flca

FOOTPRINTS FOR LEARNING CHARTER ACADEMY





2024-2027 EDUCATION PLAN

YEAR 3

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, 2026 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 extended 2024-2027 Education Plan, Year Four on May 15, 2026.

Corina Jeppesen
Deputy Board Chair

Terry-Ann Robertson
Superintendent

Message from the Board

Charting a Course for Growth and Impact

The 2026-27 Education Plan marks the fourth year in a continuum of growth for the Footprints for Learning Charter Academy (FLCA) transition to a public charter school from an independent learning authority. This evolution has empowered us to further define our vision for the FLCA community: to be entrepreneurial leaders, global citizens, and transformative thinkers ready to create value in a rapidly changing world.

The FLCA Education Plan has been collaboratively refined, informed by feedback from our students, parents, staff, and community members, in graduations of development that partner with our Annual Education Results Report (AERR). Our priorities reflect in an evidence-based approach, ensuring every goal addresses our core purpose.

For this fouth year of the plan's evolution, we have structured our focus again around four key pillars:

- Entrepreneurship: Cultivating innovation and leadership.
- Academics: Pursuing excellence in fostering student success.
- Wellness: Fostering a supportive and healthy environment.
- Inclusion: Where the needs of FNMI, EAL, IPP, and essentially all students, are considered for their contextual contributions and needs towards our learning programs and initiatives.

The Board is confident that these priorities—aligned with both our unique charter goals and the Alberta Education business plan—will empower our students to become lifelong learners and impactful contributors.

Our successful transition to a public charter school is a testament to the dedication of our community. The Board expresses its sincere appreciation to:

- School Leadership: For their vision in developing the charter program and application.
- Parents & Students: For their enthusiasm and advocacy throughout this journey.
- Our Teachers: For their commitment to embracing new pedagogies and guiding our students toward a bright future.
- Our Provincial Leadership: For the guidance, direction, and feedback from 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 again filled with optimism for the future of our students and the enduring impact of Footprints for Learning Charter Academy.

Corina Jeppesen
Deputy Board Chair

Message from the Superintendent

From Vision to Action: Our Focus on Student Success

FLCA's Annual Education Plan represents our collective commitment to the holistic development of each student within our learning community. As we look to the future, our efforts are aimed on the intentional implementation of core priorities - designed to construct a flexible but strong framework for learner wellness and success. We will work to prepare our students to navigate the real world as responsible, innovative individuals who will be able to make meaningful contributions to society, leaving their unique "footprint" on the future.

In accordance with the foundational compass of our approved charter, this document outlines the critical choices made and processes followed to support continuous quality improvement. Following our pivotal transition to a public charter school, we have carefully defined our established priorities: Entrepreneurship, Academics, Wellness, and Inclusion. By viewing these pillars through the lens of the five domains of the Alberta Education Assurance Framework, we have fully aligned our essential elements as a both Public Authority and as a unique Charter School, bringing renewed depth and clarity to our strategic planning for the coming years.

Driven by a pursuit of excellence, FLCA thrives on a culture of continuous improvement. We leverage our history—drawing vital lessons from both successes and challenges—to shape our current practices and purposefully plan for what lies ahead. This commitment includes an active embrace of educational research and the cultivation of strong collaborative partnerships.

Ultimately, this Education Plan serves as a dynamic mapping, guiding our collective efforts to empower student growth, foster critical thinking, and expand learning journeys. Through a focused, strategic, and collaborative approach, we are confident in our ability to create an environment where every student can thrive and develop into an ethical, transformational leader. Together, we are building a vibrant school culture where every member of the FLCA community is inspired to value and embody creativity, empathy, courage, character, openness, and service.

Lastly, 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 continuous cycle of reflection, action, and engagement ensures that our planning is thoughtful and responsive, positioning FLCA for yet another successful year of growth and enhanced quality in 2026-27.

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 in the mastery of our students' foundational learning.

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

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.

2025-26 Highlights

ENTREPRENEURSHIP

FLCA continues to expand its footprint in education, serving as a dynamic hub for community engagement, innovative curricular development, and student-centered learning. The 2026-27 Education Plan actively builds upon our 2024-25 Charter document, continuing the thoughtful scaffolding of coursework from Grade 4 through Grade 12.

Supported by an Entrepreneurship Lead on the FLCA Board, our designated staff Entrepreneurship Director guides students through authentic business leadership experiences. Furthermore, this role mentors our teaching staff, ensuring that entrepreneurial competencies are seamlessly embedded across all subject areas. Together with Administration, a new Handbook for Parents and Teachers was developed.

