



FLCA

FOOTPRINTS FOR LEARNING CHARTER ACADEMY
Global Perspectives, Entrepreneurial Spirit, Academic Excellence



2021-2026 EDUCATION PLAN YEAR 5

Land Acknowledgement

FLCA respectfully
acknowledges that the
beautiful land on which we learn,
live, work and play is located on Treaty 7
territory and the Métis homeland. We honour
Elders past, present and emerging and recognize
their important role as keepers of knowledge,
stories and songlines. We are committed to
advancing the Truth and Reconciliation
Commission Calls to Action and to
walking together toward
a better future.



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Accountability Statement

The Education Plan for Footprints for Learning Society commencing September 1, 2025 was prepared under the direction of the Charter Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Charter Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Charter Board reviewed and approved the 2021-2026 Education Plan, Year Five on May 13, 2025.



Corina Jeppesen
Board Chair



Terry-Ann Robertson
Superintendent

Message from the Board Chair

Charting a Course for Growth and Impact

This Education Plan for the 2025-26 school year, the final year of our five-year cycle, builds upon the strong foundation we have established and the new elements of focus arising from our transition to a public charter school. This exciting evolution has empowered us to amplify our powerful vision for graduates of Footprints for Learning Charter Academy (FLCA): they will be entrepreneurial leaders, global citizens, and transformative thinkers, ready to create value in a rapidly changing world.

This plan has been thoughtfully fine-tuned, informed by valuable input and feedback gathered from our diverse stakeholders – students, parents, teachers, and community members – and through a thorough analysis of the results presented in our Annual Education Results Report (AERR).

Our strategic priorities for this year reflect this collaborative and evidence-based approach. Through the stakeholder engagement process, we refined FLCA's education plan priorities, framed around four key areas that address our core purpose: entrepreneurship, academics and wellness. For the final year of our cycle, we have added Indigenous Success and Reconciliation as a fourth priority area to bring into relief our commitments, making them more visible and tangible.

The Board is confident that these priorities, aligned with the unique goals of our charter as well as the overarching goals outlined in the Alberta Education business plan, will empower our students to become lifelong learners and impactful contributors. Our successful evolution to public charter school is a testament to the extraordinary dedication of many, and the Board wishes to express its sincere appreciation to our visionary school leadership who developed the charter program and application, the enthusiastic parents and students who championed this journey, our committed teachers who embraced

the implementation of our new charter, and the supportive staff at Alberta Education who guided us along the way.

As we embark on the next phase of our educational journey, I am filled with optimism for the future of our students and the enduring impact of Footprints for Learning Charter Academy.



Corina Jeppesen
Board Chair



Message from the Superintendent

From Vision to Action: Our Focus on Student Success

FLCA's Education Plan represents a collective commitment to fostering the holistic development of every student within our learning community. As we move forward, our focus will be on the intentional and systemic implementation of key priorities designed to build a robust foundation for their future success. We aim to prepare students to succeed in the real world as responsible and innovative individuals who will make meaningful contributions to our society, with their unique footprint on the future.

Built upon the foundational direction established by our approved charter, this Education Plan represents an evolution of our existing five-year plan. Our transition to a public charter school one year ago has provided a pivotal opportunity to refine and readjust our established priorities in Entrepreneurship, Academics, and Wellness. The five domains of the Alberta Education Assurance Framework serve as a comprehensive lens to ensure these core elements are now fully aligned with the unique goals and outcomes inherent in our charter, adding depth and clarity to our strategic planning for the coming years.

Driven by a pursuit of excellence, FLCA operates through a process of continuous improvement. We learn from our history, both successes and setbacks, to shape our current practices and strategically plan for the future, including embracing research and collaborative opportunities.

This Education Plan serves as a dynamic blueprint, guiding our collective efforts to empower student growth, cultivate ethical leaders, foster critical thinkers, and expand learning horizons. Through a focused and collaborative approach, we are confident that we will create an environment where every student can thrive, develop into transformational leaders, and make meaningful contributions to our community and the wider world.

Recognizing the vital role of our community, we actively seek and encourage ongoing input from parents and students regarding their needs, suggestions, and concerns. This cycle of reflection, action, and engagement ensures that our planning is thoughtful and responsive, positioning FLCA for another successful year of growth and enhanced quality in 2025-26.



Terry-Ann Robertson
Superintendent



Vision

We envision our graduates to be entrepreneurial leaders, global citizens and transformative thinkers, ready to create value for a rapidly changing world.

Footprints for Learning Charter Academy (FLCA) will transform education with entrepreneurship skill sets to empower its learners to thrive, contribute and lead in tomorrow's world. FLCA graduates will possess an entrepreneurial network of competencies, a global awareness of context and a strength of character to be lifelong learners willing to problem-solve with confidence, purpose, resilience and creativity for the betterment of themselves, their communities and the world.

Mission

FLCA's mission is to provide students with an authentic learning journey that fosters academic achievement, learner and character competencies, and a global mindset within an entrepreneurship framework. It is through entrepreneurial knowledge and skills that we empower students to become responsible and responsive global citizens who understand how to contribute value to our learning and living as individuals and as a society.

Purpose

FLCA's purpose is to provide an enriched educational program empowering students to emerge as entrepreneurial leaders with a global perspective, equipping them to flourish both individually and as community leaders, catalyzing positive change within their spheres of Influence.

Core Values



**CREATIVITY | COURAGE | OPENNESS
EMPATHY | CHARACTER | SERVICE**

Guiding Principles

We inspire one another with intellectual curiosity, creativity and resourcefulness and actively engage in the process of learning. We seek solutions and consider the myriad ways our efforts can add value.

We value the learning process as much as the outcome; we fail forward with patience and humility and celebrate resilience.

We embrace the benefits of a diverse, global community, cultivating and deepening our empathy, compassion and perspectives.

We adopt an innovation mindset in our teaching, learning and leading.

We cultivate greater understanding of ourselves, our communities and our responsibilities in a global society. We recognize and honor that we are each a valued part of something greater than ourselves.

We nurture and promote the holistic development of character.

We pursue a life of flourishing by investing in ourselves, in one another and in our global environment.

Our Philosophy

DEVELOPING A HOLISTIC APPROACH

We believe that the overarching objective of education is not solely about academic achievement, it is a holistic endeavour designed to nurture students – intellectually, emotionally, socially and physically. By promoting inclusivity, fostering a supportive community and providing opportunities for self-reflection and personal growth, we create an environment where students can flourish.

This holistic approach serves as a foundation for FLCA as reflected in the far-reaching and multi-dimensional aspects of learning covered by our three charter pillars as well as the interrelationships among them. Enabling students to look beyond cause-and-effect to see the larger context promotes an approach to learning that goes beyond “what is” to embrace the power of creativity and innovation of “what might be.”

In addition, within each of the charter pillars, this holistic approach is further demonstrated through:

- a “wide” approach to entrepreneurship and an understanding that an entrepreneurial mindset has application to far-reaching areas of study and employment;
- a comprehensive understanding of global mindset development that addresses the intellectual, social, cultural, emotional and experiential dimensions; and
- an emphasis on leadership skills, attitudes and values that are transformational – rather than merely transactional – thereby equipping students to be leaders in an increasingly interconnected world by promoting innovation, navigating uncertainty and communicating with diverse groups.

PROVIDING AUTHENTIC LEARNING EXPERIENCES

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

FLCA’s authentic learning approach, emphasizing hands-on experiences and real-world applications, serves as a catalyst for nurturing each student’s entrepreneurial spirit. By engaging in problem-solving and entrepreneurial projects, students not only cultivate essential skills such as critical thinking and creativity but also develop an innate understanding of risk-taking and resilience. These same experiences feed into leadership development, by offering meaningful opportunities to build leadership

competencies that extend beyond collaboration to include inspiring and mobilizing teams to achieve a shared goal. Research shows that authentic learning also provides a context of relevancy to students, offering fertile ground for them to discover and build on their interests and passions. This, in turn, builds stronger post-secondary pathways, thereby aligning with purpose-driven learning.

