



ANNUAL EDUCATION PLAN 2023-24

(Year 3 of the 2021-2024 3-year Plan)



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PUBLICATION

This plan is posted on the FFCA website at the following link:

https://www.ffca-calgary.com/documents_publications/board_plans/education_plan

MESSAGE FROM THE BOARD CHAIR

Since 1997, Foundations for the Future Charter Academy (FFCA) has established a tradition of excellent academic results built on a solid foundation of character and leadership development. Underpinning those results is a powerful commitment to building strong communities focused on continuous improvement within a highly collaborative culture.

We believe that 2023-24 will be a pivotal year for FFCA as we experience a number of transitions due to internal and external circumstances. We are in the third year of our current 3-year education plan. This plan continues to balance the need to rebuild stability and wellness for our school communities while focusing on evolving our ability to provide education that is inclusive. In 2023-24, we will invest over \$4,000,000 in specialized teachers, additional support staff, external providers, and other targeted resources to support the increasingly diverse educational and social-emotional needs of our students.

Both of our current high school campuses will experience significant change in 2023-24. Our South High School building is undergoing restoration following the fire, which resulted in the building's closure in May 2022. We plan to complete the restoration and move into the building in August. Our staff and students are looking forward to having a more normal high school experience. Our North High School students and staff are eager to move into our new building, which is scheduled to be completed in December, providing us time to move in for the second semester.

In response to the rapidly changing world, FFCA will be seeking to review and revise our strategic plan during the first half of 2023-24. This revised strategic plan will provide the direction for the future development of FFCA and inform the priorities of our next 3-year plan. While FFCA has continuously evolved over our 25-year history, the pace of societal change demands that we seek to ensure we are truly providing our students with the foundations for their future.

This 2023-24 Annual Education Plan reflects the final year of a three-year plan that commenced in 2021-22. Circumstances over the past two years have certainly delayed and/or altered our work, and this may continue to be the case in the upcoming year, but we believe the priorities identified in this education plan will be applicable in whatever operational conditions that may present themselves.

As always, progress on these identified priorities will be achieved by leveraging the strong leadership of our staff in partnership with our students and parents. Together, our shared commitment to the well-being and success of our students will continue to sit at the heart of our work.



Jeff Wilson
Board Chair

SCHOOL PROFILE

Foundations for the Future Charter Academy (FFCA) is a K-12 public Charter school with eight campus locations, offering consistent and coherent learning experiences for an academically and culturally diverse population across the City of Calgary and surrounding areas.

The culture of FFCA is a relational one, involving collaboration, engagement and acceptance of diversity across the school community. In delivering the Alberta Programs of Study through the lens of our distinctive Teaching and Learning Framework, our approach fosters the personal development of every child. FFCA's coherent approach to teaching and learning allows our students to evolve from supported learners to independent thinkers who have internalized a deep understanding of character to interdependent students who demonstrate leadership inside and outside of school. FFCA's programs provide a positive, effective learning experience for students while responding to a broad range of learning needs through the provision of appropriate learning interventions.

Parents and students who choose FFCA as their school do so primarily because they support the distinctive approaches to instruction, the commitment to character and leadership development, and the focus on excellence and parental involvement that permeate our school culture.

There are currently more than 3800 students attending FFCA's eight campuses and approximately 14,000 students on the waiting list for admission. This level of public demand demonstrates that FFCA appeals to a broad range of parents who feel its educational program best meets their child's needs.

VISION

"Excellence in student achievement and character development through distinctive teaching and learning."

MISSION

"To provide a safe and caring environment where academic excellence, character development, parental involvement and staff leadership are valued and fostered."

GUIDING PRINCIPLES

FFCA fosters **strong, positive, respectful partnerships** among students, staff, parents and the community. These relationships are characterized by trust, integrity, openness and collaboration and exist to support learning for all stakeholders.

FFCA encourages **leadership** among all stakeholders through shared decision-making.

FFCA strives for **excellence** in:

- academic development and independent learning.
- personal and character development.
- the development of outstanding staff.

FFCA creates a **caring and optimal learning environment** for students by:

- setting clearly-defined learning standards.
- building students' belief in their ability to learn.
- developing confidence through competence.
- fostering positive thinking and providing encouragement.
- optimizing learning time and student engagement.
- tailoring class size and composition to reflect the learning needs of students.

