

# School Annual Education Results Report 2021-22

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our education plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plan and provides assurance to our stakeholders that we are advancing our priority of engagement, support, and success for each learner.

[School Education Plan](#)

[School Website](#)

## School Land Acknowledgement

### École Percy Pegler School Land Acknowledgement

#### English:

As Panthers we acknowledge and are thankful for the traditional land of the Blackfoot confederacy: Kainai, Piikani and Siksika as well as the Tsuu T'ina First Nation and Stoney Nakoda First Nation. We acknowledge the many First Nations, Métis and Inuit land on which we are learning, working and growing. We respect and seek to understand our past to be Pawsitive, Prepared, Participants of the future.

#### Le français:

En tant que Panthères, nous reconnaissons et sommes reconnaissants pour les terres traditionnelles du peuple Blackfoot, sur lequel nous apprenons, travaillons et grandissons. Nous respectons et cherchons à comprendre notre passé pour être des participants positifs et préparés de notre avenir.



**Siksika Nation**  
East of Calgary



**Piikani Nation**  
Brockton, AB  
(near 3 & 22)



**Kainai Nation (Blood Tribe)**  
Standoff, AB, South of  
Fort MacLeod



**Tsuu T'ina Nation**  
Southwest of Calgary  
Redwood Meadows /  
Bragg Creek area



**Stoney Nakoda First Nation**  
Morley, AB as you head west toward  
Canmore and in Eden Valley along  
the Highwood River



**Metis Region III**  
Spans Alberta, east  
to west, from Red  
Deer to USA border.

## Vision

Engagement, Support and Success for each learner.

### Mission

Each learner entrusted to our care, has unique gifts and abilities.  
It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

### Priorities

**Engagement:** Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

**Support:** Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

**Success:** Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

[FSD Board Policy 01: Division Foundational Statements](#)

### Providing Assurance

Our planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance. Engaging with our stakeholders on an ongoing basis has been critical in the development and implementation of our Education Plan and Annual Education Results Report. Our FSD strategic Planning Process is outlined in FSD [Administrative Procedure \(AP\) 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) , [AP 102: School Annual Education Plan Results Report](#) and [AP 118: Annual Assurance Actions](#).

## About Our School

Ecole Percy Pegler School is a triple track school, running an English, French Immersion and a new Nature Based Learning Program. We are located in the heart of Okotoks, close to downtown, which allows for a natural flow from the school to the outdoors and local community. We have approximately 465 students and 44 staff. This comprises certificated teachers, including a Learning Coach, as well as non-certificated staff, such as educational assistants, office staff, a Learning Commons Facilitator, a French language monitor, custodial staff, and a Family School Liaison Counselor. We also have staff from the Foothills School Division Junior Kindergarten program that runs out of our building. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students design and lead a variety of clubs, and our staff offers extracurricular activities for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social-emotional development.

To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Maker Space Opportunities (CTF), Fine Arts and physical activity opportunities through our conceptual-based class PAWS (Panther Arts and Wellness Studies). This allows students to explore beyond the boxes of Music and Physical Education. Through PAWS, students engage in fine, performing and musical arts, wellness opportunities like yoga and mindfulness, and traditional Physical Education sports and games.

We are the home of the Panthers, and our school culture builds Panther Pride first. We are Pawsitive, Prepared Participants of the Future.

## A Year in Review

### Highlights and Accomplishments

- **Citizenship Engagement:** Citizenship engagement remains above the provincial average and has increased slightly.

### Trends and Challenges

Much of the decreased results can be directly linked to Covid restrictions and its impact on learning and school culture.

- **PAT Results:** Our average was 3% higher than the province for students who achieved the **Acceptable standard**; however, they were 3% lower than the province for achieving the **standard of Excellence**.
- **Student Learning Engagement:** Though it remains above the provincial average, it has dropped from previous years.
- **Learning Supports:** Students/families knowledge of access to supports and services has decreased
- **Parental Involvement:** Slight decrease over time, but still above provincial average

## Alberta Education Assurance Measures Report Summary

### Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Percy Pegler Elementary School			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	87.5	89.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	93.8	89.8	86.6	81.4	83.2	83.1			
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	76.8	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	17.7	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.5	94.5	96.2	89.0	89.6	90.3		Maintained	
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.8	94.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.9	86.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.6	83.7	84.7	78.8	79.5	81.5		Maintained	

### Measure Evaluation

### Impact of strategies implemented (Adapted from Alberta Education)

*We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.  
We strive to maintain the results we have achieved as we advance student growth and achievement post-pandemic.*

	Very High	←	Goal Achievement	→	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
↑	Excellent	Good	Good	Acceptable	Issue
Improvement from Last Year	Excellent	Good	Acceptable/ Maintained	Issue	Not yet addressed
↓	Good	Acceptable	Issue	Issue	Not yet addressed
Declined Significantly	Acceptable	Issue	Issue	Not yet addressed	Not yet addressed

## Engagement

### Our story of engagement for each learner –

Students are engaged and excited to learn; many commented at the end of the school year they did not want school to end. Both staff and students are proud of the school culture they've created. Despite Covid restrictions, EPPS staff were able to foster connection with students, families and each other. Fostering CONNECTION is so important to the EPPS community. EPPS has an invested staff who want to spend time with each other. They are keen to review data for next steps and embrace shared leadership opportunities—learning with and from each other, celebrating all we do! We have wonderful Panther families and volunteers in classrooms, on field trips, organizing and cooking hot lunches, etc.

School engagement has been an area of focus. In a year when parents were not allowed into the school, we focused our efforts on other means of communication. These have taken the form of Instagram, the School Website, Zoom meetings, Private YouTube links of videos and regular phone calls and emails.

Teachers provide monthly newsletters or briefings to each family in order to ensure they are up to date with what is happening in the classroom. Our Admin Team sends a newsletter to families to keep them abreast of school wide events and information.

The Admin Team meets with the School Council each month to ensure that the home school connection remains strong. Through the School Council, we provided information for parents about their children's digital life and how to help keep them safe and responsible.