The success of this comprehensive approach is well-documented. Our monthly FLCA entrepreneurship newsletters now highlight nearly 30 months of applied student learning across the entire K-12 continuum. Moreover, our K-12 Market Fair has experienced marked growth again, doubling from an initial 50 projects to over 100, and now spans two distinct showcase events in February and April. This hands-on, project-based learning model is highly valued by our community; recent feedback gathered through student and teacher interviews rated these initiatives at an impressive 3.5 out of 4.0.
These foundational skills culminate in impactful, real-world capstone projects:

- High School Initiatives: Our high school students recently collaborated with the Administration and the Board to lead the fundraising and development process for a new Indigenous outdoor space, "Foxes Run." Simultaneously, they continued to drive and analyze the success of the ongoing "Vending Velocities" enterprise.
- Elementary & Middle School Initiatives: Younger students participated in rigorous "Foxes Den" pitch sessions with Administration, where they then successfully marketed student-developed products and services to generate school donation funds.

GLOBAL AWARENESS

At FLCA, our commitment to multicultural studies and global awareness is woven seamlessly into our K-12 continuum. Both independent and collaborative learning experiences are guided by locally developed, modular programs that are thoughtfully scaffolded from Kindergarten through Grade 12. This past year, we dedicated specific instructional time to Global Studies. Using each continent as a framework, students explored diverse populations, international business landscapes, natural environments, and region-specific challenges, fostering a deep sense of shared global stewardship.

Building on the vibrant success of classroom-level multicultural days—which celebrated traditional dress and culinary heritage across all grades—we are excited to expand these initiatives. Next year, these classroom activities will evolve into a comprehensive, school-wide celebration designed to augment our highly anticipated annual fall "Foxes Fiesta." To support these deepening explorations, we have also curated and acquired new library materials to enrich student research and understanding.

As we look ahead to the 2026-27 academic year, FLCA will further elevate our Global Awareness programming:

- Diverse Perspectives: We will introduce bimonthly guest speakers at our citizenship assemblies, featuring voices from cultures around the world to share their unique lived experiences.
- Global Entrepreneurship: Crucially, we will bridge our Global Studies curriculum with our core pillar of Entrepreneurship. Students will be challenged to align their entrepreneurship projects with pressing international concerns, empowering them to innovate, empathize, and problem-solve within cultural and economic contexts different from their own.

2025-26 Highlights
CONTINUED

LEADERSHIP

We want to cultivate a culture of transformative, yet also traditional and proven leadership. FLCA's leadership structure is the result of highly intentional and strategic design. Guided by Alberta Education and governed by our dedicated FLCA Board, the FLCA Administration established the sound and proven framework that successfully navigated our pivotal transition from an independent authority to a public charter school. As we experience a period of exponential growth in both interest and enrollment, we have thoughtfully refined our administrative approach to ensure long-term resilience and sustained excellence.

After active research and trial, we have realized solid success with a collaborative, distributed leadership model. By pairing key designated leaders with a dynamic cohort of peer-led roles, we have created a structure that yields significant benefits across our entire campus:

- Professional Capacity Building: This model creates clear, supported pathways for teachers transitioning into roles of responsibility. We actively invest in our educators' professional growth by sponsoring Leadership Certifications at post-secondary institutions, fostering a culture of deep collaboration between staff and administration.
- Administrative Succession: This distributed approach builds vital systemic capacity, ensuring organizational stability and paving the way for the thoughtful transition and ongoing transformation of the Superintendent role.
- Student Empowerment: Our leadership philosophy cascades directly to our student body. Student leadership is actively nurtured and showcased through our evolving clubs and electives, monthly assemblies, and special events in drama and entrepreneurship. Building on this momentum, our Guidance and Athletics leads are currently collaborating to design and launch either a FLCA Student Council or Elective for such.
- Community Integration: Beyond the classroom, our Parent Council has evolved into a highly active, working entity. Their dedicated involvement contributes significantly to our daily operations and strengthens our community communications.

As we envision the future and prepare for the expansion of our current campus in the coming years, this thoughtfully scaffolded leadership model ensures that FLCA remains adaptable, innovative, and perfectly positioned for sustainable growth alongside new transformations

ACADEMIC PROGRAMMING

At FLCA, we are leveraging our existing strengths to build an evolving academic program—one that celebrates the success of unique individuals while rigorously meeting the demands of the Alberta Provincial Achievement Tests. We are committed to testing new educational praxis, ensuring that our innovative approaches yield sustained student success by intentionally coupling academic achievement with student wellness measures.
To achieve this, we are deploying targeted, data-driven strategies and building capacity across four key areas:
1. Targeted Literacy and Numeracy Interventions
We are heavily investing in personalized learning and foundational skills for:

- Individualized Programming
- Dedicated Reading Support
- Numeracy Communities of Practice

2. Innovative Praxis and Educational Technology
Working as a unified, school-wide cohort, we are piloting digital tools to elevate our curriculum:

- AI Integration (e.g. Amira)
- Strategic Resources:(e.g. Edwin and Vretta)
- Legacy Library (e.g. iPod Carts)

3. Expanding Indigenous Education and Cultural Perspectives through:

- Meaningful Consultation (e.g. with Elders)
- Fine Arts Integration
- Entrepreneurship Integration: We have explored the use of outdoor learning spaces that wherein we could create an Indigenous Botany Elective for our students..

4. Dedicated Academic Leadership
To ensure the fidelity, alignment, and ongoing success of these expansive academic growth initiatives, the FLCA Board has officially approved the creation and funding of a dedicated, part-time Academic Lead position to oversee and coordinate this work.