FFCA is **"one school"** on multiple campuses. We are coherent in our vision and unified in our practices, including:

- a common approach to instruction and classroom management.
- common core character virtues K-12 (respect, responsibility, integrity, self-discipline and compassion).
- cross-campus grade level and subject area collaboration.
- formal orientation, coaching and mentoring for teachers.
- use of subject specialists.
- parental commitment to a high level of involvement.
- wearing of student uniforms.

FFCA is purposeful and strategic in the selection and utilization of **teaching methods and resources**, including:

- Direct Instruction (explicit learning targets, continuous formative assessment, and sequential mastery learning).
- inquiry and cooperative learning.
- the infusion of creative and critical thinking.
- early literacy development (explicit phonics).
- integration of instructional technologies.
- homework that promotes the attainment of student learning targets.

The complete FFCA Charter 2012-27 document can be found at:

https://www.ffca-calgary.com/UserFiles/Servers/Server_12410327/File/About%20FFCA/FFCA_Charter_2012.pdf

EDUCATIONAL PRIORITIES (2021-24)

Domain 1... Student Growth & Achievement

Students progress in their learning relative to provincial learning outcomes and consistent with their needs, interests and aspirations and demonstrate citizenship, engage intellectually and grow continuously as learners.

Charter Goal: **Students will develop essential understandings of character that will help them think critically, care deeply and act ethically.**

Outcome 1: *Students will achieve academic excellence in relation to the core knowledge, skills and competencies identified in the Alberta Ministerial Order on Learning and programs of study.*

Strategies

- Utilize our distinctive teaching and learning framework to develop and implement effective and efficient learning experiences for all students.
- Leverage generative dialogue and collaborative inquiry to drive professional growth conversations among various campus and inter-campus teams focused on student learning.
- Continue Exploring ways to enhance students' intellectual and academic engagement with the core competencies.
- Maintain cumulative review and assessment throughout all diploma course streams.
- Leverage vertical team collaboration focussed on key knowledge, skills, concepts (Scope), and prerequisite skills to be taught (Sequence).
- Plan for student success with ongoing reviews of students' programs and progress by administration and high school counsellor.
- Maintain opportunities for career exploration and career path identification in conjunction with teaching the Health and Life Skills Curriculum K-9 and CALM.
- Maintain opportunities for middle and high school students to engage in career exploration and career path identification with school counsellors.
- Maintain a personal/professional portfolio in the FFCA High School leadership program, including a post-secondary career plan.
- Maintain a comprehensive career and post-secondary guidance program that includes personal conferencing with all grade 12 students to review post-secondary information and future plans.

**Outcome 2: FFCA students develop their character and leadership capacity through an intentional, integrated, and distinctive approach to character and leadership education that has evolved to help students develop the foundational competencies needed now and in the future locally and globally.*

**This is a planned priority focus for the 2023-24 academic year*

Strategies

- Utilize our character education program of studies to provide all students with character and leadership development experiences.
- Maintain opportunities for students to self-reflect on character and leadership growth as well as the impact of their involvement in service-learning projects.
- Examine current research to improve and/or update the program of studies, including, but not limited to character education, leadership education, moral education, domain theory, citizenship education, service learning, intercultural / global competencies, social justice, and pluralistic ethics.
- Review, refine, communicate, and implement the FFCA character and leadership program of studies in a way that clarifies the vision for character and leadership development with an emphasis on global competencies at FFCA for all stakeholders, including staff, students, parents, and educational partners. The FFCA Character and Leadership Program of Studies should:
 - clearly articulate FFCA's purpose and distinguishes a critical way in which FFCA is unique (e.g. to develop moral citizens with the practiced ability to become a person of ethical influence locally, nationally and internationally).
 - connect with other existing frameworks at FFCA, including the Distinctive Teaching and Learning Framework, Technology Integration for Education, Assessment and Reporting Framework, and Inclusion Framework.
 - be flexible enough to apply to all teaching and learning environments.
 - consider a variety of explicit, implicit, and embedded methods and program elements including, but not limited to, 1) K-12 core themes, virtues, enduring understandings and essential skills, 2) developmentally appropriate knowledge and skills, 3) academic curriculum integration, 4) health and physical education integration, 5) middle school leadership courses and 6) grade 9-12 leadership with character credit courses.
 - include program elements delivered by all educational staff.
 - identify key roles and responsibilities of teachers, students, and possibly parents.
 - views both teachers and students as active participants and partners with shared responsibility for developing character and leadership capacity.
- Establish a global presence digitally / virtually as a leader in Character and Leadership Education.
- FFCA leverages parental partnerships, including school councils, to provide and support authentic character and leadership development opportunities.
- Build partnerships with a diverse range of local and international organizations (school, business, NGO, non-profit).
- Develop communication tools to build internal stakeholder, external partner, and public understanding and relationships.