Staff have multiple opportunities to engage in what the focus of our school is. Teachers participate in PLC meetings, staff briefings, and the ILT (Instructional Leadership Team) to align all the work of the PLCs.

Students have multiple ways to engage in our school culture. Our Student Matters Team continues to advocate and plan for opportunities for student connection.

## Stakeholder Engagement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<b>Advance stakeholder engagement and communications</b> Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.	Purposeful and appropriate stakeholder engagement and communication strategies ensure: <ul style="list-style-type: none"> <li>• governance aligns with and is responsive to the needs and expectations of the learning community.</li> <li>• stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system.</li> <li>• communication provides assurance.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division.</li> <li>• Stakeholder engagement informed decision making and education plans.</li> </ul>

## Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

### Provincial


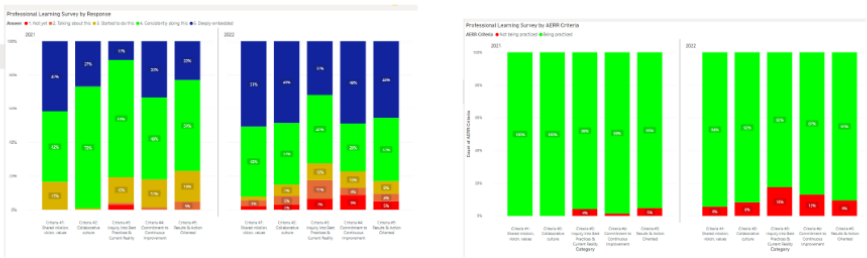
- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

### Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities.
  - What stakeholders were involved?
  - How were they engaged?
  - How results and related information were shared?
  - What actions were taken based on input provided?
  - How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

## Evidence and Key Insights

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

<div>Strategies</div> <div>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</div>	<div>Evaluation</div> <div>Impact of strategies implemented</div>
<p><b>Student Engagement:</b> Student Clubs, Students' Matters</p> <p><b>Student Voice</b></p> <div> <p>How did Percy Pegler maintain connection and purpose through difficult times?</p> <p>School culture grew and thrived because of things like: Students' Matters, Clubs, Sports, Student-run fundraisers, Students in leadership roles (i.e. office helpers, being the speakers at assemblies), Entrepreneur Fair, Bake Fair for Ukraine, Cross graded Explore buddies</p> </div>  <p>Continue to encourage student voice by profiling Student Matters' Committee work while universally supporting students in the creation of meaningful opportunities for leadership and feedback through our Panther Post</p>	<p>Students felt empowered to voice the action they want taken to improve EPPS.</p>
<p><b>Staff Engagement:</b></p> <p><b>Staff Engagement and Feedback</b></p> <div> <p><b>Strengths:</b> We are proud of reaching acceptable in academic achievement. Conceptual learning has led kids to think deeply and relate to their community. Staff indicate that they feel supported.</p> <p><b>Needs:</b> Staff has expressed a desire for more autonomy and <b>choice for PD and working on the work</b>, school-based, empowering our own experts to impact student learning. How are we pushing students to mastery? We also need to <b>communicate with our stakeholders</b> all the supports that exist at Percy Pegler.</p> <p><b>Next Steps:</b> Utilise the experts at Percy Pegler to learn and grow. Support Div. 2 students with their reading as they missed some foundational skills during COVID when in Div. 1. Opportunities for school-specific PD to impact our students.</p> </div> 	<p>Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</p>



Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness and well-being through structures such as our ILT and Staff Briefings.

**Parent Engagement:** School Council, parent volunteers (hot lunch, Outdoor Spaces committee,

## Parent Engagement

**Strengths:** Percy Pegler's sense of community is strong.

**Needs:** Communicate and Celebrate all we do with our parent community

**Next Steps:** Enhance our communication platforms:

- Instagram
- Weekly Email Communication to families
- Share [\\*\\*Panther Parent Connection Links](#)
- School Council
- School Website



Continue to promote volunteerism, promote EPPS school council, and profile our <https://engagefsd.com/pegler2021> to encourage discussion and collect parental voice in school-based decisions.

Stakeholder Participation Rates: Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.

- Stakeholder Involvement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having voice in education planning and decision making.
- Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice).

**Community Engagement:** McMan Services' Kick Start program

EPPS has a rich culture of connecting with community partnerships, though this decreased during Covid restrictions, staff tried to maintain meaningful community relationships.



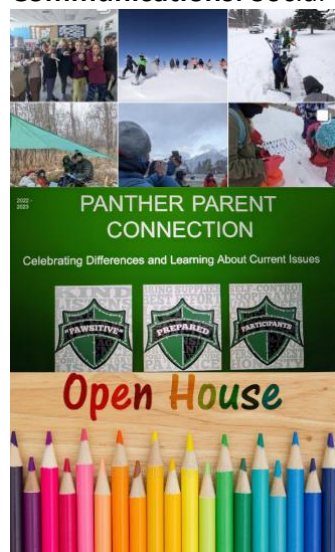


## Community Engagement

Virtual Field trips, Minds Matter, ½ EXPLORE LOOP (leftover grocery store food) to feed their animals, reverse advent calendar for Foodbank, Full Cycle bike shop

Continue to share and connect with our community members to maintain partnerships such as the Seniors home, Town Office, and local businesses (Panther Paws Connection Packages)

## Communications: Social Media: Instagram, Facebook



## Communication

Instagram, EPPS's monthly newsletters, etc.

News Articles: [Okotoks Today: Nature Based Program](#) and [CBC's Blended Synchronous and Asynchronous Learning Model](#).

**NEXT STEPS:** Based on data, staff determined that we need to:

- Enhance Open House Evenings to highlight and celebrate our three fabulous programs
- Weekly Announcement Slides for students and staff
- Weekly Admin Communication to families
- Panther Parent Connection: making families aware of all the wonderful things happening at EPPS!