From a global mindset perspective, authentic learning experiences immerse students in diverse perspectives and cultural contexts. Much like the wide approach to entrepreneurship, this approach goes beyond learning “about” diverse peoples, places and perspectives to engage students in learning experiences “with” and “through” global contexts. Through collaborative projects, students gain not only an understanding of cultural diversity but also the intercultural communication skills vital for navigating an interconnected world. These competencies tie into leadership by providing a meaningful understanding of how cross-cultural understanding is a critical foundation for leadership.

Our Philosophy

CONTINUED

EMPOWERING PURPOSE-DRIVEN LEARNING

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

Purpose-driven learning, which emphasizes the alignment of academic pursuits with personal passions and societal needs adds a personalized dimension to authentic learning experiences and further fuels student engagement. Authentic learning experiences offer the ideal environment for pursuing this approach. By guiding students to explore their interests and identify opportunities for innovation,

purpose-driven learning also instills a sense of agency and ownership, adding a new and more individualized dimension to the entrepreneurial mindset.

Yet FLCA's definition of purpose-driven education is not limited to the individual. Rather, it zooms out, connecting students with a larger global context and challenging them to approach problem-solving and value-creation through a wider lens. In this way, purpose-driven learning gives students intentional and meaningful opportunities to connect learning to the self (the inward journey) and then to create value or act for a larger purpose (the outer journey). So too do the authentic learning experiences shaped by the purpose-driven approach build self-awareness, resilience, and empathy – essential attributes of both entrepreneurial mindset and transformational leadership.



FLCA Charter Pillars

EMBEDDING AN ENTREPRENEURSHIP FOCUS



By encouraging risk-taking, resilience, and an appetite for learning from failure, we foster an **entrepreneurial mindset** that enables students to adapt, discover opportunity and become proactive contributors to society.

Entrepreneurship is not limited to business ventures alone, but rather a mindset that encourages creativity, innovation, and problem-solving where each can offer value to the system. We aim to instill an entrepreneurial spirit in our students, equipping them with the competencies, skills, knowledge and mindset necessary to navigate an ever-changing world.

FOSTERING A GLOBAL MINDSET



In an increasingly interconnected and interdependent world, **global awareness and understanding** are critical. We believe that a planetary perspective enriches students' learning experiences and equips them to address complex global issues with a sense of compassion and respect.

We strive to foster inclusiveness and awareness by exposing students to different cultures, perspectives, and challenges. Through interdisciplinary studies, cultural exchanges, and international collaborations, we encourage students to become empathetic, culturally competent and socially responsible citizens of this world.

INSPIRING TRANSFORMATIONAL LEADERSHIP



Through a **transformational leadership** approach, FLCA empowers students not only with the skills necessary to undertake the tasks of leadership, but the attitudes and mindset that will enable them to understand and value how leaders serve as role models, make good decisions, and influence others in a positive way. Through experiential learning, including service learning, students will become engaged and ethical leaders taking responsibility for solving complex problems, providing value and meeting tangible needs.

Our increasingly complex world is changing how we need to prepare students for the future. Strategic decision-making, collaboration, resilience and the ability to navigate complexity and rapid change are becoming increasingly important. Leadership is no longer considered the domain of the few but rather a fundamental life skill.

2024-25 Highlights

ENTREPRENEURSHIP

Entrepreneurship is the keystone species of our footprint on education. It is a design, place, and opportunity for community engagement, curricular development, and student focus. The Education Plan for 2025-26 will reference its 2024-25 Charter document and continue the scaffolding of the courses from Grade 4 through Grade 12. A designated Entrepreneurship Lead directs students on authentic business leadership learning and mentors teachers on embedding the competencies of entrepreneurship thinking into all courses.

Our series of monthly FLCA entrepreneurship newsletters boasts 20 months of evidence in student applied learning throughout the K-12 continuum. Moreover, our Market Fair of 50 projects from Kindergarten through Grade 12 is now over 100 with two separate events in February and April. 80% of students completed questionnaires on at least 10 projects and volunteer community adult entrepreneurs interviewed and rated the project-based learning with an average of 3.5 on a 4.0 scale. As a capstone showcase, the high school population of 24 students worked in small cohorts to develop 17 unique projects.



GLOBAL AWARENESS

FLCA is planning to further elaborate our Global Awareness programming next year with bimonthly speakers on cultures from around the world at our citizenship assemblies. This year, we designated time to the teaching of Global Studies, where each continent provided a setting for understanding the people, their business world, their natural environment, their identified issues, and the ways in which we could be stewards for this component of our shared globe. We plan to align entrepreneurship projects to global concerns and problem-solve with those of a context different than our own.

LEADERSHIP

We want all FLCA stakeholders to be leaders. We have invited the community to present, mentor and judge our entrepreneurial learning; next year we will do the same with global studies. We have invited students to present and participate in provincial and national competitions for Global Awareness. Most recently, two of our middle school students were recognized as award-winners for Alberta Education's *Think Globally Collage Contest*. We are looking at expanding our volunteer initiatives for students and bringing service leadership into our planned travels next year.



2024-25 Highlights

CONTINUED

NEW CURRICULUM

FLCA is assigning a lead role to review, report, and design professional learning for our FLCA staff. Our aim is to review and/or adapt or develop resources that can be implemented in 2025-26. We are adding to our ability to lead and mentor one another with professional learning on mentorship, with funding for resources and lead role time for Admin grade levels, Athletics and Wellness, Entrepreneurship, Guidance and Wellness, and Inclusion. We are investigating developing student workshops or mini-camps for Communication Choice and Digital Navigation.

LITERACY AND NUMERACY INTERVENTIONS

We are using Individual Program Plans (IPPs) to target Literacy and Numeracy outcomes, apply benchmarks for our English as an Additional Language (EAL) students, and to devote teacher time to break-out groups that focus on reading comprehension skills. We are considering piloting new resources for in-class novel studies, and with a legacy donation from an FLCA family, we are building a library of hard and soft copies of scaffolded readings for literacy, entrepreneurship, inclusion, and global awareness.

The initiative will have measures for our next cycle in the FLCA Education Assurance Plan. Lastly, yet another learning day camp is also be considered to target Reading Comprehension as a launch to our new Mobile Library.

EDUCATION FOR RECONCILIATION

Using entrepreneurship and global awareness, we are expanding our Indigenous studies to examine worlds of work and culture, locally and internationally. Currently, we scaffold these studies thematically, however, next year, we will give this focus a new format within our Fine Arts programming - in French, art, drama and music classes. Our Orange Shirt Day jigsaw of classroom activities created a collective display. We want to build on the success of this initiative by speaking with Indigenous elders and asking for their insights into our charter school programming. We are considering fine arts theme days to advance our opportunities for school-wide student engagement.



Assurance and Accountability

A FRAMEWORK FOR ENSURING STUDENT SUCCESS

At FLCA, we understand that fostering trust with our community and ensuring the highest quality of education requires a robust system of accountability and continuous improvement. We enthusiastically embrace the principles of Alberta's provincial Assurance Framework, a vital mechanism that holds all schools responsible for the success and well-being of their students. Our Education Plan is not a static document but a dynamic roadmap, intricately linked to this framework. It outlines the specific, evidence-based strategies we employ to achieve the measures of success defined by the province as well as those of our unique charter.

Our commitment goes beyond simply meeting requirements. We believe in the power of evidence-based decision-making and the ongoing cycle of continuous improvement – a process of thoughtful action, data analysis, and strategic adaptation. This iterative approach, deeply aligned with both our charter and the Alberta Education business plan, places student achievement and success at the heart of all we do. FLCA's entrepreneurship program is a specialized and highly effective strand within the broader framework of career education in Alberta, preparing students with the skills and mindset to succeed in a wide variety of careers.