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

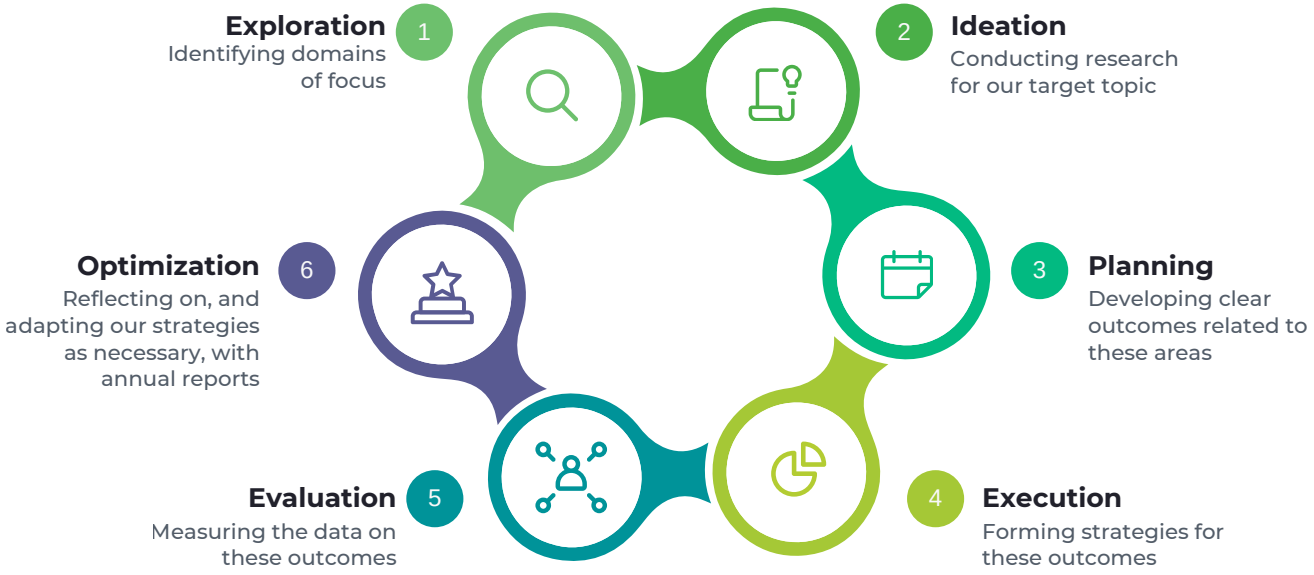
THE ESSENTIAL QUESTIONS

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.

How well are we doing? What are our strengths and areas of potential growth?	**Reflecting on current practices and results**
What are we trying to accomplish? How will we know that the designed changes are improving learning?	**Using a range of data and evidence**
What changes can we make that will result in improvement in growth areas?	**Identifying and prioritizing needs**

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 second year as a public charter school has continued to be 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 third 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 CTS. We are now at the Pre-Planning Phase with Alberta Education.

RESEARCH AND PROGRAMMING

As a recently established charter school, the ongoing evolution of our curriculum and programming constitutes a critical strategic focus, significantly enhanced by collaborative research endeavors. This presents 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. We are actively seeking post-secondary partnerships to foster a pathway towards collegiate learning in our secondary programming. 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.

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 - most importantly in networking and collaborating Charter Associations.

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 2025-26 school year provided us with helpful data and evidence to inform our rolling education plan. In the process of compiling the AERR, we identified one central trend 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. It is important to acknowledge and understand the value in our strong and stable, governance, administration, and teaching teams at FLCA.

TRENDS

Program growth and vitality

After years of exponential growth, FLCA's student population has stabilized whereby we have reached the capacity of our current campus. With this stabilization comes a vital opportunity: to thoughtfully review our structural frameworks and ensure we are continuing to meet the complex, evolving needs of our learners.

Our key focus areas for the upcoming year include:

- Curriculum Enhancement: We want to continue to refine our core courses and expanding our diverse range of electives to ensure a rigorous, engaging, and highly relevant academic experience.
- Flexible Learning Pathways: To provide greater accessibility and year-round educational support, we are are re-introducing our summer school programming and online schooling options. Additionally, to optimally support our expanding population of senior students, our high school blended learning program will be purposefully refined into three distinct cohorts.
- Program Formalization: As our programming matures, we are developing comprehensive programming policies and student handbooks to provide clear, consistent communication and structured guidance for our students and families.

This programmatic evolution is anchored by our stable cohort of certified teachers and FLCA families. Through a highly embedded mentorship model, we have cultivated a strong foundation of educational expertise and leadership. As our campus matures, the influx of new educators brings invaluable diversity in perspective and pedagogy. This collaborative environment empowers us to seamlessly build upon our established professional learning while actively undertaking new, research-driven educational practices.