Continue to ensure all EPPS stakeholders are aware, informed, and provided with opportunities to share thoughts and feedback through our EPPS News, Social Media presence, My Blueprint and Learner Profiles.

Based on the data, families were not always aware of opportunities and supports available to their child. Enhanced communication will be key moving forward.

## Areas of Strength:

- Percy Pegler's sense of community is strong.
- We are proud of reaching acceptable in academic achievement. Conceptual learning has led kids to think deeply and relate to their community. Staff indicate that they feel supported.

- 

#### Areas for Growth:

- Communicate and celebrate all we do with our parent community
- Build trust and encourage all students to include everyone - celebrate differences and promote belonging belong: Announcements, GSA and Friendship groups.
- Recess and the playground engagement: Introduce the PALS program– grade six students lead games outside with younger students and recess clubs.
- Mix students from each track so they can interact and develop friendships with peers from the other programs: Spirit Club, Mad Science, DEN activities, and PE.
- Staff has expressed a desire for more autonomy and **choice for PD and working on the work**, school-based, empowering our own experts to impact student learning. How are we pushing students to mastery? We also need to **communicate with our stakeholders** all the supports that exist at Percy Pegler.

#### Next Steps:

- Utilize the experts at Percy Pegler to learn and grow.
- Opportunities for school-specific PD to impact our students.
- **STAFF ADVISORY's** Next Steps: Foster a **Culture of Shared Leadership** to Move Learning Forward
- Enhance our communication platforms
- Inclusively linking our students and community members through meaningful learning experiences. (TRANSFER)

Continuous Improvement Results Analysis		
Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<b>Advance evidence-based continuous improvement and assurance</b> Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	Assurance has been achieved through: <ul style="list-style-type: none"> <li>• Building relationships.</li> <li>• Engaging with education partners and stakeholders.</li> <li>• Creating and sustaining a culture of continuous improvement and collective responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement.</li> <li>• Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities.</li> </ul>

		<ul style="list-style-type: none"> <li>• In the AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.</li> <li>• Provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement.</li> </ul>
--	--	---

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

#### Provincial

- **Parent Involvement:** Increase/maintain percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

#### Local

- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

### Evidence and Key Insights

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2020-2021	94.5	83.7	88.6
2021-2022	93.5	79.6	80.1
Evaluation	maintained	slight decrease	decrease

## Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 5303 Percy Pegler Elementary School



Assurance Domain	Measure	Percy Pegler Elementary School			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	87.5	89.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	93.8	89.8	86.6	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	76.8	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	17.7	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.5	94.5	96.2	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.8	94.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.9	86.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.6	83.7	84.7	78.8	79.5	81.5	High	Maintained	Good

**FSD Assurance Survey (Parent):** Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2021-2022	96	94	97	91	82	79
Evaluation	High	High	High	High	Good	Good

### Aggregate Summary

Foothills School Division Assurance Survey  
% of Parents with positive responses in each category excluding "Don't Know"

184  
Results in Set

95% Program of Studies	96% Work Preparation	94% Citizenship	56% School Improvement	91% Welcoming, Caring, Respectful...
97% Quality of Education	84% Life Long Learning	96% Student Learning Engagement	79% Parental Involvement	82% Access to Supports

#### Legend (From the Alberta Education Assurance Measures Report - 2022)

- Program of Studies:** Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- Work Preparation:** Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Citizenship:** Percentage of parents who are satisfied that students model the characteristics of active citizenship.
- Quality of Education:** Percentage of parents satisfied with the overall quality of basic education.
- Life Long Learning:** Percentage of parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- Student Learning Engagement:** The percentage of parents who agree that students are engaged in their learning at school.
- School Improvement:** Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- Parental Involvement:** Percentage of parents satisfied with parental involvement in decisions about their child's education.

<b>Strategies</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> enhance social media presence	Increase 100% in followers (488)
<b>Strategy 2:</b> learning coach and family school liaison counsellor programming/interventions	The LC and FSLC develop or offer programming based on feedback/data from student and families.
<b>Strategy 3:</b> promote opportunities for parent involvement	Increased participation
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>Families are extremely satisfied with the quality of education</li> <li>Families feel their children are engaged in their learning</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>Though many supports are available to students/families, they may not be aware</li> <li>Some families are not aware of EPPS's improvements over the past few years</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Communication enhancement: available supports and new initiatives</li> </ul>	

## Support

### Our Story of Support

EPPS has been creative in how they celebrated staff members. Since Covid, EPPS staff craves opportunities to be together and learn from each other. Weekly staff meetings and frequent shared leadership opportunities give staff opportunities for voice and ownership. Prime Assemblies focused on the Circle of Courage: Mastery, Independence, Generosity and Belonging to enhance emotional health of our students. Community Partnerships have been key in supporting our students and families'

The school year started with an ILP "speed date". This allowed the current teacher to review the ILP, and then meet with the previous year's teacher about the needs of the student in their own words. Our teachers really felt they knew their students and their needs based on these conversations. After completing this, teachers then engaged in completing a Classroom Support Plan to ensure the needs of the targeted students could be met in a universal manner. The Leadership Team (admin, Learning Coach, FSLC) meets weekly to discuss student and

classroom needs. These referrals come to us from teachers or parents. We triage, assign roles, and ensure each student situation is followed up with, regardless of the circumstances.

Both our VP and our Learning Coach are trained to administer Level B assessments which allows us to do a comprehensive academic assessment and identify needs and strategies for support. This allows us to assess and identify academic needs of our students and implement strategies and supports in a timely manner.

To develop a culture of well-being, we have encouraged recess leadership activities, led by students. This has enabled students to find groups of other students who have similar interests and gives them a more targeted activity at recess. Recesses were staggered so that grade 4-6 students go outside separate from the K-3 students. This has allowed all students to play on the playground, have lower teacher-student ratios at recess, and thus reduced our recess time issues and conflicts. This shift has also allowed for an increase in our Div 1 student-led leadership initiatives.