ASSURANCE DOMAINS

Assurance in education involves community and partners engaging across five interconnected areas, or domains: student growth and achievement (the primary focus), teaching and leading, learning supports, governance, and the local and societal context (which influences all others). These domains represent the key responsibilities for which school authorities are accountable to ensure student success.



Assurance is achieved through relationship-building and engagement between all education partners and by creating and sustaining a culture of continuous improvement and collective responsibility.



Alberta Education
Funding Manual for School Authorities

PLANNING AND REPORTING CYCLE

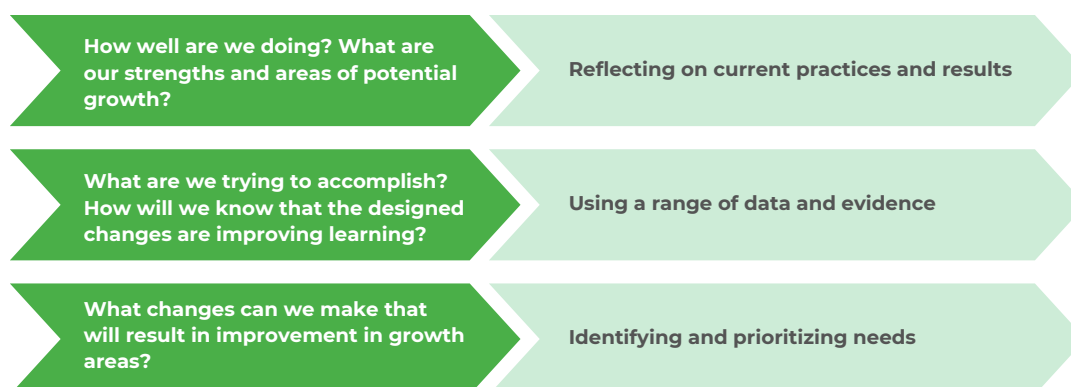
Education plans are created through a process of analyzing results, considering stakeholder views and provincial guidance to define outcomes and strategies, which are then budgeted for and implemented, with ongoing stakeholder engagement informing the plan's development and progress.



Assurance Process

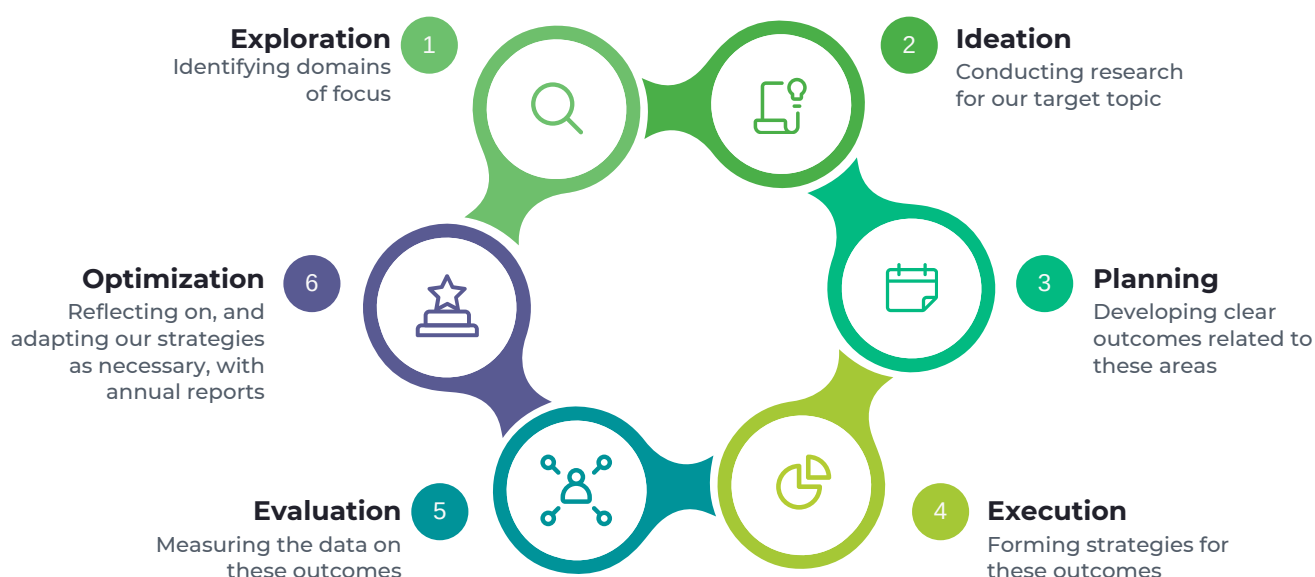
THE ESSENTIAL QUESTIONS

FLCA's approach to continuous improvement and quality assurance is guided by a set of essential questions that form the bedrock of our reflective practice. These fundamental inquiries drive our ongoing efforts to enhance student learning and overall school effectiveness.



THE PROCESS

Our FLCA Assurance journey is a systematic process for continuous improvement, guiding our efforts through key steps to identify areas for focus and ultimately enhance student outcomes. This structured approach ensures we are consistently finding clear directions for growth and development within our school.



FLCA Stakeholders

THE IMPORTANCE OF ENGAGEMENT

Meaningful stakeholder engagement is crucial as it provides diverse perspectives that enrich planning and ensures our decisions are responsive to the needs of our entire school community. This collaborative approach fosters shared ownership and strengthens the collective commitment to student success and well-being.

Our stakeholder engagement follows a four-component process: **Planning** to define the scope and participants, **Participation** to gather diverse input and priorities, **Analysis** to consolidate findings into actionable steps, and **Sharing** to disseminate results to all relevant parties.

PRIMARY STAKEHOLDERS

School Council

The active involvement of the School Council in renewing the school's foundational statements, shaping Education Plan priorities, providing feedback through surveys, and offering input on programming, policies and budgeting demonstrates a robust commitment to stakeholder engagement. This is a key element of the school's obligations under Section 12 of the School Councils Regulation and directly aligns with the Alberta Education Assurance Framework's emphasis on incorporating diverse perspectives to inform planning and enhance responsiveness to the school community's needs.

Parents

Parents are actively engaged as vital stakeholders throughout the school year through numerous avenues. They are encouraged to volunteer their time and talents across all aspects of the FLCA system, including academics, athletics, and wellness programs, directly contributing to the school environment. Open communication is fostered through an open-door policy, where parents are welcome to connect with teachers and administration at any time with questions or feedback.



Students

Students are the core stakeholders in our educational system, and their experiences and perspectives are critical to our assurance processes. We actively seek student voice through surveys, anecdotal feedback, and participation in school-based initiatives. Their input informs our understanding of program effectiveness, learning supports, and overall school climate.