Domain 2... Teaching & Leading

Teachers and leaders analyze the learning context; attend to local and societal considerations; and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all by demonstrating their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

Charter Goal: Teachers and leaders provide a consistent and coherent learning experience for students from K-grade 12.

Charter Goal: Staff leadership is fostered throughout the school and campuses.

**Outcome 3: FFCA students are consistently and effectively taught utilizing a distinctive approach to teaching and learning that has evolved to help students develop the foundational competencies needed now and in the future, and that is clearly understood by FFCA's staff, students and parents.*

**This is a planned priority focus for the 2023-24 academic year*

Strategies

- Examine current research to inform the review and revision of the Distinctive Teaching and Learning Framework.
- Review, refine, communicate, and implement the Distinctive Teaching and Learning Framework in a way that clarifies the vision for distinctive teaching and learning at FFCA for all stakeholders, including staff, students, parents, and educational partners. The FFCA Distinctive Teaching and Learning Framework should:
 - distinguishes FFCA's unique approach to teaching and learning, including identification of its core elements (e.g. direct instruction, classroom management).
 - be implemented in a cohesive manner consistent with a clear understanding of the FFCA vision for distinctive teaching and learning.
 - meet the needs of our students as well as evolving curriculum requirements.
 - Provide clarity about the core teaching pedagogies leveraged in FFCA, including but not limited to the importance of 1) planning intentionally to maximize engagement, promote deep learning, and support student motivation and personal efficacy, 2) formative feedback in facilitating learning, 3) classroom structures that support a focus on learning both content and skills that allow the student to grow into an independent, reflective, motivated learner, and 4) relationships and ongoing dialogue between teachers and students.
 - provide an FFCA-interpretation & application of the TQS, LQS, and SLQS.
 - consider being applicable to all current and future teaching and learning environments and activities, including online (virtual) or blended environments.
 - identify key roles and responsibilities of teachers and students
- Establish an intentional process of organizational professional learning to build understanding and capacity to implement the Distinctive Teaching and Learning Framework.

Outcome 4: FFCA formally communicates the progress and performance of students to parents (and students) in a highly effective, efficient, and authentic manner that provides parents with a thorough and timely understanding of their child's learning relative to local and provincial standards.

Strategies

- Review relevant research related to communicating and reporting student learning and progress and additional information gleaned from other school authorities who have successfully reviewed their reporting practices.
- Develop and approve guidelines for effective reporting.
- Undertake a stakeholder engagement process involving students, parents, campus councils, and staff on student progress and performance reporting including, but not limited to: 1) academic report cards, 2) anecdotal comments, 3) qualitative feedback, 4) real-time online progress reporting, 5) learning conferences, 6) character reporting, 7) ESL Benchmarks, and 8) reporting of accommodations (and modifications).
- Prototype and pilot, if necessary, a revised K-12 report card (e.g. contents, format, scale, process) or other reporting system(s), gathering ongoing feedback from stakeholders during the prototyping process.
- Develop and/or revise Board policies and/or Administrative Procedures as needed to guide and support the implementation of recommendations following prototype pilot, including revised reporting methods/formats to help address a number of questions/issues under consideration, including but not limited to:
 - common standards within grade level
 - common summative assessments
 - continuous reporting of progress (digital)
 - digital summative reporting
 - reporting in situations of program accommodations, specialized learning supports, missed learning, etc.
 - balancing volume of teaching, formative, and summative assessment
 - incorporating a more significant role for the student in the assessment process at all levels
 - develop students' meta-cognitive self-assessment skills
 - expanding assessment methods
 - explicit connections to outcomes in teacher planning and the development of clear success criteria that is documented and communicated (transparent) to students and parents
 - summative assessment in a remote/blending learning environment
 - establishing quality assessments over quantity of assessments
 - collaborative marking within grade levels/departments
 - giving adequate time for learning and formative evaluation prior to summative evaluation
 - streamlining of curricular, ESL, SLS, and/or character and leadership reporting
- Develop an intentional process of organizational professional learning to build understanding and capacity to implement effective assessment, evaluation and reporting processes as articulated in the revised FFCA policy.