Each morning began with an SEL (Social Emotional Learning) block which allows for a softer start to the students' day. Many teachers use this time to teach Mind UP, Zones of Regulation, engage in meditation, yoga, go for a walk, play in the gym, etc. This has significantly contributed to the wellbeing of our school population.

Feedback:

*I just wanted to say thank you (on behalf of the staff) for all the hard work you put into our start-up. Knowing what other teachers at other schools are feeling makes me so proud and lucky to be in this team. Thank you for taking our health and safety and those of our kids into consideration and making it the first priority. I was very worried about coming back- having your support and our mask wearing - distancing sanitizing protocols at the forefront make me much more comfortable about going home.*

*I just wanted to send a quick email thanking you for welcoming me into your school. I am so impressed with everything you are doing for your students. You are an outstanding team and I am delighted to have this opportunity to work with you.*

### Learning Supports Results Analysis

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<b>Advance wellness and well-being</b> Develop collective efficacy in advancing a culture of wellness and well-being.	<ul style="list-style-type: none"> <li>Learners contribute to developing and advancing cultures of wellness and well-being.</li> <li>Learners contribute to and feel welcomed, cared for, respected and safe.</li> <li>Learners access a robust continuum of supports.</li> <li>Students will develop a better understanding of themselves that will allow them to make decisions, achieve</li> </ul>	<ul style="list-style-type: none"> <li>Improved wellness and wellbeing in students and staff.</li> <li>All students and staff demonstrate understanding and respect for the uniqueness of all learners.</li> <li>All learning environments are welcoming, caring, respectful and safe.</li> <li>Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>Improved understanding of an inclusive education system is shared by all education partners.</li> </ul>
<b>Advance our Continuum of Supports</b> Continue to develop and advance our continuum of support.		



	<p>goals, build resiliency, and adapt to change.</p> <ul style="list-style-type: none"> <li>Students will build resilience and positive mental health skills.</li> <li>Students will know the difference between and how to manage health stress and traumatic stress.</li> </ul>	<ul style="list-style-type: none"> <li>Improved collaboration with education partners to support learning.</li> <li>Improved wrap around services and supports that enhance conditions required for optimal learning and wellness.</li> <li>Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities.</li> <li>Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</li> </ul>
--	---	--

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

#### Provincial

- Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

#### Local

- SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

### Evidence and Key Insights

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	94.0	86.6

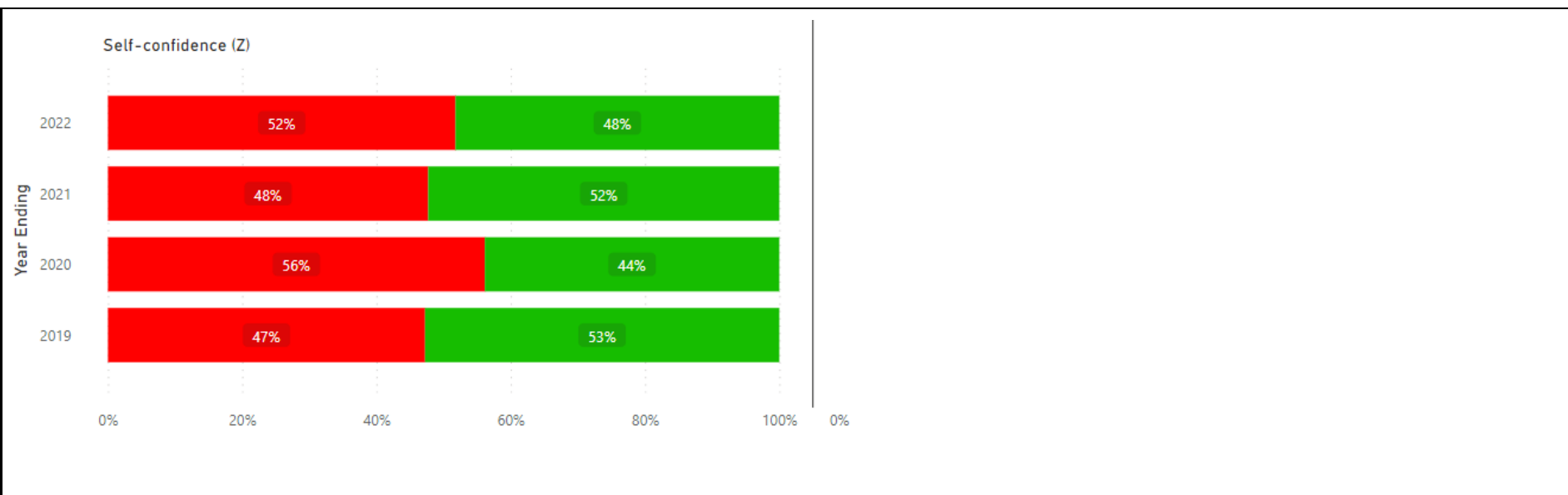



2021-2022	96.8			79.9	
Evaluation	Slight increase			decrease	
<b>FSD SOS-Q Student Survey</b> (Student Orientation to School Questionnaire): This survey is used to identify student’s degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.					
above national norm					
Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020	28	19	2.9	18	18
2020-2021	41	23	8.5	22	27
2021-2022	34	24	5.3	11	24
Evaluation	maintained	maintained	maintained	slight decrease	maintained

4-6 Relative to Norms


Relative to National Norm: ● Below ● At or Above





<p><b>Strategies: Advance Wellness and Well-being</b></p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p><b>Evaluation</b></p> <p><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b></p> <p><b>Staff Wellness</b></p> <p>Celebrating our guest teachers and EAs with recognition and awards. “Did you know that…” celebrations.</p> 	<p>Staff appreciates time together—crave connection. We will continue to provide these opportunities.</p>
<p><b>Strategy 2:</b> Continue to foster a positive learning culture and a continuum of supports that supports the social-emotional, physical and academic growth of all students, in a safe, caring and welcoming learning environment.</p>	<p>Many supports offered, but our stakeholders were not always aware. Communication needs to be enhanced.</p>
<p><b>Strategy 3:</b> EPPS staff will continue to learn about, develop and support procedures to advance the continuum of supports to promote student learning and well-being to support student growth achievement and success</p>	<p>Focus on creating a culture of felt safety for all.</p>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Staff welcomes opportunities to come together.</li> <li>• Strong structures and support team for students</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>• In response to our shared Covid experience, many staff and students feel stress, trauma and burnout. We will focus on cultivating a learning environment of <i>felt safety</i> by learning and implementing research-based practices and tools to improve the health and well-being of our school community.</li> <li>• Understanding, valuing and creating opportunities to teach regulation for staff and students</li> </ul> <p><b>Next Steps:</b></p>	

- Foster opportunities to learn, grow and connect. Staff requested weekly staff meetings to connect, learn from, and celebrate each other. Foster a work environment of *felt safety*.
- Promote accessible opportunities and strategies for all students at Percy Pegler and in the Okotoks community and foster a community of *felt safety*.