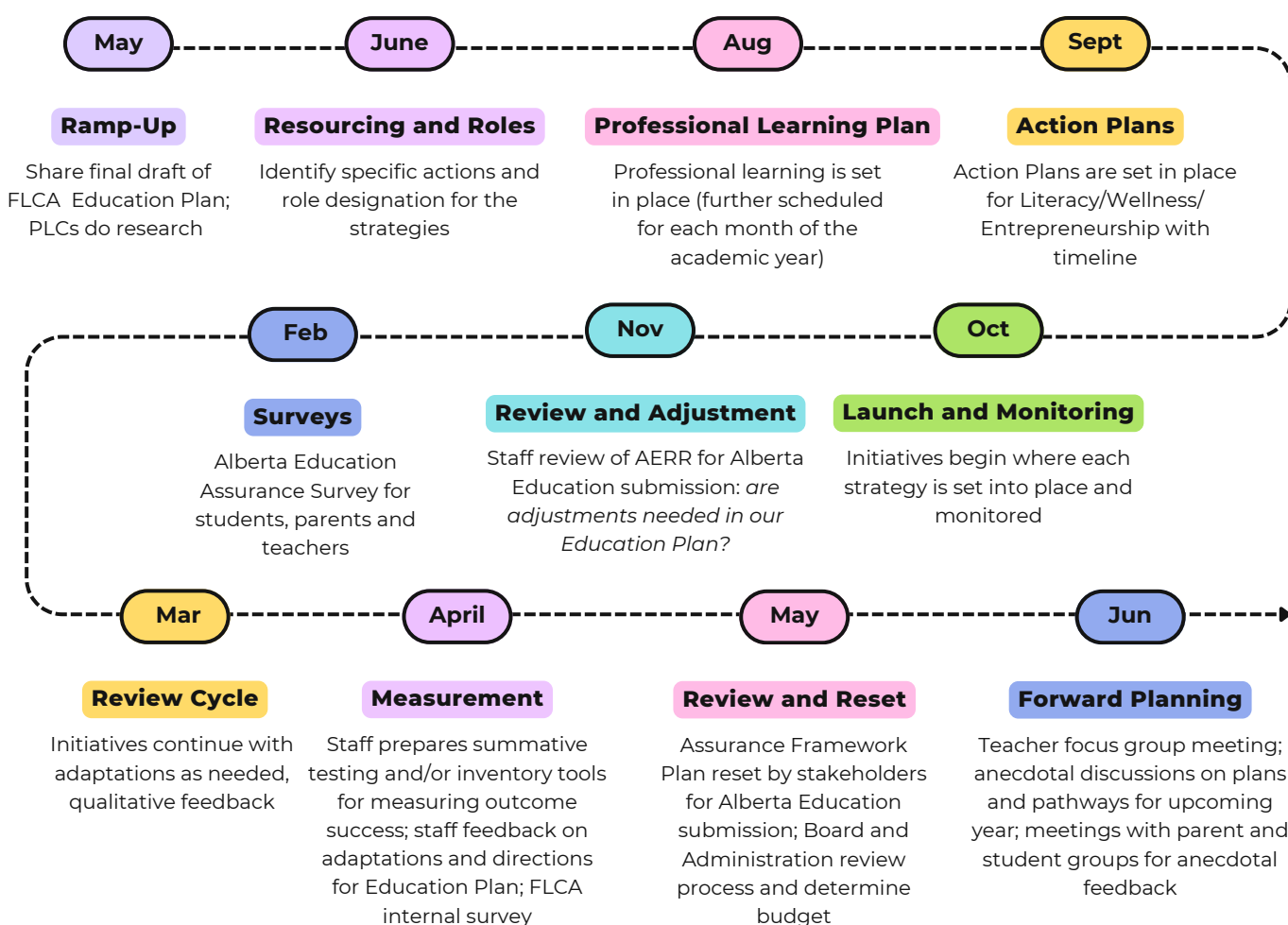
Teachers

Teachers, as the primary facilitators of learning, are integral stakeholders whose expertise and insights are central to our assurance framework. Their ongoing professional learning, collaborative research within Professional Learning Communities (PLCs), and active involvement in curriculum implementation directly inform our educational programs and strategies. Through regular feedback mechanisms and opportunities to contribute to the Education Plan, teachers play a vital role in the continuous improvement cycle, ensuring that our instructional practices are evidence-based and responsive to student needs.

Stakeholder Engagement

FLCA ASSURANCE TIMELINE (REPEATED ANNUALLY)

The five-year FLCA planning cycle balances long-range thinking with short-term execution. The Education Plan creates both standards and expectations, enabling us to track and measure our progress. By design, the plan evolves over time based on the continuous cycle of reflection, review and improvement. We celebrate milestones and accomplishments and also make adjustments during the school year based on stakeholder feedback, observation and review of results.



Assurance in Planning

FLCA ACTION PLANS

Assurance in planning requires our Administration and professional learning communities (PLCs) to come together regularly in various configurations. Guided by the Education Plan, these collaborative teams of educators meet regularly to review data, share research and discuss teaching practices, with their central focus on improving student learning outcomes.

PLC ACTIONS

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

REFLECTION PROCESSES

- Data Collection and
- Reporting by Staff
- Education Report for Alberta Education
- Board Presentation
- Public Presentation

MEASURES FOR ANALYSIS

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

APPLICATIONS

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

Strategic Priorities

REFLECTING ON THE PAST, PLANNING FOR THE FUTURE

Our first year as a public charter school has been a time of incredible learning and transformation. We are proud of our past and passionate about our charter and its unique place in the educational landscape of Alberta. In our second year of the charter, FLCA will continue to focus on a number of organization-level goals and objectives that will be instrumental in our charter implementation.

CAPITAL PLANNING

Strategic capital planning is a paramount priority, recognizing the fundamental role of physical infrastructure in fostering optimal learning environments and expanding equitable access. Our vision encompasses the development of a purpose-built K-12 facility strategically designed to accommodate a growing student population, thereby enhancing choice within the educational landscape of Airdrie. This initiative extends beyond mere capacity expansion, prioritizing the creation of specialized educational spaces for enhanced core programming and options, from music to physical education to CTF.

RESEARCH AND PROGRAMMING

As a newly established charter school, the ongoing evolution of our curriculum and programming constitutes a critical strategic focus, significantly enhanced by collaborative research endeavors. These formative years present a unique opportunity to design and refine an educational experience that authentically embodies our charter's vision and meets the diverse needs of our learners.

Our approach is characterized by a commitment to research-informed practices, actively engaging in partnerships with post-secondary institutions to investigate innovative pedagogical approaches and the efficacy of our unique curricular integrations, particularly in the domains of entrepreneurship and global awareness.

SCHOOL CULTURE

Concurrent with our programmatic development is a strategic emphasis on cultivating a strong and distinctive school culture. Recognizing that a positive and cohesive identity is foundational to student success and overall well-being, we are actively fostering a collaborative environment that values inclusivity, respect, and a shared sense of purpose across the K-12 continuum. This intentional culture-building, particularly vital in the early stages of our charter, aims to create a supportive ecosystem where students feel connected, empowered, and inspired to thrive academically, socially, and emotionally.

THOUGHT LEADERSHIP

A core strategic priority for FLCA is to establish itself as a thought leader, particularly with regard to the integration of entrepreneurship and a global mindset into core curriculum. We aim to be a catalyst for innovation, developing and disseminating exemplary practices that empower students with future-ready skills. By forging stronger pathways for students transitioning to post-secondary studies and the workforce, we seek to demonstrate a model for entrepreneurial education with a global perspective. This involves actively engaging with local and provincial stakeholders to share our insights and contribute to the advancement of forward-thinking educational practices that benefit students across Alberta.

ALIGNMENT WITH ALBERTA EDUCATION BUSINESS PLAN

4.1 Implement school capital strategies to modernize and increase the number of student spaces in the communities of greatest need.

4.3 Promote choice in education to enhance student learning through a variety of schooling options for students and parents.

Key Insights from Results Analysis

INTRODUCTION

The results presented in FLCA's AERR for the 2023-24 school year provided us with helpful data and evidence to inform our rolling education plan. In the process of compiling the AERR, we identified three key trends and three challenges that served as points for reviewing and readjusting the specifics of the plan. Overall, the AERR indicated that the process of Continuous Quality Improvement is progressing forward, with positive indications of satisfaction among stakeholders.

TRENDS

Program growth and vitality

The FLCA program continues to grow. Our evolution to a public charter school generated significant interest and support. As our high school programming is fairly new, the population of students in grades 10-12 is small, but gaining traction. We have a stable cohort of certified teachers with embedded mentorship, creating a strong core of educational expertise and leadership. The growing teacher population brings diversity in our perspectives and pedagogy, enabling us to build on past professional learning while also undertaking new research.