CHALLENGES

Physical space limitations

FLCA's current enrolment is approaching 600 K-12 students. We are currently at 123% utilization, with no additional learning space available. Larger student cohorts are 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. We cannot at this time introduce new community families for our school. In the longterm, Alberta Education has approved pre-planning monies for a new school and we will be actively meeting all requirements in the process.

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 fourth 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 now transitioning from literacy to numeracy for our priority in programming renewal and development.

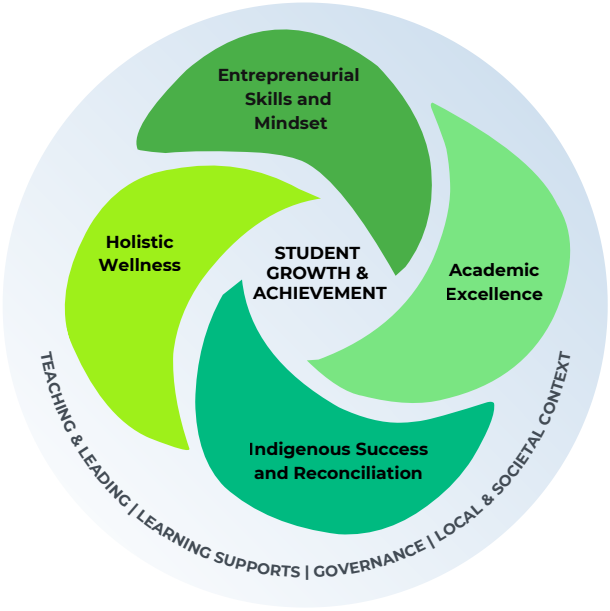
Education Plan Priorities

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	BUSINESS PLAN OBJECTIVES
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.



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

FLCA's entrepreneurship program is the transformative core of our charter, providing authentic, experiential learning that illuminates diverse pathways for our students. By cultivating high-demand competencies—such as critical thinking, collaborative problem-solving, and effective communication—we are empowering the next generation of innovators.

Entering the fourth year of our strategic cycle, we are deepening our impact and establishing FLCA as a thought leader in Alberta's educational community. Our key focus areas include:

- Strategic Partnerships: Expanding mentorship and real-world learning through active collaborations with post-secondary institutions and industry experts.
- Research & Pedagogy: Leveraging data-driven research to refine our programming and share innovative best practices across the province.
- Signature Initiatives: Launching Foxes' Lunch, Foxes' Run, and Foxes' Den to deeply integrate hands-on business experience into our daily school culture.

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. Learning is adapted as necessary to meet needs, emphasizing a sense of belonging for all in the framework of Entrepreneurship. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. Board and Administration engage the FLCA community in the creation and ongoing implementation of a shared vision for student success.
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 2026)
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 2.0% above provincial average.
  Education Quality 1.0% above provincial average.
  Parent Involvement 7.0% 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; professional learning and leadership for staff will be a focus of 2026-27 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 elements of Global Awareness.
- Integrate financial literacy as an authentic baseline of knowledge and skills for students.
- Partner 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 at Provincial Charter Conference and share program at Vendor Booths.
- Calendar with embedded time for professional learning.

Process

- Coordinated entrepreneurship programming, policies, and applications, 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.
- 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

FLCA's commitment to academic excellence drives continuous curriculum development and targeted, differentiated instruction for every learner. We support a research-informed approach to literacy and numeracy that aligns directly with Alberta Education standards, inclusive of new curricula and strategic assessments. By investing in continuous professional learning and fostering a collaborative teaching culture, we empower our educators to cultivate a comprehensive ecosystem of academic rigour and support.

Now in the fourth year of our strategic cycle, we are leveraging our data-driven successes to guide our next phase of academic growth:

- Sustaining Literacy Gains: After thoroughly reviewing our performance data, programming, and pedagogy, we have identified the success elements our literacy frameworks, expanding our focus from vocabulary acquisition to deep reading comprehension. We are now embedding these proven practices into our daily practice to ensure sustained success in it scope and sequence form Kindergarten to Grade 12.
- Prioritizing Numeracy: Given our testing results from 2025/26, we are strategically shifting our primary developmental focus to mathematics, fully embracing numeracy as our essential "language of learning" across all disciplines, and towards future success in provincial standardized assessments.

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. Students and their families work in collaboration with education partners to support learning with IPPs. Board and Administration ensure curriculum is relevant, clearly articulated and designed for implementation within local and greater contexts.
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% with Excellence: 25%
  Current target for Grade 9 Acceptable: 85% and Excellence: 25%
- (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: 100%
- (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**
  FLCA is focused on advancing the overall student level of achievement. Student intervention in literacy is a priority for 2026-27 with a goal of only 15% needing intervention. The target will be the same for numeracy intervention.
- (L) **FLCA Family Feedback** (Quantitative and Qualitative)
  88% of parents rated the learning programs and pedagogy at high or very high. Current target: 90%
- (L) **Teacher Focus Group Feedback** (Qualitative)
  In response to teacher feedback, we want to enhance the online Google Classrooms with updated resources from Edwin and create a clear templates for teachers from Kindergarten to Grade 12.
- (L) **Individual Feedback to Administration** (Qualitative)
  Teachers and parents want to maintain intervention time with 200 minutes per week to support foundational growth in literacy and numeracy.