Outcome 5: FFCA builds, supports and leverages the leadership capacity of our staff in achieving our charter vision, mission, strategic goals and educational priorities.

Strategies

- Maintain a new teacher orientation program which sets new teachers up for success.
- Involve all new teachers in a program of peer coaching focusing on professional classroom practice.
- Align teacher and leader growth, supervision and evaluation procedures to the TQS, LQS and SLQS as well as FFCA's distinctive expectations.
- Provide and support opportunities for collaborative teacher-leadership at campus and school levels.
- Establish and support a collaboration and professional development calendar that supports collaboration 1) within grade levels, 2) across grade levels, 3) across campuses, 4) within subject specializations, and 5) across disciplines.
- Utilize common professional development experiences and specialized professional development experiences when appropriate.
- Create opportunities for teacher leadership with the campus and school administrators.
- Use of Generative Dialogue and Collaborative Inquiry to drive the professional learning of system and campus leadership teams.
- Expand the use of Generative Dialogue and Collaborative Inquiry to build staff teams focused on their professional growth.
- Provide opportunities for university students to complete practicum sessions.

Domain 3... Learning Supports

Resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected and safe.

**Outcome 6: Students with specialized learning and social-emotional needs (e.g. ESL) are effectively supported in their learning in a manner consistent with the charter's emphasis on whole-group instruction and prohibition of individualized programming.*

**This is a planned priority focus for the 2023-24 academic year*

Strategies

- Leverage the strategies identified in Domain 1 – Student Learning and Growth.
- Continue to provide targeted supports for students with identified needs (e.g. ESL, LD, Social-emotional), including access to designated teachers as well as general, specialized learning assistants (e.g. ESL, behaviour support) and trained counsellors in all campuses.
- Engage with external partners to provide targeted assessment and support services, including registered psychologists, occupational therapists, and speech-language pathologists.
- Provide full-year literacy (English language arts) and numeracy (math) programming in high school as opportunities to close learning/performance gaps.
- Review and refine reporting tools (including ESL) and processes to better monitor and communicate progress in targeted areas.

Outcome 7: Staff and students develop an understanding of Indigenous perspectives and experiences, treaties, the history and legacy of residential schools, and education for reconciliation.

Strategies

- Engage in staff professional development focusing on Indigenous perspectives and education for reconciliation.
- Partner with one or more local First Nations Elders and organizations to counsel / advise our learning about Indigenous perspectives and education for reconciliation and provide perspective-taking learning opportunities for K-12 students in our campuses.

Outcome 8 FNMI students are effectively supported in their learning.

Strategies

- Leverage the strategies identified in Domain 1 – Student Learning and Growth.
- Continue to provide targeted supports as needed.
- Continue to provide full-year English (literacy) and math (numeracy) instruction in K-12.
- Provide trained counsellors in all campuses (YDCs in K-4, FSLCs in 5-12).
- Engage with external partners to provide targeted assessment and support services, including registered psychologists, occupational therapists, and speech-language pathologists.

Domain 4... Governance

Policy leaders attend to local context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all by demonstrating stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Charter Goal: FFCA effectively engages parents as partners in the educational experience of students.

Outcome 9 Parents, staff and students highly satisfied with the leadership of the Board and administration in providing an excellent educational experience at FFCA.

Strategies

- Increase ongoing communication and collaboration with all stakeholders regarding initiatives and improvements in our system, including but not limited to: the Board Policies, Strategic Plan, School Education Plan Priorities, Budgeting, and Campus Transition Strategies.
- Encourage parental participation in school leadership through involvement with their respective School Councils, Board Committees, Board of Directors, and other opportunities.
- Refine FFCA stakeholder engagement and feedback processes to inform the assurance processes, including planning and reporting.

ENGAGEMENT & ASSURANCE

This 2023-24 Annual Education Plan reflects the final year of a three-year plan running from 2021-22 through 2023-24. As such, the outcomes, strategies and measures were identified prior to the 2021-22 school year and informed by an analysis of our past annual education results, a review of the current educational context in Alberta and FFCA specifically, as well as consultation with staff and our campus councils (parents). This plan has been reviewed through the lens of our most recent results as reported in our 2021-22 Annual Education Results Report (AERR). It was determined that nothing in our recent results warrants a revision of the plan as presented. As well, the Board of Directors, also comprised of FFCA parents, provides the final approval of this plan.