Strong and supportive community

FLCA has a stable governance and administration team that collaborates and adapts to understand and personalize the learning of our community with consistent and well-scaffolded programming. Our strong community culture enables our teachers and leaders to know and support our FLCA families and their unique need. Our school community is extraordinarily dedicated, with many parents dedicated to helping the school succeed through their volunteer leadership roles (e.g., FLCA Board, School Council, athletics teams, technology implementation and fundraising).

Positive indicators of success

Positive results reports and monitoring reviews from Alberta Education offer strong indications of positive trends in student success and system quality.

CHALLENGES

Physical space limitations

FLCA's current enrolment is over 500 K-12 students. We are currently at 116% utilization, with higher utilization projected for September 2025. Although our current high school contingent is small, with larger student cohorts progressing through the grades, enrolment pressures will continue to increase even with capped enrolment. In addition, there are over 1,000 students on our waiting list.

Specialized space requirements

In addition to space constraints, the current FLCA facility does not offer the necessary specialized spaces to support the unique range of demands for K-12 courses in Music, Drama, and Physical Education. The physical space limitations also impact FLCA's ability to add CTF and options courses that require specialized spaces. The addition of extracurricular programs, including athletics, similarly carry specific space requirements.

Evolving educational framework

FLCA's status as a public charter school requires attention to the related responsibilities and regulations. Time and attention are required to ensure that the Education Plan aligns with the vision, mission and charter pillars. The fifth year of the plan represents a braiding of the charter components with the existing priorities of the plan for entrepreneurship, academics and wellness. As part of this journey, we are defining and shaping our approach to our leadership role in entrepreneurship education.

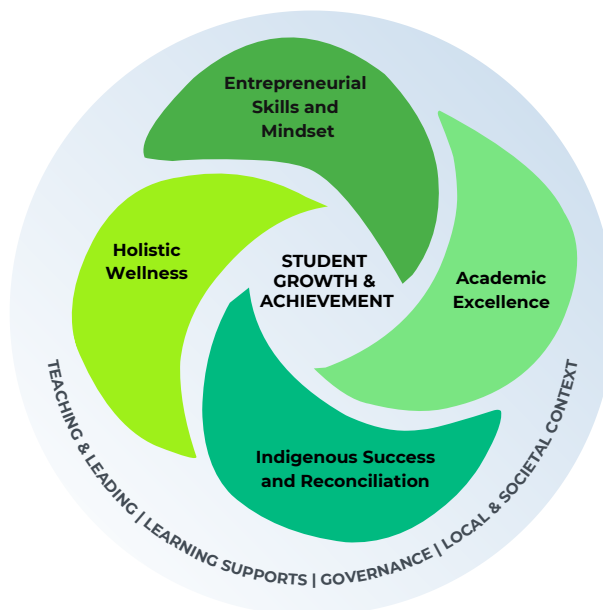
Education Plan Priorities

OVERVIEW

Now in year four of our five-year planning horizon, these priorities reflect a targeted effort to further refine our educational model and ensure even stronger alignment with the unique opportunities and accountabilities inherent in our charter status, ultimately enhancing the learning experience and outcomes for all students. These four interconnected priorities form the cornerstone of our educational vision, guiding our efforts to cultivate well-rounded, future-ready learners.

Entrepreneurial Skills and Mindset is not solely about business; it is about fostering creativity, innovation, problem-solving, and a proactive approach to learning and life, equipping students with the adaptability needed for an evolving world.

Holistic Wellness, which is itself intertwined with academic success, encompasses the physical, mental, emotional, and social health of our students, alongside robust learning supports to ensure every child thrives. This component also brings in the charter pillar of Global Mindset, offering a wider view of what it means to be well.



Academic Excellence remains central, ensuring all students achieve their full intellectual potential through rigorous, engaging, and relevant learning experiences, specifically in literacy. Building these fundamental skills ensures a strong academic base for all learners.

Indigenous Success and Reconciliation underscores our deep commitment to creating culturally responsive learning environments that honor Indigenous perspectives, histories, and ways of knowing, fostering understanding, respect, and contributing to the vital journey of reconciliation. Together, these priorities create a synergistic framework, where an entrepreneurial spirit enhances academic pursuits, holistic wellness supports learning, and Indigenous perspectives enrich the entire educational experience.

Alignment with Alberta Education

FLCA PRIORITIES



Entrepreneurial Skills and Mindset

- 1.1 Continue to offer curriculum that provides students with literacy, numeracy, citizenship and practical life skills.
- 2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.
- 3.1. Enhance the availability and sustainability of career education programming opportunities that enable students to explore and experience various occupations throughout grades 7 to 12.
- 3.2. Collaborate with other ministries, education and industry partners to improve the preparedness of students transitioning from high school into a broad range of careers and post-secondary training.
- 4.3 Promote choice in education to enhance student learning through a variety of schooling options for students and parents.



Academic Excellence

- 1.1 Continue to offer curriculum that provides students with literacy, numeracy, citizenship and practical life skills.
- 1.3 Develop and maintain comprehensive provincial assessments, including expanding early years foundational literacy and numeracy screening, that assess progress, identify learning gaps and monitor student success.
- 2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.
- 2.2. Increase understanding of approaches to First Nations, Métis and Inuit student achievement while identifying and promoting effective practices in Indigenous education.



Holistic Wellness

- 1.1 Continue to offer curriculum that provides students with literacy, numeracy, citizenship and practical life skills.
- 1.2 Collaborate with other ministries to expand mental health and well-being supports for students.
- 1.3 Develop and maintain comprehensive provincial assessments, including expanding early years foundational literacy and numeracy screening, that assess progress, identify learning gaps and monitor student success.
- 2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.
- 4.5 Address classroom complexities through specialized learning supports and improved access to qualified professionals and educational assistants.



Indigenous Success and Reconciliation

- 1.1 Continue to offer curriculum that provides students with literacy, numeracy, citizenship and practical life skills.
- 2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.
- 2.2. Increase understanding of approaches to First Nations, Métis and Inuit student achievement while identifying and promoting effective practices in Indigenous education.
- 2.3. Promote relationship-building with First Nations, Métis and Inuit communities, partners and schools to enhance student learners' success and advance reconciliation.



FLCA Strategic Priorities

- 4.1 Implement school capital strategies to modernize and increase the number of student spaces in the communities of greatest need.
- 4.3 Promote choice in education to enhance student learning through a variety of schooling options for students and parents.



BUSINESS PLAN OBJECTIVES



**ASSURANCE DOMAINS:**

Student Growth and Achievement
Teaching and Leading
Governance
Local and Societal Context

**PRIORITY ONE**

Entrepreneurial Skills and Mindset

PREPARING STUDENTS FOR THE FUTURE THROUGH AUTHENTIC APPLICATIONS IN LEARNING

Our commitment to fostering entrepreneurial skills and a dynamic mindset is a transformative element of our charter program. This charter pillar provides students with authentic experiential learning opportunities that illuminate diverse pathways for their future academic and professional journeys. Integral to this development is the cultivation of high-demand soft skills, notably critical thinking, collaborative problem-solving and effective communication. Through our commitment to research and innovative pedagogy in this area, we aim to contribute valuable insights and practices to the wider educational community in Alberta and beyond.

In the final year of the cycle, FLCA is focused on elaborating the entrepreneurship charter pillar to add further definition to the educational programming and continuing to expand experiential learning and mentorship opportunities through partnerships with post-secondary institutions, industry experts and community partners. Research also plays a key role in our work this year as a means of advancing our programming and establishing our thought leadership role in the educational community.

PRIORITY ONE: ENTREPRENEURIAL SKILLS AND MINDSET

CHARTER GOAL

Students recognize and understand entrepreneurship.

LOCAL GOALS

Students apply knowledge, understanding and skills in real life contexts and situations. (Year 2/5)

Learning is adapted as necessary to meet needs, emphasizing a sense of belonging for all in the framework of Entrepreneurship. (Year 2/5)

Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. (Year 2/5)

Board and Administration engage the FLCA community in the creation and ongoing implementation of a shared vision for student success. (Year 2/5)

OUTCOMES

Charter Outcome 1: Students understand what it means to create value are able to identify value-creation opportunities.