(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 and numeracy programs for mastery are embedded into the elementary learning.
- Explorations in literacy and numeracy are ongoing at the teacher, parent, and student levels.
- 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.
- Continued focus on purposeful vocabulary teaching where we identify key testing vocabulary for ease of exam writing.
- Enhance reading comprehension with methods for summarization and interpretation across all subject contexts.
- Target reading comprehension for multiple choice exams, especially those with contextual references.
- Continue collaboration in focused Communities of Practice for Literacy and Numeracy development.

IMPLEMENTATION

Resources

- Board and Administration provide the resources for key initiatives in Academic Numeracy, while maintaining those in place for Academic Literacy.
- Assigned Mentors/Leads.
- Funding support for resources to transition FLCA literacy and numeracy agenda into new Alberta curriculum.
- Review and update of FLCA learning resources.
- Updated digital platforms for curriculum and assessment.
- Integration of digital platforms into classroom learning with Google In Service for staff.
- Maintenance of online learning platforms and practices.

Professional Learning

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

Process

- PAT and DIP analysis of 2025/26 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

FLCA has voiced a united need to prioritize the holistic wellness of every learner, recognizing it as the vital foundation for any measured success. Navigating the unique complexities of the digital age, we will purposefully integrate well-being into our daily practices. By empowering our staff through continuous professional learning and utilizing consistent tracking—notably within our Individual Program Plans (IPPs)—we want to ensure every student is authentically known, valued, and supported in alignment with our charter and Alberta Education frameworks.

Entering the fourth year of our strategic cycle, we are advancing a multi-dimensional approach to well-being that actively nurtures physical, mental, and emotional health. We will continuously assess and respond to our students' evolving needs through:

- Targeted Programming: Integrating dedicated guidance, leadership development, and sport planning into the student experience.
- Community Touchstones: Utilizing monthly school-wide assemblies and experiential field trips to foster connection, monitor student well-being, and provide ongoing support.
- Volunteerism: Having students and parents actively involved across the school fosters a sense of connectiveness and community where the needs of al are met by the efforts of all.

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. Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. Learning environments are welcoming, caring, respectful and safe, and inclusive. Board and Administration support the construct of an Assurance Framework to ensure continuous improvement.
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 2026)
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)
  Peer relations and additional time for Guidance and Wellness will be a priority for this next year at FLCA, inclusive of acceptance, tolerance, reconciliation, and restorative processes.

- (L) **Teacher Focus Group Feedback** (Qualitative)
  Teachers were positive and supportive of our collaborative mapping for Professional Learning, inclusive of a Provincial Charter Convention.

- (L) **Individual Feedback to Administration** (Qualitative)
  A number of families identified special circumstances where Administration communication and support is critical. The Board, Administration, and Staff will be examining the complexity of student contexts and our response/support mechanisms.

- (L) **Local Measures of Entrepreneurship Competencies.**
  The Board launched a pilot program for vocational learning in a virtual setting. We will look forward in the next year to develop these modules an elective set for the Middle School Students entering High School.

- (L) **Local Measures of Transformational Leadership.**
  The Board is embracing a transitional model for leadership with an emphasis on relationship building, student guidance, and community voice.

(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 communication initiative to understand the value of word/message choice.
- Targeted EA assignments.
- Guidance time.
- Focus on admin/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) and APLC in-service training focused on students needs.
- Professional learning connected to wellness strategies.
- *The Anxious Generation* staff/student book resource.
- 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

Advancing the success of Indigenous students and deepening our shared understanding of the history of Canada are critical priorities at FLCA. We want to honor and embed the philosophy of "diverse ways of knowing" into our practice. To achieve this, we are committed to evaluating and enhancing our targeted instructional and wellness supports to ensure the sustained academic achievement and holistic well-being of our Indigenous learners, and thus, all learners at FLCA. In the fourth year of our planning cycle, we are translating this commitment into three key initiatives:

- Foxes' Run: The development of a dedicated outdoor classroom, thoughtfully designed around Indigenous plantings, teachings, and values.
- Global Awareness Integration: A curriculum expansion that challenges students to explore Indigenous populations across this planet, empowering them to discover diverse histories and forge meaningful cross-cultural connections.
- Specialized Programming and Restorative Justice: To address the complex challenges students face today, we are also developing restorative justice perspectives—practices deeply aligned with traditional Indigenous values of community building and healing—into our school culture to foster a supportive climate of accountability, empathy, and equitable growth.

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: 25%

- (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 Teachers.
- 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. Indigenous Plantings - “The Foxes Run” Initiative).
- 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.
- 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.
- Draft scope and sequence on embedded indigenous learning projects.
- Targeted academic and other supports for students.

IMPLEMENTATION

Resources

- Funding for school-based FNMI Leads.
- Funding support for university studies by school linking FLCA vision to indigenous nodes.
- 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 initiatives 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 learning of Global Indigenous Peoples.
- 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.
- 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. This document is in the process of updates.