The Board currently uses the following communication strategies to engage and keep the school and broader community apprised of our progress.

- Provide monthly campus newsletters during the school year, which include Board updates.
- Provide stakeholders targeted communications as needed (e.g. calendar & budget updates.)
- Engage in conference presentations and speaking engagements.
- Nurture partnerships with post-secondary institutions (e.g. Werklund Partner Research Schools).
- Provide opportunities for parents, students and staff to provide feedback on their satisfaction with the school, the staff and student learning annually.
- Provide opportunities for parents, students and staff to provide feedback on specific issues of importance to the community as needed.
- Participate fully in The Association of Alberta Public Charter Schools (TAAPCS).
- Provide opportunities for FFCA alumni to engage with their community and the school via an Alumni Facebook group.
- Utilize technology and social media to enhance stakeholder communications (e.g. FFCA and campus websites, Edsby, Family Zone, Twitter).

In 2023-24, we plan to continue exploring the use of digital environments as well as more traditional means of seeking broader parent, student, staff and community partners' feedback to shape the priorities and plans of FFCA and provide assurance to our community partners that we are meeting the targeted outcomes of our charter school.

ACCOUNTABILITY STATEMENT

This Education Plan for Foundations for the Future Charter Academy, commencing September 1, 2023, was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The 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 Board reviewed and approved the 2023-24 Education Plan on May 24, 2023.



Roger Nippard
Superintendent

APPENDIX A – PROVINCIAL & LOCAL MEASURES BY OUTCOME

Domain 1... Student Growth & Achievement

Outcome 1: Students will achieve academic excellence in relation to the core knowledge, skills and competencies identified in the Alberta Ministerial Order on Learning and programs of study.

Provincial Measures

- Percentage of students achieving the acceptable/excellence standards on Grades 6 and 9 Provincial Achievement Tests.
- Percentage of students who achieved the acceptable/excellence standards on Diploma Examinations.
- Drop Out Rate - annual dropout rate of students aged 14 to 18.
- High school to post-secondary transition rate of students within six years of entering Grade 10.
- Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- Percentage of students writing four or more diploma exams within three years of entering Grade 10.
- Percentage of students who completed high school within three years of entering Grade 10.
- Percentage of students who completed high school within five years of entering Grade 10.
- Percentage of students and parents who agreed that students are engaged in their learning at school.
- Percentage of students, parents, teachers, school board members, and the public who were satisfied with the opportunity for students to receive a solid grounding in core subjects.
- Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Local Measures

- Percentage of K-11 students reading fluency at/above expected grade level on school-based assessments.
- Percentage of K-11 students reading comprehension at/above expected grade level on school-based assessments.
- Percentage of K-11 students performing at/above expected grade level on school-based mathematics assessments.
- Percentage of grade 5-11 students performing at/above expected grade level on school-based science assessments.
- Percentage of grade 5-11 students performing at/above expected grade level on school-based social studies assessments.
- Percentage of grade 5-11 students performing at/above expected grade level on school-based physical education assessments.
- Percentage of grade 10-12 students performing at/above expected grade level on school-based assessments in all Leadership with Character 15-25-35 modules.

Outcome 2: FFCA students develop their character and leadership capacity through an intentional, integrated, and distinctive approach to character and leadership education that has evolved to help students to develop the foundational competencies needed now and in the future locally and globally.

Provincial Measures

- Percentage of teachers, parents, and students who agree or strongly agree that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.
- Percentage of teachers, parents and students overall who are satisfied that students model the characteristics of active citizenship.
- Percentage of teachers who are satisfied that students model the characteristics of active citizenship.
- Percentage of parents who are satisfied that students model the characteristics of active citizenship.
- Percentage of students who are satisfied that students model the characteristics of active citizenship.