<p><b>Strategies: Advance Continuum of Supports</b></p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p><b>Evaluation</b></p> <p><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Use a Comprehensive School Health Approach to support improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way.</p> 	<p>The PAWS program is a multidisciplinary approach to wellness and health that provides opportunities for students within different programs to connect in meaningful ways, both inside and outside.</p>
<p><b>Strategy:</b> Continue to foster a positive learning culture and a continuum of supports that supports the social-emotional, physical and academic growth of all students, in a safe, caring and welcoming learning environment. EPPS staff will continue to learn about, develop and support procedures to advance the continuum of supports to promote student learning and well-being to support student growth achievement and success</p>	<p>EPPS staff are keen to learn, train, and apply best practices to support students and each other.</p>

## Positive Learning Community and Continuum of Supports

- Big Brothers Big Sisters (10 matches)
- Rhythm to Recovery Drumming with Foothills Fetal Alcohol Society
- Friendship Groups
- Regular Team Meetings (Administration, FSLC and Learning Coach)



**Big Brothers  
Big Sisters**  
OF CALGARY AND AREA



Foothills Fetal Alcohol Society



### Areas of Strength:

- Community and program supports for students
- Spirit and community building opportunities for students

### Areas for Growth:

- Build family's understanding and access to community resources

### Next Steps:

- Develop students' understanding of regulation
- Enhance community partnerships

## Success

### Our Story of Success

When we returned to in person learning after the Covid online learning, we noticed that many of our students had improved their English reading skills due to more practice at home and greater parent involvement during the online learning. We have carried forward with this momentum, and the Science of Reading in both French and English has blossomed in our school in order to continue to ensure greater literacy skills in all our students. The use of RAZ kids & other technology tools that the students became so proficient with during online learning have improved grade 1 literacy skills/reading.

The introduction of PAWS (Panther Arts and Wellness), Physical Education and Music reimagined, allowed each child to find a place in subjects that they may not have loved before. This also allowed us to provide 2-hour long blocks of time free from instruction for teachers, during which time they were able to plan and collaborate with their cohort colleagues.

The introduction of My Blueprint allowed our students to become stronger in their self-assessment skills. It also provided an online digital portfolio which was easy to share with parents, and discuss next steps based on clear examples of work.

The Circle of Courage was a guidepost for demonstrating “good Panther Citizenship” by aligning the competencies with the Circle of Courage.

### Student Growth and Achievement Results Analysis

<p><b>Goal 1</b> <i>Desired Result</i></p> <p><b>Advance innovation and design</b></p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p><b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i></p> <p>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p>
<p><b>Goal 2</b> <i>Desired Result</i></p> <p><b>Advance learning for transfer</b></p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• Learners will be able to explore and develop their skills and passions and achieve their highest potential.</li> <li>• Students will be well prepared for their future while remaining current and relevant in local and global contexts.</li> </ul>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts.</li> <li>• Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals.</li> </ul>

## Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

### Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain 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.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

### Local

- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

## Evidence and Key Insights

### Advance Innovation and Design & Advance Learning for Transfer

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)*

*Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	90.3	88.9	89.8	94.5	83.4	89.6
2021-22	90.8	77.8	93.8	93.5	59.5	87.5
Evaluation	maintained	decrease	slight increase	Maintained	Significant decrease	maintained

### Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
---------------------------------	---------------	------------------------	-----------------	------------------------	--------------------



2020-21	n/a	n/a	n/a	n/a	n/a
2021-22	n/a	n/a	n/a	n/a	n/a
Evaluation					

**FSD Intellectual Engagement Survey:** Survey measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). This survey measures the domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020							
2020-2021	97	88	90	97			
2021-2022	99	88	91	96			
Evaluation	maintained	maintained	maintained	maintained			

## 2021

**Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)**

Category	Percent of responses that are positive
▲	
1. High Expectations	97%
3. Relevance	88%
4. Rigour	90%
5. Effort	97%
6. Challenge	70%
7. Skill	73%
8. Intellectual Engagement	65%

**Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)**

Category	Percent of responses that are positive
▲	
<b>8. Intellectual Engagement</b>	
I often lose track of time because I am engaged by the learning in Arts (Visual, Music, Etc)	78%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	73%
I often lose track of time because I am engaged by the learning in English / French Language Arts	68%
I often lose track of time because I am engaged by the learning in Science	80%
I often lose track of time because I am engaged by the learning in Social Studies	10%
I often lose track of time because I am engaged by the learning in Mathematics	83%

2022

**Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)**

Category	Percent of responses that are positive
▲	
<b>1. High Expectations</b>	<b>99%</b>
<b>2. Support</b>	<b>95%</b>
<b>3. Relevance</b>	<b>88%</b>
<b>4. Rigour</b>	<b>91%</b>
<b>5. Effort</b>	<b>96%</b>
<b>6. Challenge</b>	<b>63%</b>
<b>7. Skill</b>	<b>76%</b>
<b>8. Intellectual Engagement</b>	<b>67%</b>

**Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)**

Category	Percent of responses that are positive
▲	
<b>8. Intellectual Engagement</b>	
I often lose track of time because I am engaged by the learning in Arts (Visual, Music, Etc)	79%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	26%
I often lose track of time because I am engaged by the learning in English / French Language Arts	74%
I often lose track of time because I am engaged by the learning in Science	71%
I often lose track of time because I am engaged by the learning in Social Studies	73%
I often lose track of time because I am engaged by the learning in Mathematics	78%

Strategies: Advance Innovation and Design <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Advance staff understanding of the relationship and alignment of the Framework for Innovation and Design and EPPS systems and structures that promote engagement and future career orientation for students.	Students look forward to Maker Space in the Learning Commons. Mr. Campbell's Full Cycle was overwhelmed with interest.