APPENDIX A - AERR OVERVIEW RESULTS TABLE FOR 2024/25

ASSURANCE DOMAIN	MEASURE	FLCA			ALBERTA			MEASURE EVALUATION		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.0	n/a	n/a	83.9	83.7	84.4	Growth Area	n/a	n/a
	Citizenship	82.2	n/a	n/a	79.8	79.4	80.4	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable		n/a	n/a					n/a	n/a
	PAT6: Excellence		n/a	n/a					n/a	n/a
	PAT9: Acceptable	85.0	n/a	n/a	62.5	62.5	62.6	Very High	n/a	n/a
	PAT9: Excellence	18.0	n/a	n/a	15.6	15.4	15.5	Growth Area	n/a	n/a
	Diploma: Acceptable	85.7	n/a	n/a	82.0	81.5	80.9	High	n/a	n/a
	Diploma: Excellence	21.4	n/a	n/a	23.0	22.6	21.9	High	n/a	n/a
Teaching and Leading	Education Quality	88.0	n/a	n/a	87.7	87.6	88.2	High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	85.4	n/a	n/a	84.4	84.0	84.9	Growth Area	n/a	n/a
	Access to Supports and Services	79.8	n/a	n/a	80.1	79.9	80.7	Growth Area	n/a	n/a
Governance	Parent Involvement	86.9	n/a	n/a	80.0	79.5	79.1	Very High	n/a	n/a

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Appendix A - FLCA Strategic Plan



Appendix B - Research Portfolio with AI and Staff Collaboration

1. Strategic Research Roadmap for Entrepreneurship Education - S. Thomson and T.A. Robertson (2024)
2. The Future of K-12 Architecture: Integrating Condensed Core Curricula with Studio-based Experiential Learning and Expert-Led Pods - L. Bancroft and T.A. Robertson (2026)
3. Coherence and Deep Learning: A Fullan-Inspired Framework for Continuous Quality Improvement at FLCA - T.A. Robertson and N. Cameron (2025)
4. Beyond the Benchmark: Leveraging OECD PISA Insights to Operationalize Holistic Wellness, Global Leadership, and Entrepreneurial Mindsets at FLCA - T.A. Robertson and T. Daniels (2026)
5. Continuous Quality Improvement at Footprints for Learning Charter Academy: An Analysis of 2024-2025 FLCA Outcomes and 2026 FLCA Education Plan - T.A. Robertson and M. Mozel and D. Cartier (2025)
6. Linguistic Capital and Innovation: The Impact of Spanish Language Learning on Entrepreneurship and Global Awareness Mandates - T.A. Robertson and G. Falk (2026)
7. Fostering Linguistic Equity: Opportunities and Growth for EAL Students in Charter Development at Footprints for Learning Academy - T.A. Robertson and C. Laakso (2025)
8. Comprehensive Evaluation of the Uncharted Learning Framework at FLCA: Pedagogical Efficacy, Provincial Curriculum Alignment, and Comparative Landscape Analysis - T.A. Robertson and T. Waters (2025)
9. An Academic Analysis of AI's Impact and Accuracy in a Charter School's Continuous Quality Improvement Process - T.A. Robertson and R. Palmer (2025 and ongoing)
10. The Innovation Nexus: Shared Pedagogies in STEM and Entrepreneurship Education - T.A. Robertson and B. Kaur (2026)
11. Catalyzing Agency and Belonging: The Intersect of Thinking Classrooms and Mattering within a Four-Pillar Charter School Framework - T.A. Robertson and A. Eggen (2026)
12. Social Entrepreneurship as a Pedagogical Catalyst: Synthesizing Service Leadership, Global Awareness, and Entrepreneurial Design to Redefine Academic Success - T.A. Robertson and A. Eggen (2025)
13. The Market Fair: A Capstone Exploration at FLCA from K-12 - T.A. Robertson and T. Waters and M. Enman (2026)
14. Integrating Entrepreneurship and Indigenous Perspectives in K-12 Curricula - T.A. Robertson and Jessica Hawryluk (2025)
15. The Entrepreneurial Edge: Fostering Grit, Growth Mindset, and Socio-Ecological Resilience in Middle School Students at FLCA - T.A. Robertson and E. Yates (2025)
16. Holistic Wellness Through Athletics: A Strategic Framework for Footprints for Learning Academy - T.A. Robertson and J. Doucet and E. Yates (2026)
17. Cultivating the Inquisitive Mind: The Intersection of Early Entrepreneurship and Global Citizenship Education in Primary Learners - T.A. Robertson and R. Sidu and J. Xu (2026)
18. Maximizing Differentiated Instruction Through Assistant or Volunteer-Led Station Rotation in Core Programs - T.A. Robertson and B. Kaur (2026)