Local Measures

- Percentage of students who agree (or strongly agree) that their campus provides opportunities to develop character and leadership.
- Percentage of staff and parents who are satisfied (or very satisfied) with activities provided by the campus that promote ethically engaged citizenship through service-learning (i.e. volunteerism, community contributions, etc.).
- Percentage of students who agree (or strongly agree) that their campus supports student-developed service-learning projects and focus.
- Percentage of staff, students and parents who are satisfied (or very satisfied) with their knowledge about the elements of digital citizenship.
- Percentage of staff and students who agree (or strongly agree) that they apply the elements of digital citizenship.
- Benchmarks for review, revision, communication, and implementation are established and met.
- Percentage of staff, students, parents, and external educational partners who agree the revised character and leadership program of studies provides them with a clear understanding of what character and leadership education at FFCA looks, sounds, and feels like.
- Percentage of teachers who are confident in their ability to articulate and implement the FFCA Character and Leadership Program of Studies (Framework).
- Percentage of teachers effectively implementing the Character and Leadership Program of Studies (Framework), as assessed by school leaders.
- Percentage of teachers that identify the Character and Leadership Program (Framework) as being very valuable to the Character and Leadership development of their students.
- Percentage of students who identify FFCA's Character and Leadership Program (Framework) as impacting their character and leadership choices outside of the school community.
- Percentage of parents who can describe the key elements of FFCA's Character and Leadership Program of Studies (Framework).
- Percentage of high school students who can describe the key elements of FFCA's Character and Leadership Program of Studies (Framework).
- Number of presentations to external partners and/or other organizations.

Domain 2... Teaching & Leading

Outcome 3: FFCA students are consistently and effectively taught utilizing a distinctive approach to teaching and learning that has evolved to help students to develop the foundational competencies needed now and in the future, and that is clearly understood by FFCA's staff, students and parents.

Local Measures

- Benchmarks for review, revision, and implementation are established and met.
- Percentage of staff, students, parents, and external educational partners who agree the distinctive teaching and learning framework provides them with a clear understanding of teaching and learning at FFCA.
- Percentage of teachers who are confident in their ability to articulate and implement the key elements of the FFCA Distinctive Teaching and Learning Framework.
- Percentage of teachers consistently aligning their practice to the Distinctive Teaching and Learning Framework, as assessed by school leaders:
 - when designing year, unit, and/or lesson plans.
 - when delivering educational experiences.
 - when engaging in PGP and/or professional learning conversations.
 - when engaged in growth, supervision and evaluation observations and conversations.
- Percentage of teachers that identify the Distinctive Teaching and Learning Framework as being very useful for or applicable to their practice.
- Percentage of school and campus leaders who self-assess as consistently aligning their practice to the Distinctive Teaching and Learning Framework.
- Percentage of parents who can describe the key elements of FFCA's Distinctive Teaching and Learning Framework.
- Number of presentations to external partners and/or other organizations.
- Development of communication tools to build internal stakeholder, external partner, and public understanding.

Outcome 4: FFCA formally communicates the progress and performance of students to parents (and students) in an effective, efficient, and authentic manner that provides a thorough and timely understanding of their child's learning relative to local and provincial standards.

Local Measures

- Benchmarks for review, revision, and implementation are established and met.
- Percentage of teachers consistently implementing effective assessment, evaluation and reporting processes as articulated in revised FFCA policy.
- Percentage of staff who feel the student evaluation and reporting methods/formats are efficient and effective or very effective at communicating the progress and performance of their students.
- Percentage of parents who feel the student evaluation and reporting methods/formats are effective or very effective at communicating the progress and performance of their children in relation to provincial and local learning outcomes.
- Percentage of students (gr. 3+) who feel the student evaluation and reporting methods/formats are efficient and effective or very effective at communicating their progress and performance.

Outcome 5: FFCA builds, supports and leverages the leadership capacity of our staff in achieving our charter vision, mission, strategic goals and educational priorities.

Local Measures

- Percentage of staff who meet or exceed the performance competencies as outlined in the relevant standards (TQS, LQS, SLQS) and any FFCA-specific performance expectations.
- Percentage of staff who are satisfied (or very satisfied) with their opportunities to take on leadership roles that promote ethical citizenship.

Domain 3... Learning Supports

Outcome 6: Students with specialized learning and social-emotional needs (e.g. ESL) are effectively supported in their learning in a manner consistent with the charter’s emphasis on whole-group instruction and prohibition of individualized programming.

Provincial Measures

- Percentage of students, parents, and teachers who agreed that students feel like they belong and are supported to be successful in their learning.
- Percentage of ESL students achieving the acceptable/excellence standards on Grades 6 and 9 Provincial Achievement Tests.
- Percentage of ESL students who achieved the acceptable/excellence standards on Diploma Examinations.
- Percentage of ESL students writing four or more diploma exams within three years of entering Grade 10.
- Percentage of ESL students who completed high school within three years of entering Grade 10.
- Percentage of ESL students who completed high school within five years of entering Grade 10.