## Advance Innovation and Design

Over the past couple of years:

- Our fabulous Learning Commons Facilitator, Mrs. Dyke, has spearheaded much of the "makerspace" type learning for students and staff.
- Entrepreneurial Fairs
- Mr. Campbell's Full Cycle enabled students to fix and enhance trashed bicycles so they can be gifted to community members in need.



**Strategy 2:** Grow community partnerships that provide students with authentic experience and lasting local connections.

Community members expertise was invited and appreciated.

**Strategy 3:** Advance the use of myBlueprint as an ePortfolio and career exploration tool.

A few teachers have implemented this resource and others are keen to learn.

### Areas of Strength:

- Learning Commons Maker Space opportunities
- Full Cycle: students fix and enhance used bicycles for the community

### Areas for Growth:

- Build capacity of teachers to integrate Innovation and Design principles into core lessons

### Next Steps:

- Teachers co-designing learning tasks that get students **planning, designing, creating, and implementing solutions** for **relevant real-life problems** through **hands-on challenges**— developing **social, interpersonal, life, and work skills** as well as **practical knowledge** about various industries, issues and technologies.
- Continue encouraging teachers to create opportunities for students and teachers to learn from organizations like *Mad Science* and *Engineering for Kids* to create engaging learning experiences.

### Strategies: Advance Learning for Transfer

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

### Evaluation

*Impact of strategies implemented*

**Strategy 1:** Align PLT work and EPPS school-based PD to the System's Conceptual Learning for Depth and Transfer thus providing ongoing learning opportunities focusing on increased the understanding and use of high yield instructional tools and strategies to ensure student success.



## Conceptual Learning for Depth and Transfer

- PAWS programing: wholistic approach to Music, Art, Health and Physical Education. This fall PAWS introduced a financial literacy component
- Building staff understanding of the role of assessment in concept-based learning—assessment for learning



Staff continue to develop their understanding and skill in designing concept-based learning.

**Strategy 2:** Advance student success by increasing understanding of the principles and impact of continuous teacher assessment, evaluation, and reporting through the Conceptual Learning for Depth and Transfer to ensure powerful assessment practices.

Staff continue to develop their understanding and skill in assessing conceptual-based learning.

### Areas of Strength:

- PAWS programing: wholistic approach to Music, Art, Health and Physical Education. This fall PAWS introduced a financial literacy component.

### Areas for Growth:

- Understanding the role of assessment in conceptual-based learning

### Next Steps:

- Create in-school PD opportunities for staff to share what they're currently doing and cross-program plan units/lessons that: Use categorizing, naming, and sorting activities; Ask students to make connections; Plan activities for transfer; Use assessment to push learning forward

### Goal 3

*Desired Result*

#### Advance First Nations, Métis, and Inuit student success

Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to

### Outcomes

*Measurable statements of what FSD seeks to achieve*

- First Nations, Métis and Inuit learners are successful.
- Strong relationships between students, parents, school, division, Elders, Knowledge Keepers,

### Indicators

*Indicators of achieving outcomes*

- Improved programs, services, and strategies for First Nations, Métis, and Inuit student success.
- All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties,

increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	<p>Cultural Advisors, local leaders, and community positively impacts learner success.</p> <ul style="list-style-type: none"> <li>• Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.</li> </ul>	<p>agreements, and the history and legacy of residential schools.</p> <ul style="list-style-type: none"> <li>• The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success.</li> <li>• First Nation, Metis and Inuit families that are actively involved in educational decisions.</li> </ul>
<p><b>Goal 4</b> <i>Desired Result</i></p> <p><b>Advance literacy and numeracy</b></p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <a href="#">AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</a></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.</li> <li>• Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written).</li> <li>• Improvement in foundational numeracy and mathematical knowledge and skills for all students.</li> </ul>
<p><b>Measures and Targets</b></p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		
<p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Outcomes (PAT &amp; Diploma):</b> <ul style="list-style-type: none"> <li>○ Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.</li> <li>○ Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.</li> </ul> </li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• <b>RRST (Reading Readiness in English &amp; French):</b> Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.</li> <li>• <b>GRADE (Literacy Assessment in English):</b> Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.</li> <li>• <b>GB+ &amp; DRA (Literacy Assessments in French):</b> Increase percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension.</li> <li>• <b>MIPI (Math Assessment in English &amp; French):</b> Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.</li> <li>• <b>Evidence of Principles and Practices that tell the story of learning</b> and that provides assurance of continuous improvement and student growth and achievement.</li> </ul>		

**Evidence and Key Insights**  
**Advance Literacy and Numeracy & Advance First Nations, Métis, and Inuit student success**

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)*  
*Impact and effectiveness of strategies implemented in achieving goal*

**Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6 & 9)**

Provincial Achievement Tests Gr. 6 & 9	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	88.3	16.7	39.3	0	46.4	0	51.7	3.4	81.8	3.0