Appendix C- FLCA Professional Learning Plan

The 2026/27 Professional Learning Plan (PLP) for Footprints for Learning Charter Academy (FLCA) establishes a comprehensive, evidence-based framework for continuous educator development. Designed to align with FLCA's Charter Mandate, its Education Plan, and Alberta Education standards, the PLP emphasizes practical application over prescriptive outcomes, allowing teachers to adapt learning to their specific instructional contexts.
Continuous Quality Improvement (CQI) Methodology Professional growth at FLCA operates on a cyclical CQI model. Educators identify student or curricular needs, engage with relevant research or Alberta Education resources, trial new practices in the classroom, reflect on the evidence of impact, and share emerging practices with their colleagues.
Core Learning Priorities & Activities The 2026/27 academic year focuses on seven distinct priorities, supported by targeted learning sessions:

Student Complexity and Holistic Development: Exploring changing student needs and resilience, supported by focused shared learning and staff debriefs stemming from the Charterverse 2026 Conference.
Student Well-being and Mattering: Examining psychological safety and academic risk-taking through a "Mattering" book study and Skills & Values reviews.
Indigenous Perspectives: Integrating authentic community knowledge and curriculum connections, specifically engaging with Knowledge Keepers and the Foxes Run Initiative.
Inquiry and Research: Strengthening purpose-driven learning by utilizing digital databases and physical collections at the Airdrie Public Library.
Entrepreneurship and Numeracy: Mapping cross-grade curriculum to connect global perspectives with emerging financial literacy and Numeracy Foundations.
Assessment and Intervention: Utilizing student learning data to refine instructional responses in problem-solving, graphing, and targeted numeracy interventions.
AI and Adaptive Technology: A structured, year-long focus on responsible AI integration.
Year-Long AI Professional Development Cycle Rather than a singular training event, FLCA is implementing a month-by-month AI learning cycle designed to build practical fluency while maintaining teacher oversight and academic integrity:

- Fall (Sept-Nov): Establishing common foundations (privacy, attribution), exploring AI for lesson planning and resource development, and testing tools for learner accessibility and scaffolding.
- Winter (Dec-Feb): Examining AI's role in formative assessment and feedback, teaching students AI literacy within existing goals, and supporting inquiry while emphasizing source verification.
- Spring (Mar-June): Identifying administrative workflows to reduce repetitive tasks, sharing practical applications with staff, reviewing the actual impact on student learning, and consolidating practices for the following year.

Collaborative Structures, Research, and Evidence of Growth Learning is facilitated through Professional Learning Communities (PLCs), partnerships with organizations like APLC and APCS, and low-stakes monthly staff sharing routines. A key component of this year's collaborative framework includes dedicated ongoing work on the FLCA Research Portfolio with an Administrative Consultant, allowing for targeted, school-wide data and inquiry initiatives as administrative time permits. FLCA leadership is responsible for protecting collaborative time and ensuring alignment with provincial standards. Evidence of professional growth remains intentionally flexible—ranging from qualitative measures to qualitative reflections.

Appendix D - Alignment with Provincial Strategic Priorities for Education Regulation (AR 262/2026)

1. Context and Purpose
On October 29, 2026, the Lieutenant Governor in Council approved the Provincial Strategic Priorities for Education Regulation (AR 262/2026) under section 18.01 of the Education Act, coming into force on October 31, 2026. Under this regulation, all school authority boards are prescribed three overarching provincial strategic education priorities: Strong Foundations, Academic Mastery, and Engaged and Responsible Members of Society.

This appendix establishes the formal framework through which FLCA integrates these prescribed priorities into its multi-year Education Plan and subsequent Annual Education Results Reports (AERR), outlining the necessary outcomes, measures, strategies, and implementation steps required to fulfill this provincial mandate.

2. Strategic Priority Alignment Framework

Priority 1: Strong Foundations

Regulatory Focus & Strategic Intent

Under provincial regulation, the priority of Strong Foundations requires school authorities to develop students' foundational capacities in reading, writing, and mathematics, supported by structured literacy and numeracy screenings for early identification and intervention. At FLCA, our strategic intent is to ensure every student acquires and consolidates these essential core skills early in their academic journey, establishing the benchmark capabilities necessary for long-term learning and life success.

Key Performance Measures & Indicators

Progress toward this priority is monitored through:

- Mandatory provincial early literacy and numeracy screening assessment results across Grades 1 through 3.
- Internal benchmark gains recorded via diagnostic reading and mathematics tools.
- Longitudinal data tracking the percentage of students requiring targeted Tier 2 and Tier 3 learning interventions.

Core Instructional & Operational Strategies

To realize these outcomes, FLCA maintains:

- Standardized universal screening schedules administered at consistent intervals throughout the school year.
- A data-informed Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) framework to deliver targeted academic assistance.
- Explicit, systematic professional learning and pedagogical training for elementary educators focused on evidence-based literacy and numeracy instruction.

Priority 2: Academic Mastery

Regulatory Focus & Strategic Intent

Academic Mastery directs authorities to foster student mastery across reading, writing, and mathematics within an organizational culture that actively values continuous improvement and excellence. This requires high-quality, academically challenging instruction, rigorous education programming, and a comprehensive continuum of supports and services enabling every learner to reach their full potential. FLCA's objective is to ensure students consistently achieve deep conceptual understanding and high academic standards in an intellectually rigorous yet supportive environment.