Outcome 7: Staff and students develop an understanding of Indigenous perspectives and experiences, treaties, the history and legacy of residential schools, and education for reconciliation.

Provincial Measures

- Percentage of FFCA students, parents and staff who feel students have a satisfactory understanding of FNMI perspectives.
- Percentage of FFCA staff who feel they have a satisfactory understanding of FNMI perspectives.

Outcome 8 FNMI students are effectively supported in their learning.

Provincial Measures

- Percentage of FNMI students achieving the acceptable/excellence standards on Grades 6 and 9 Provincial Achievement Tests.
- Percentage of FNMI students who achieved the acceptable/excellence standards on Diploma Examinations.
- Percentage of FNMI students writing four or more diploma exams within three years of entering Grade 10.
- Percentage of FNMI students who completed high school within three years of entering Grade 10.
- Percentage of FNMI students who completed high school within five years of entering Grade 10.

Domain 4... Governance

Outcome 9 Parents, staff and students are highly satisfied with the leadership of the Board and administration in providing an excellent educational experience at FFCA.

Provincial Measures

- Percentage of parents who are satisfied (or very satisfied) with their opportunities to be involved within their school community in ways that promote ethical citizenship.
- Percentage of students, parents, teachers, and school board members who were satisfied with the opportunity for students to receive a broad program of studies.
- Percentage of students, parents, teachers, and school board members satisfied that school provides a safe, caring, and healthy learning environment.
- Percentage of students, parents, teachers, and school board members overall who were satisfied with the quality of K-12 education.
- Percentage of students, parents, staff, and school board members who are satisfied with the quality of K-12 education.
- Percentage of students, parents, teachers, and school board members who were satisfied that the learning space in schools meets the needs of students.
- Percentage of businesses and industries who were satisfied with the educational attainment of recent high school graduates.
- Percentage of parents, teachers, and the public satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school.
- Percentage of teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly in school.
- Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- Percentage of teachers, parents and students indicating that their campus and other FFCA campuses have improved or stayed the same in the last three years.

Local Measures

- Percentage of FFCA parent society members voting in the annual Board election
- Average number of attendees at public board meetings

APPENDIX B – OPERATING BUDGET OVERVIEW 2023-24

Guiding Principles for Financial Planning

1. Ensure sustainability by maintaining a deficit-free budget.
2. Re-establish balanced preparation time for high school teaching staff.
3. Maintain fair and equitable compensation for staff.
4. Support advancement of strategic plan priorities.
5. Include allocations to address issues identified by the Enterprise Risk Management group.
6. Continue to build internal capacity that provides a learning environment that supports diversity, equity and inclusion and supports staff professional and leadership development.
7. Align the operating model of the organization to anticipate future needs, increase efficiencies and reduce fixed costs.
8. Maintain reserves level equal to 2.5 - 4.2% of the annual budget to ensure the ability to respond to future needs and opportunities.

Operating Budget Features & Challenges

- Reflects current structure of eight campuses, including:
 - 4 Kindergarten to Gr. 4 Elementary Campuses,
 - 2 Gr. 5-8 Middle School Campuses,
 - 2 Gr. 9-12 High School Campuses.
- Investments in an increased number of specialized certificated teachers, specialized and general learning assistants, external providers, professional learning and capacity building to support the diverse learning and social-emotional needs of students, including the addition of:
 - 3.0 FTE inclusion support teachers,
 - 4.0 FTE behavioural support assistants,
 - 2.3 FTE ESL assistants,
 - 2.7 FTE learning assistants,
 - 1.0 FTE contracted occupational therapy support.
- Increases certificated and support staff salary grids by 2% at all levels.
- Continues to absorb the weighted moving average's negative net fiscal impact in the first year of any enrollment growth.