**GRADE Assessment (Literacy):** This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

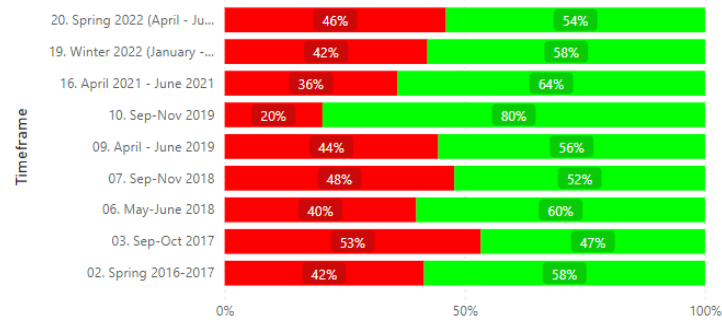
% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	56	52	51
2020-2021	64	63	57
2021-2022	54	72	63
Evaluation	Slight decline	Improvement	Improvement



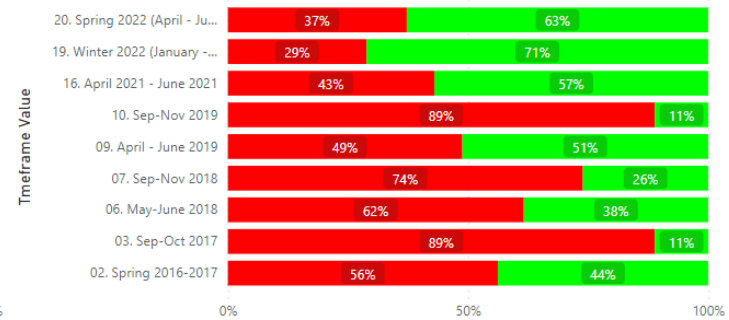
### Listening Comprehension

Relative to Norm ● Below ● At or above



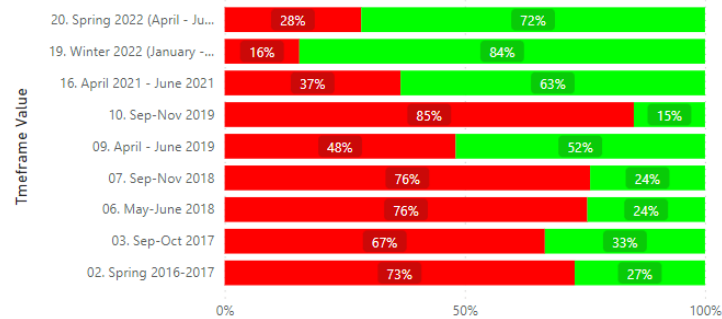
### Comprehension

Relative to Norm ● Below ● At or Above



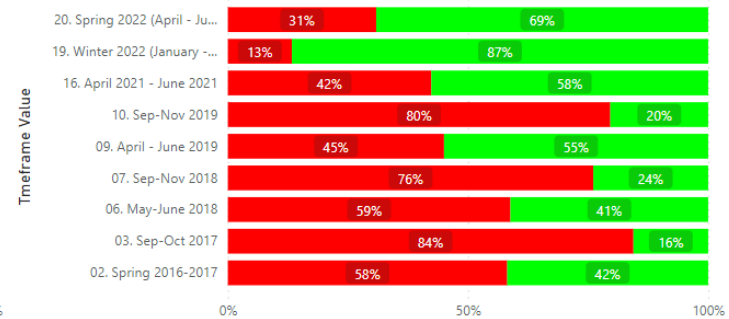
### Vocabulary

Relative to Norm ● Below ● At or Above



### Total

Relative to Norm ● Below ● At or Above



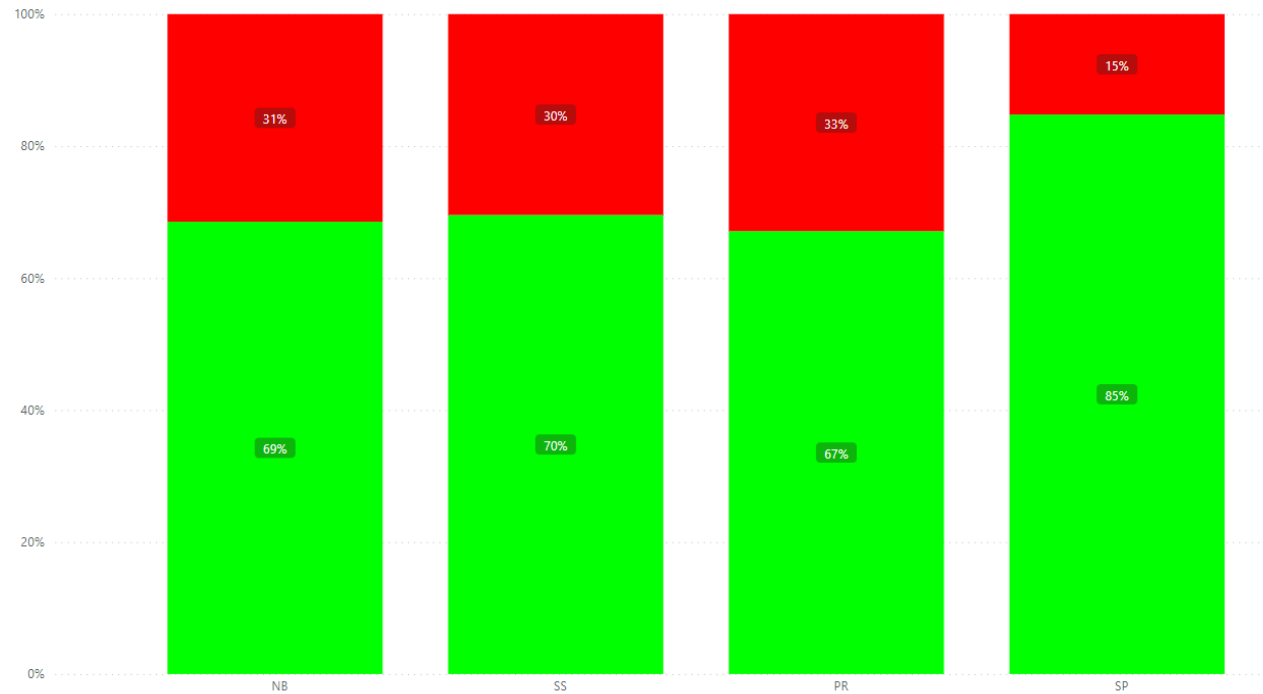
**MIPI Assessment (Numeracy):** This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020				
2020-2021				
2021-2022	68	74	65	86
Evaluation				

