_STORIES_ON_THE_DEVELOPMENT_OF_5TH_GRADERS'_READING_COMPREHENSION_SKILLS_IN_HEBRON_DISTRICT">https://www.researchgate.net/publication/324861370_THE_EFFECT_OF_USING_SHORT_STORIES_ON_THE_DEVELOPMENT_OF_5TH_GRADERS'_READING_COMPREHENSION_SKILLS_IN_HEBRON_DISTRICT</a>	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4041495/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4041495/</a>
<b>TIMELINE</b>	4 weeks	4 weeks	4 weeks	4 weeks
<b>Pre-Measure</b>	Mini-Reading Comprehension Quiz - Formative Grade for Term I Report Card	Timed writing task based on two childhood classics - Formative Grade for Term I Report Card	Mini- Reading Comprehension Quiz.  Timed writing task based on two childhood classics.	Grading of writing by parent, student, and teacher.
<b>Post-Measure</b>	Reading Comprehension Test - Summative Grade for Term I Report Card.	Timed writing task based on two stories studied in class - Summative Grade for Term I Report Card.	Reading Comprehension Test with extended time.  Timed writing task based on two stories studied in class with extended time and open-book with notes on stories.	Grading of writing by parent, student, and teacher.
<b>ACTIONS by Teacher</b>	Preparation of Tests. Development of Short Story Unit.	Preparation of a Lesson on Comparative Essay Writing.	Adapted/accommodated /modified lesson and assessment.	Preparation of Rubric for grading.
<b>FINDINGS</b>				
Qualitative Reflections from Team Discussions	Students engaged well in these lessons for both the pre and post testing. Further, in an analysis of the results it was obvious that the teaching of the vocabulary directly did	In the pre-test, students mostly struggled with finding examples of a literary device from the text (hyperbole) as well as reading between the lines to identify feelings and thoughts of characters.	Based on the pre-test, major areas of growth in essay writing is using paragraphs to write a clear introduction, body and conclusion to order ideas so that they are presented in a logical and coherent manner. Another area of growth was using textual evidence as support.	

	impact the understanding of the terms. We will now monitor for further understandings in general usage rather than testing.	In the post-test, most incorrect answers related to identifying feelings or reasons behind the actions of characters in the story. Based on the results, students need more practice inferring feelings of characters from the text.	Judging from the post-test, using textual evidence continues to be an area of growth for most students but they are beginning to understand how to do this. Most students produced essays that had a clear introduction, body and conclusion so there was improvement in this area	
Quantitative Data from grading of student products.	<b>Grade 6</b> <b>Pretest Assessment average: 55%</b> <b>Post-test Assessment average: 72%</b>	<b>Grade 7</b> <b>Pre-assessment average: 78.47%</b> <b>Median: 5 out of 6</b> <b>Post assessment average: 87.86%</b> <b>Median: 5 out of 5</b>	<b>Grade 8</b> <b>Pre-assessment Average: 51.43%</b> <b>Median: 2.5 out of 5</b> <b>Post-assessment average: 58.57%</b> <b>Median: 2.75 out of 5</b>	
<b>DECISIONS</b>	Continue and Why	Adapt and Continue with How and Why	Dis-continue and Why	

**TIMELINE OF TASKS:**

1. Develop Template (by October 8th, 2021)
2. Review all Reference Documents and Research (by October 8th, 2021)
3. Develop Short Story Unit or Adapt Existing Unit (by October 8th, 2021)
4. Develop PRE - Assessment Documents (by October 17th, 2021)
5. Develop POST - Assessment Documents (by October 17th, 2021)
6. Administer Pre-Test and Grade (by October 29th, 2021)
7. Implement Lessons on two key short stories (by October 29th, 2021)
8. Implement Lessons on comparative essay writing (by October 29th, 2021)
9. Administer Post - Test and Grade (by November 5th, 2021)
10. Collect data, graph, interpret both quantitatively and qualitatively (by November 5th, 2021)
11. Make decision on moving forward CQI (Continuous Quality Improvement) (by November 5th, 2021)
12. Submit Data (by November 10th, 2021)