Charter Outcome 2: Students demonstrate healthy risk-taking.

Local Outcome: Students and staff work together to provide authentic applications for learning in entrepreneurship. (2023, updated 2024)

ALIGNMENT WITH ALBERTA EDUCATION BUSINESS PLAN

1.1 Continue to offer curriculum that provides students with literacy, numeracy, citizenship and practical life skills.

2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.

3.1. Enhance the availability and sustainability of career education programming opportunities that enable students to explore and experience various occupations throughout grades 7 to 12.

3.2. Collaborate with other ministries, education and industry partners to improve the preparedness of students transitioning from high school into a broad range of careers and post-secondary training.

4.3 Promote choice in education to enhance student learning through a variety of schooling options for students and parents.

PRIORITY ONE: ENTREPRENEURIAL SKILLS AND MINDSET

MEASURES

In addition to the specific performance metrics outlined below, FLCA also gathers quantitative and qualitative data from a number of sources, including student report cards, teacher observations and engagement with students and families.

P Alberta Education Assurance Survey Measures

Maintain above average results:

Student Citizenship 9.8% above provincial average.

Education Quality 2.0% above provincial average.

Parent Involvement 5.2% above provincial average.

L FLCA Family Feedback (Quantitative and Qualitative)

Community participation in annual FLCA Market Fairs is high with 100 of 300 families in attendance. Bi-monthly entrepreneurship speakers are sourced from the FLCA family community.

L Teacher Focus Group Feedback (Qualitative)

Teachers have positively and constructively grown our entrepreneurship programming. Their participation in the monthly newsletter showcases their efforts and is done at a level of excellence by over 90% of the staff. Most staff agree that preparation and understanding of the programming is in place; mentorship of new staff will be a focus of 2025-26 initiatives.

L Individual Feedback to Administration (Qualitative)

Parents, students and staff have offered suggestions for improved feedback mechanisms on work being done (e.g. spreadsheet format), for improved rubrics (revised this year and differentiated for grade levels) and for student questionnaires (revised this year to further student engagement when touring Market Fair).

L Local Measures of Entrepreneurship Skills and Mindset

Judging of student projects by FLCA community led to a significantly higher overall rating - from 3.0 to 3.25 out of 4.0 rubric.

L Education Satisfaction

Over 90% of FLCA Survey respondents rate Education Satisfaction as Very High or High.

P Provincial measure required by Alberta Education

L Local FLCA measure

PRIORITY ONE: ENTREPRENEURIAL SKILLS AND MINDSET

STRATEGIES

- K-12 teachers embed entrepreneurial competencies and leadership character skills for real world learning.
- Students from Grades 4 to 10 participate in focused entrepreneurial studies with authentic applications.
- Infuse Entrepreneurship competencies into all aspects of learning.
- Assigned mentors/leads.
- Newly adapted high school program with capstone projects.
- Monthly speakers to focus on Global Awareness and Entrepreneurship.
- Newsletter to incorporate two months of Global Awareness.
- Integrate financial literacy as an authentic baseline of knowledge and skills for students.
- Partner with curriculum providers to update entrepreneurship programming and networking with the community partners to enhance exposure to entrepreneurship opportunities.
- Develop future pathways with volunteerism and work-experience for high school students on IPPs in their career explorations.
- Directly develop teaching courses on Entrepreneurship and Global Awareness with the infusion of FNMI aspects.
- Host speakers and mentors from the FLCA community to model entrepreneurship.
- Organize annual Market Fair.
- Publish research papers on Entrepreneurship as a framework for K-12 education in Alberta.
- Produce monthly newsletters showcasing the embedded Entrepreneurial/Global learning at FLCA.
- Continue FLCA initiatives towards Community Outreach in Service Leadership, Professional Learning and Students' Experiential Learning.

IMPLEMENTATION

Resources

- Funding support for entrepreneurship coordinator.
- Funding support for university studies by staff.
- Conceptual and funding support for entrepreneurship curricula, core infusion, with professional development.
- Updated digital platforms for curriculum and assessment.

Professional Learning

- K-12 teachers will participate in focused entrepreneurial professional learning with authentic applications to all curricula and learning levels.
- Attend Professional Learning Sessions for Entrepreneurship learning.
- Calendar with embedded time for professional learning.

Process

- Coordinated entrepreneurship programming, policies, applications, and providers to enrich this foundational component of FLCA learning.
- Board and Administration foster post-secondary partnerships to enhance study and understanding of how to frame learning at FLCA with the foundations of entrepreneurship and global citizenship.
- Policy development for entrepreneurship curriculum.
- Calendar with embedded citizenship recognition.

**ASSURANCE DOMAINS:**

Student Growth and Achievement
Teaching and Leading
Learning Supports
Governance

**PRIORITY TWO**

Academic Excellence

SUPPORTING STUDENT SUCCESS THROUGH STRONG ACADEMIC FOUNDATIONS AND GLOBAL CONNECTIONS

Our commitment to academic excellence is foundational, driving our ongoing efforts in curriculum development and the provision of differentiated instruction with tailored supports for all learners. FLCA maintains a dynamic and research-informed approach to literacy and numeracy, ensuring our instructional practices align with current research and the standards set by Alberta Education. Continuous professional learning empowers our educators to critically evaluate and enhance both existing and new initiatives. Furthermore, the collaborative spirit among our teachers, fostered through feedback, shared study, and leadership opportunities, cultivates a deep and comprehensive system of academic rigour and support.

In the fifth and final year of the cycle, we have further refined our literacy approach, extending our work on vocabulary to encompass an increased emphasis on reading comprehension based on analysis of results and review of effective pedagogy.

PRIORITY TWO: ACADEMIC EXCELLENCE

CHARTER GOALS

Students understand and appreciate diverse cultures and perspectives.

Students know, understand, and practice transformational leadership.

LOCAL GOALS

Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. (Year 4/5)

Students and their families work in collaboration with education partners to support learning with IPPs. (Year 4/5).

Board and Administration ensure curriculum is relevant, clearly articulated and designed for implementation within local and greater contexts. (Year 4/5)

OUTCOMES

Local Outcome: Students achieve their academic potential in reading comprehension and vocabulary development through evidence-based teaching practices and targeted interventions.

Charter Outcome 1 (Global): Students will demonstrate an appreciation of language learning as a means of communication and collaboration.

Charter Outcome 2 (Leadership): Students demonstrate self-advocacy and collaboration.

ALIGNMENT WITH ALBERTA EDUCATION BUSINESS PLAN

1.1 Continue to offer curriculum that provides students with literacy, numeracy, citizenship and practical life skills.

1.3 Develop and maintain comprehensive provincial assessments, including expanding early years foundational literacy and numeracy screening, that assess progress, identify learning gaps and monitor student success.

2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.

2.2. Increase understanding of approaches to First Nations, Métis and Inuit student achievement while identifying and promoting effective practices in Indigenous education.

PRIORITY TWO: ACADEMIC EXCELLENCE

MEASURES

In addition to the specific performance metrics outlined below, FLCA also gathers quantitative and qualitative data from a number of sources, including student report cards, teacher observations and engagement with students and families.