APPENDIX C - OPERATING BUDGET SUMMARY 2023-24

REVENUES	Approved Budget 2023/2024							Actual Audited 2021/22
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 1,609,034	\$ 29,849,248	\$ 3,111,016	\$ 3,100,525	\$ 1,673,912	\$ -	\$ 39,343,735	\$ 36,084,576
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ 60,770	\$ -	\$ -	\$ -	\$ 60,770	\$ 52,771
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ 90,250	\$ -	\$ -	\$ 90,250	\$ -
(5) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Other Alberta school authorities	\$ 4,501	\$ 50,499	\$ 825,000	\$ -	\$ -	\$ -	\$ 880,000	\$ 744,068
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ 111,218	\$ 1,303,250	\$ -	\$ 1,959,395	\$ -	\$ -	\$ 3,373,863	\$ 3,242,296
(11) Sales of services and products	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 68,038
(12) Investment income	\$ 12,275	\$ 137,725	\$ -	\$ -	\$ -	\$ -	\$ 150,000	\$ 83,376
(13) Gifts and donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,302
(14) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ 116,000	\$ -	\$ 116,000	\$ 115,325
(15) Fundraising	\$ 30,354	\$ 340,580	\$ -	\$ -	\$ -	\$ -	\$ 370,934	\$ 176,971
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) Other	\$ 8,025	\$ 90,045	\$ -	\$ -	\$ -	\$ -	\$ 98,070	\$ 184,892
(18) TOTAL REVENUES	\$ 1,775,407	\$ 31,771,347	\$ 3,996,786	\$ 5,150,170	\$ 1,789,912	\$ -	\$ 44,483,622	\$ 40,792,615
EXPENSES								
(19) Certificated salaries	\$ 787,330	\$ 19,860,982	\$ -	\$ -	\$ 407,833	\$ -	\$ 21,056,145	\$ 18,842,371
(20) Certificated benefits	\$ 258,688	\$ 3,957,905	\$ -	\$ -	\$ 10,706	\$ -	\$ 4,227,299	\$ 3,631,220
(21) Non-certificated salaries and wages	\$ -	\$ 3,952,039	\$ 1,060,436	\$ 41,327	\$ 392,111	\$ -	\$ 5,445,913	\$ 4,063,176
(22) Non-certificated benefits	\$ -	\$ 998,997	\$ 297,137	\$ 8,709	\$ 79,232	\$ -	\$ 1,384,075	\$ 876,977
(23) SUB - TOTAL	\$ 1,046,018	\$ 28,769,923	\$ 1,357,573	\$ 50,036	\$ 889,882	\$ -	\$ 32,113,432	\$ 27,413,744
(24) Services, contracts and supplies	\$ 332,449	\$ 3,730,094	\$ 2,335,913	\$ 5,075,134	\$ 505,700	\$ -	\$ 11,979,290	\$ 10,288,210
(25) Amortization of supported tangible capital assets	\$ 647	\$ 7,263	\$ 149,300	\$ -	\$ -	\$ -	\$ 157,210	\$ 929,625
(26) Amortization of unsupported tangible capital assets	\$ 3,889	\$ 43,631	\$ 154,000	\$ -	\$ 132,500	\$ -	\$ 334,020	\$ 323,951
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,108
(32) Other interest and finance charges	\$ 2,279	\$ 25,576	\$ -	\$ 25,000	\$ 25,000	\$ -	\$ 77,855	\$ 41,370
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(35) TOTAL EXPENSES	\$ 1,385,282	\$ 32,576,487	\$ 3,996,786	\$ 5,150,170	\$ 1,553,082	\$ -	\$ 44,661,807	\$ 39,027,008
(36) OPERATING SURPLUS (DEFICIT)	\$ 390,125	\$ (805,140)	\$ -	\$ -	\$ 236,830	\$ -	\$ (178,185)	\$ 1,765,607

FFCA's 2023-24 full budget is available online at:

https://www.ffca-calgary.com/documents_publications/finances/budget

APPENDIX D - FACILITIES AND CAPITAL PLAN SUMMARY 2024-27

A summary of FFCA's capital projects and priorities is as follows:

APPROVED PROJECTS NOT YET COMPLETED

- North High School Campus (Montgomery) Replacement
- North Middle School Modular (4) Addition
- South High School Campus (DNB) Remediation

2024-25

- New South High School Campus
- New North K-8 Campus

2025-26

- Modernization of our North Middle Campus
- Modernization of our South Middle Campus
- Modernization of our Southeast Elementary Campus
- Modular Addition at our North Middle Campus
- Modular Replacement / Addition at our Northwest Elementary Campus

2026-27

- Replacement of our Northwest Elementary Campus
- Modernization of our Northeast Elementary Campus
- Modernization of our Southwest Campus

FFCA's 2024-27 capital plan is available online at:

https://www.ffca-calgary.com/documents_publications/board_plans/capital_plan