Appendix D - Alignment with Provincial Strategic Priorities for Education Regulation (AR 262/2026)

Key Performance Measures & Indicators

Success in Academic Mastery is evaluated using:

- Student achievement results on Provincial Achievement Tests (PATs) and Diploma Examinations, focusing on both the Acceptable Standard and the Standard of Excellence.
- Course completion metrics and high school credit attainment rates.
- High school completion rates and post-secondary transition metrics.
- Alberta Education Assurance (AEA) survey results reflecting stakeholder perceptions of education quality.

Core Instructional & Operational Strategies

Key strategies deployed across all grade levels include:

- Aligning daily instructional pacing, depth, and assessment rubrics directly with updated provincial curriculum outcomes.
- Embedding high-impact pedagogical practices combined with frequent, robust formative assessment.
- Providing tailored academic enrichment, tiered interventions, and individualized learning support plans to address diverse student learning profiles.

Priority 3: Engaged and Responsible Members of Society

Regulatory Focus & Strategic Intent
The provincial mandate establishes that students must develop a comprehensive understanding of their rights and responsibilities as Canadians, Albertans, and members of broader society. Programs must foster an appreciation of our shared history and democratic institutions—strengthening civic pride—while instilling the habits of mind necessary for active citizenship, including critical inquiry, respectful dialogue, and personal contributions to the common good. FLCA is dedicated to graduating informed, ethical, and participatory young citizens equipped with strong civic literacy and a dedication to community service.

Key Performance Measures & Indicators
Engagement and citizenship development are measured through:
Provincial AEA survey measures evaluated under the Citizenship and Student Engagement domains.
Student participation rates in extracurricular leadership, civic programs, and community volunteer initiatives.
School-level survey data measuring critical inquiry, respectful dialogue, and school climate.

Core Instructional & Operational Strategies
FLCA promotes civic engagement through:

- Deepened social studies curricula and inquiry-based learning sequences centered on democratic principles and history.
- Structured experiential learning opportunities that emphasize constructive debate, civil discourse, and service learning.
- School-wide culture initiatives and leadership programs that reinforce shared democratic values, personal accountability, and ethical citizenship.

3. Governance and Accountability Integration

- Accountability Statement Review: In accordance with Alberta Education planning requirements, the Board of Directors and Superintendent will examine and update the FLCA Education Plan and AERR Accountability Statements to explicitly affirm governance oversight and systemic alignment with AR 262/2026.

Appendix D - Alignment with Provincial Strategic Priorities for Education Regulation (AR 262/2026)

- Policy and Plan Reconciliation: Review all local FLCA goals, programmatic initiatives, and board policies to cross-reference them against the three provincial priorities, ensuring local autonomy complements provincial direction.
- Field Services Branch Liaison: Where revisions or structural amendments to the 2026/27 Education Plan are required to fully embed the outcomes and metrics above, authority leadership will coordinate with FLCA's assigned Alberta Education Field Services Manager to review proposed changes and confirm reporting compliance.

4. Implementation Road Map & Next Steps

- Staff & Community Consultation: Conduct targeted briefings with administrative leadership, instructional staff, and school council to unpack the implications of the three provincial priorities within the FLCA operational context.
- Mid-Year Progress Monitoring: Establish quarterly review intervals where school and authority leaders evaluate intervention efficacy under Strong Foundations and Academic Mastery.
- AERR Preparation: Format the 2026/27 AERR reporting templates to include specific data dashboards, qualitative narratives, and contextual analyses mapped directly to Strong Foundations, Academic Mastery, and Engaged and Responsible Members of Society.

5. Current 2026 Metrics that Support AB Ed's and FLCA's STRATEGIC PRIORITIES

Strong Foundations

- Provincial Screening Assessments: End-of-year assessments identified 6 K-3 students requiring additional literacy support (out of 152 assessed) and 8 requiring numeracy support (out of 155 assessed).

Academic Mastery

- PATs: Grade 9 achieved 82.3% Acceptable and 22.6% Excellence. Grade 6 Acceptable rates were Science at 95.7%, English Language Arts at 91.5%, Social Studies at 91.5%, and Mathematics at 66.0%.
- Diplomas: FLCA achieved a 77.4% Acceptable standard and a 25.8% Excellence standard.
- Post-Secondary Transition Rate: This data is indexed on page 330 of the APORI_202610_A.0257_Authority Report.pdf file and is not included in the provided extracts.
- Education Quality: Overall stakeholder satisfaction is 90.2%.

Engaged and Responsible Members of Society

- Citizenship: Achieved an 87.2% overall agreement rate.
- WCRSLE: Achieved a 91.8% overall agreement rate.
- Student Learning Engagement: Achieved an 87.9% overall agreement rate.
- Taking Responsibility for Learning: On the new "takes responsibility for their own learning" pilot metric, agreement reached 90% for Parents, 76% for Teachers, 93% for Grade 7-9 students, and 96% for Grade 10-12 students.