- P Provincial Achievement Test results by writers as provided by Alberta Education.**
Current target for Grade 6 Acceptable: 85% and Excellence: 25%
Current target for Grade 9 Acceptable: 85% and Excellence: 30%
- P Diploma Examination results by writers as provided by Alberta Education.** Current target for Acceptable: 85% and Excellence: 20%
- P High School Completion: High school completion rate of students within three and five years of entering Grade 10.** Current target: 90%
- P Percentage of Grade 12 students eligible for a Rutherford scholarship.**
Current target: 100%
- P Teacher, parent and student satisfaction with the overall quality of basic education.** Current target: 90%
- P Teacher, parent and student agreement that students are engaged in their learning at school.** Current target: 85%
- P Teacher and parent satisfaction with parental involvement in decisions about their child's education.** Current target: 90%
- L Early Years Literacy and Numeracy Assessment**
With current results at only 75%, FLCA is focused on advancing this student level of achievement. Student intervention in literacy is a priority for 2025-26 with a goal of only 15% needing intervention. Current target: 80%
- L FLCA Family Feedback** (Quantitative and Qualitative)
Over 85% of parents rated the learning programs and pedagogy at high or very high. Current target: 90%
- L Teacher Focus Group Feedback** (Qualitative)
We are asking teachers to research resources, novel sets and specialized literacy professional learning to grow our library of knowledge. FLCA will purchase 75% of these resources in fall 2025.
- L Individual Feedback to Administration** (Qualitative)
Teachers and parents want more reading time. In response, we are timetabling two additional reading blocks per week (80 additional minutes) to support the ELAL curricula.

- P** Provincial measure required by Alberta Education
- L** Local FLCA measure

PRIORITY TWO: ACADEMIC EXCELLENCE

STRATEGIES

- Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
- All primary students will be screened for literacy and numeracy needs.
- Testing and teaching for reading comprehension (monthly and biannually, AI resource); embedded pull-out time
- Scaffolded literacy programs for mastery with word work, grammar, and reading comprehension sets.
- Explorations in literacy with journal writing, leveled readers, digital applications, and cultural texts in a range of genres.
- Curricular monthly field trips for experiential learning that is embedded into classroom learning (inclusive of Outdoor Education).
- Project-based learning using an inquiry model that employs cross-curricular tasks for portfolio assessment.
- Identify common directing terms for subject areas and their cross-curricular applications.
- Identify key testing vocabulary for ease of exam writing.
- Enhance reading comprehension with methods for summarization and interpretation.
- Expand contexts for reading comprehension with understandings of different types and range of texts.
- Target reading comprehension for multiple choice exams, especially those with contextual references.
- Continue collaboration.
- Teachers will work with the UCalgary on research and publications.

IMPLEMENTATION

Resources

- Board and Administration provide the resources for key initiatives in Academic Literacy, especially those focused on vocabulary learning and reading comprehension growth.
- Assigned Mentors/Leads.
- Funding support for resources to transition FLCA literacy agenda into new Alberta curriculum.
- Funding support for university studies by staff.
- New pod book sets; pilot new primary resource; new literacy commons
- Updated digital platforms for curriculum and assessment
- Integration of digital platforms into classroom learning with Google Certification of staff.
- Maintenance of online learning platforms and practices.

Professional Learning

- Professional learning connected to literacy strategies.
- Review of Professional Growth Plan template document based on TQS.
- Calendar with embedded time for professional learning.

Process

- PAT and DIP analysis of 2023 data for teaching growth.
- Data analysis from vocabulary initiative.
- Review of policy document for growth and supervision of teaching staff (inclusive of evaluation document).
- Review of policy documents for Gr 1 - 12 curricular programs.
- Administration will work with the post-secondary institutions on the possibility of dual credits for the secondary learners.

**ASSURANCE DOMAINS:**

Student Growth and Achievement
Teaching and Leading
Learning Supports
Governance
Local and Societal Context

**PRIORITY THREE**

Holistic Wellness

FOSTERING A HOLISTIC PERSPECTIVE ON WELLNESS, LEARNING AND LEADING

The FLCA school community is deeply committed to the holistic wellness of every learner, recognizing its critical role in their overall development and success. This commitment, intensified by the unique challenges of the post-pandemic era and the digital age, is purpose-driven and integrated into our daily practices. We empower our staff through continuous professional learning and collaborative inquiry to refine our wellness initiatives. By fostering strong relationships and employing consistent tracking and communication, notably within our IPP process, we ensure that each student is known and supported. As our school community expands and evolves, we will continue to prioritize continuous quality improvement in all facets of student holistic wellness, guided by the FLCA vision, mission and charter as well as the Alberta Education framework.

For the fifth year in the education plan cycle, our wellness initiatives take a holistic approach that acknowledges that student wellness has a range of aspects, including physical, mental and emotional. Academic components are addressed through a comprehensive approach to support and inclusion.

PRIORITY THREE: HOLISTIC WELLNESS

CHARTER GOALS

Students understand and appreciate diverse cultures and perspectives.

Students know, understand, and practice transformational leadership.

LOCAL GOALS

Students demonstrate understanding and respect for the uniqueness of all learners. (Year 3/5)

Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. (Year 3/5)

Learning environments are welcoming, caring, respectful and safe, and inclusive. (Year 3/5)

Board and Administration support the construct of an Assurance Framework to ensure continuous improvement. (Year 3/5)

OUTCOMES

Charter Outcome 1 (Global): Students will develop a greater understanding of themselves, others and of individual and collective responsibilities in a global society.

Charter Outcome 2 (Leadership): Students are able to identify innovative ways to change, grow, and improve in individual, community and global contexts.

Local Outcome: Students and staff have the knowledge, skills, attributes to respond to social emotional needs. (2022, updated 2024)

ALIGNMENT WITH ALBERTA EDUCATION BUSINESS PLAN

1.1 Continue to offer curriculum that provides students with literacy, numeracy, citizenship and practical life skills.

1.2 Collaborate with other ministries to expand mental health and well-being supports for students.

1.3 Develop and maintain comprehensive provincial assessments, including expanding early years foundational literacy and numeracy screening, that assess progress, identify learning gaps and monitor student success.

2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.

4.5 Address classroom complexities through specialized learning supports and improved access to qualified professionals and educational assistants.

PRIORITY THREE: HOLISTIC WELLNESS

MEASURES

In addition to the specific performance metrics outlined below, FLCA also gathers quantitative and qualitative data from a number of sources, including student report cards, teacher observations and engagement with students and families.

- P Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.**

Current target: 95%

- P Teacher, parent and student agreement that students model the characteristics of active citizenship.**

Current target: 80%

- P Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.**

Current target: 90%

- L FLCA Family Feedback** (Quantitative and Qualitative)

One question will be added to the FLCA Survey: At what level would you rate your satisfaction with peer interactions at FLCA?

- L Teacher Focus Group Feedback** (Qualitative)

Teachers were positive and supportive of our upcoming book study on *The Anxious Generation*. 10% had already accessed this resource and recommended it for our FLCA Professional Learning for 2025-26.

- L Individual Feedback to Administration** (Qualitative)

Ten families (3.33%) approached Administration regarding communication amongst peers. In response to this significant level of feedback, FLCA is developing a communication learning program and behavioural protocol for Administration. Current target: reduce these concerns by 50%. Although our data on the Assurance Survey is high at over 90%, but each incident is important.

- L Local Measures of Entrepreneurship Competencies.**

Two families have approached FLCA to volunteer and lead sessions on digital awareness. One family donated monies for library resources that addressed inclusion and wellness. Another family donated resources for career and inclusion elements for entrepreneurship in the trades. 1.5% of families (four out of 300) are actively supporting Entrepreneurship and Wellness initiatives at FLCA.

- L Local Measures of Transformational Leadership.**

A question will be added to the FLCA Survey: At what level would you rate your satisfaction with student leadership opportunities at FLCA? 80 students (16%) participated as leaders for Elective and Club initiatives. Current target: over 20%.

P Provincial measure required by Alberta Education

L Local FLCA measure

PRIORITY THREE: HOLISTIC WELLNESS

STRATEGIES

- Any student challenged in an area of social emotional well-being will have staff consideration with access to supports.
- Embedded Skills and Values Citizenship Program.
- Digital Awareness speaker series for students.
- Ongoing practices in formative learning applying the UDL framework.
- Weekly meetings to discuss unique needs: address programming differentiation, IPP development, parent and student communication.
- Attention paid in IPPs for wellness as related to executive functioning.
- Development of clubs, electives, projects that recognize student interest, possible service as community leaders, including FNMI, EAL.
- Sport development to recognize student interest and possible competition as athletic leaders in our community.
- Athletics programming that is inclusive.
- Ongoing development of online resources for students of unique needs.
- Development of future pathways with volunteerism and work experience for high school students on IPPs in their career explorations.
- Student focus meetings.
- Student communication initiative to avoid slangs/slurs etc.
- Targeted EA assignments.
- Guidance time.
- Focus on teacher/student relationship-building.
- Tutorial time.
- Research on interventions.

IMPLEMENTATION

Resources

- Board and Administration will provide the policies, leadership, resources, and timelines necessary for Teacher Professional Learning - all towards building the educational capacity of the system to support all learners.
- Funding for IPP Specialist/Coordinator.
- Funding support for Psychology Consultant and Guidance Counsellor Lead.
- Athletic funding and support for FLCA staff for student wellness.
- Funding support for university studies by staff.
- Updated digital platforms for curriculum and assessment.

Professional Learning

- Central Alberta Regional Consortium (CARC) in-service training focused on students with unique needs.
- Professional learning connected to wellness strategies.
- *The Anxious Generation* staff book study.
- Professional learning for wellness with contracted psychologist.
- Professional learning of UDL practices in education.
- Calendar with embedded time for professional learning.

Process

- Data instrument development for wellness initiative.
- Review and in-service of IPP process.
- Policy review for Safe and Caring Schools.
- Behaviour management protocol and record-keeping process.
- Policy development on cell phone usage, firewall restrictions.
- Calendar with embedded citizenship recognition.

**ASSURANCE DOMAINS:**

Student Growth and Achievement
 Teaching and Leading
 Learning Supports
 Governance
 Local and Societal Context

PRIORITY FOUR

Indigenous Success and Reconciliation

BUILDING INTENTIONAL PATHWAYS FOR SUPPORT AND UNDERSTANDING

Actively supporting the implementation of the Truth and Reconciliation Commission's recommendations and supporting academic success for Indigenous students are critical priorities within our Education Plan. We envision a school community where all members have a comprehensive knowledge and understanding of Indigenous cultures, histories and perspectives, fostering a learning environment that honors and incorporates Indigenous identities across all facets of our school and community. This priority area also outlines our commitment to evaluating and renewing plans for the continued improvement of Indigenous learners' academic achievement and well-being through targeted system, program, and instructional supports.

FLCA has clarified its direction for the final year of the planning cycle by identifying specific outcomes and supporting strategies related to Indigenous student success and reconciliation. This enables us to ensure we are attending to our responsibilities as a school community and also being responsive to Alberta Education's further refinement of requirements.

PRIORITY FOUR: INDIGENOUS SUCCESS AND RECONCILIATION

LOCAL GOALS

The FLCA community is knowledgeable and respectful of the rich diversity of First Nations, Métis and Inuit history, language and culture.

Teachers and leaders have strong foundational knowledge about Indigenous cultures, histories and perspectives as well as understanding of best practices to support the academic and cultural needs of Indigenous students.

Eliminate the gap in academic achievement and graduation rates between Indigenous and non-Indigenous students.

OUTCOMES

Alberta Education Outcome: First Nations, Métis and Inuit students in Alberta are successful.

Local Outcome 1: Students, educators and staff have opportunities to develop understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples.

Local Outcome 2: FLCA systems, programs and instructional supports help advance the education-related recommendations of the Truth and Reconciliation Commission of Canada.

ALIGNMENT WITH ALBERTA EDUCATION BUSINESS PLAN

1.1 Continue to offer curriculum that provides students with literacy, numeracy, citizenship and practical life skills.

2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.

2.2. Increase understanding of approaches to First Nations, Métis and Inuit student achievement while identifying and promoting effective practices in Indigenous education.

2.3. Promote relationship-building with First Nations, Métis and Inuit communities, partners and schools to enhance student learners' success and advance reconciliation.

PRIORITY FOUR: INDIGENOUS SUCCESS AND RECONCILIATION

MEASURES

In addition to the specific performance metrics outlined below, FLCA also gathers quantitative and qualitative data from a number of sources, including student report cards, teacher observations and engagement with students and families.

- P Provincial Achievement Test results by writers as provided by Alberta Education for self-identified First Nations, Métis and Inuit students.**
Current target for Grade 6 Acceptable: 85%
Current target for Grade 6 Excellence: 25%
Current target for Grade 9 Acceptable: 85%
Current target for Grade 9 Excellence: 30%
- P Diploma Examination results by writers as provided by Alberta Education for self-identified First Nations, Métis and Inuit students.**
Current target for Acceptable: 85%
Current target for Excellence: 20%
- P High School Completion: High school completion rate of students within three and five years of entering Grade 10 for self-identified First Nations, Métis and Inuit students.**
Current target: 90%
- P Percentage of self-identified First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford scholarship.**
Current target: 100%
- L Local Measures of Foundational Knowledge of First Nations, Métis, and Inuit.**
100% of students in Grades 4 to 10 participate in focused entrepreneurial studies with authentic FNMI applications.

- P** Provincial measure required by Alberta Education
- L** Local FLCA measure

PRIORITY FOUR: INDIGENOUS SUCCESS AND RECONCILIATION

STRATEGIES

- 100% of FLCA students from Grades 4 to 10 will participate in focused entrepreneurial studies with authentic applications.
- Assigned leadership role of FNMI Teacher as Administrator with direct background on Residential Schools.
- Build relationships with Indigenous entrepreneurs and groups for global awareness.
- New FNMI focus and coordination in fine arts program to complement scaffolded resources for cross-curricular applications.
- Student Electives with FNMI focus (e.g. the arts).
- Global perspective on FNMI, and infusion of FNMI research on underlying philosophy in entrepreneurship curricula.
- Targeted and thematic activity plans implemented for Indigenous Day from K through 12 as led by FNMI Administrator.
- Research.
- Jigsaws of pod research and sharing for greater mix and renewal of understandings.
- Collective Google Classroom of key resources for the classroom.
- Inclusion of FNMI representatives in volunteerism initiatives.
- Specialized clubs for FNMI and other areas of individual interest
- Build relationships with the Indigenous business community to develop mentorship opportunities and enrich potential guest list for speakers and assemblies.
- Targeted academic and other supports for students.

IMPLEMENTATION

Resources

- Funding for school-based FNMI Lead and Administrator.
- Funding support for university studies by staff.
- Sequenced cross-curricular FNMI teacher resources and Professional Development.
- Renewal of FNMI FLCA Resource Scaffold for authentic voices in FNMI concerns and celebrations - the indigenous of past and present.
- Updated digital platforms for curriculum and assessment.

Professional Learning

- New lead and mentorship structure with professional learning.
- Professional learning on Truth and Reconciliation.
- Professional learning of FNMI resources in education.
- Professional workshops on FNMI.
- Calendar with embedded time for professional learning.

Process

- Directly develop teaching courses on Entrepreneurship and Global Awareness with the infusion of FNMI aspects.
- Update social studies curriculum for FNMI outcomes.
- New human rights initiatives (policies, protocols, and admin professional learning).
- Calendar with embedded citizenship recognition.

Financial Information

BUDGET

Through careful fiscal stewardship informed by stakeholder engagement, FLCA strategically aligns its resources to realize the school vision, underpin the delivery of the education plan and empower student success.

The FLCA Budget can be found on the FLCA website at: <https://www.flcacademy.org/board>.

CAPITAL PLAN

School capital planning is crucial for ensuring FLCA can effectively address long-term needs and improve student outcomes by strategically allocating resources and funding to or projects such as new school construction and modernizations.

The FLCA 2026-2029 Capital Plan can be accessed on the FLCA website at: <https://www.flcacademy.org/board>.



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