% Correct by Strand

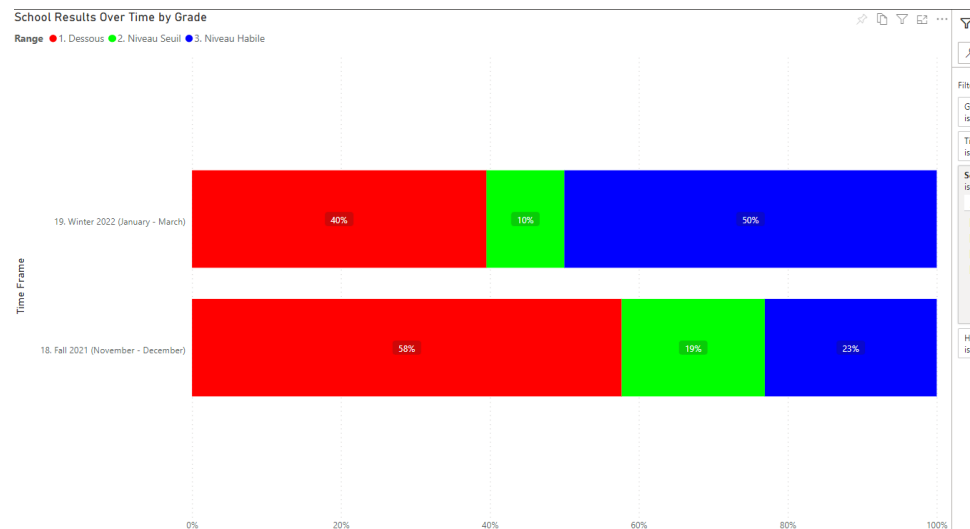
Status ● Correct ● Incorrect



**GB+ (French Immersion Literacy):** This formative assessment is given to French immersion students in grades 2-6 to inform teaching and learning. It can assist teachers with identifying individual student needs regarding reading fluency and comprehension, to plan for timely instruction and to monitor student growth and progress.

% Students at or above grade level

Performance Measures	2e année automne (Fall Grade 2)	3e année automne (Fall Grade 3)	4e année automne (Fall Grade 4)	5e année automne (Fall Grade 5)	6e année automne (Fall Grade 6)
2020-2021					
2021-2022	37	46		43	
Evaluation					



### Strategies: Advance First Nations, Métis, and Inuit student success

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

### Evaluation

*Impact of strategies implemented*

**Strategy 1:** Continue to advance strategies to support Cultural Acceptance by building understanding of, and implementing of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.



Our Learning Commons facilitator embeds FNMI cultural awareness throughout the school year.

**Strategy 2:** Continue to develop collective capacity to incorporate Instructional Practices that honour traditional teachings and weave

Our teachers will continue

foundational ways of knowing into curriculum for the success of each learner.

to learn and grow in embedding this learning throughout their various curriculums.

**Areas of Strength:**

- Circle of Courage work
- Land Acknowledgement

**Areas for Growth:**

- Enhance First Nations Metis Inuit Cultural Appreciation and Understanding with staff, students and families

**Next Steps:**

- Fostering meaningful/authentic relationships with elders who live in our community
- Brainstorming and planning ideas with Charity Tegler, our Indigenous Learning Facilitator
- Starting slow and building and growing based on comfort levels

**Strategies: Advance Literacy and Numeracy**

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

**Evaluation**

*Impact of strategies implemented*

**Strategy 1:** We will continue to address our depth of understanding of literacy through the Science of Reading



**Advancing Literacy**








- Science of Reading
- Training parent volunteers
- Professional learning with colleagues
- Reading A-Z
- Targeted Imagine Learning
- Reading Assessments and U of A partnership

**Next Steps:** Shared Leadership opportunities

Many of our K-3 teachers have embraced the Science of Reading philosophy/strategies. This work continues to grow.

**Strategy 2:** We will do professional work to strengthen our numeracy practice through a conceptual lens.

Many of our K-6 teachers are working to develop their practice around

<div>Conceptual Understanding/Transfer/Numeracy</div> <div>Next Steps: Encourage teachers and students to engage deeply with Math content using researched-based approaches and tools</div> <div></div>	<div></div> <div></div> <div></div> <div></div>	<div>conceptual mathematics.</div>
<div>Strategy 3: We will build a literacy intervention continuum</div>		
<div>Areas of Strength:</div> <div><ul style="list-style-type: none"><li>teachers and students are keen to engage deeply with Mathematics content using research-based approaches and tools</li><li>Teachers and students are keen to engage in the latest literacy research (Science of Reading)</li></ul></div> <div>Areas for Growth:</div> <div><ul style="list-style-type: none"><li>Identify and invest in vetted resources to support teachers in their mathematical journey</li></ul></div> <div>Next Steps:</div> <div><ul style="list-style-type: none"><li>Shared leadership opportunities for staff to design learning plans that push student learning forward</li></ul></div>		

Teaching, Learning and Leadership Results Analysis		
<p><b>Goal 5</b>  <i>Desired Result</i>  <b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.</p>	<p><b>Outcomes</b>  <i>Measurable statements of what FSD seeks to achieve</i>  Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for</p>	<p><b>Indicators</b>  <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all.</li> </ul>

	<p>teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.”</p> <p><a href="#">Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56</a></p>	<ul style="list-style-type: none"> <li>Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice.</li> <li>Teachers and leaders improve their professional practice in learning for transfer.</li> <li>Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.</li> <li>Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.</li> </ul>
--	---	---

## Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

### Provincial

- In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

### Local

- FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

## Evidence and Key Insights

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**FSD Professional Learning Survey:** This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020						
2020-2021	84	99	80	72	77	90
2021-2022	93	86	73	77	83	84.6



<b>Evaluation</b>	increase	decrease	decrease	increase	increase	<i>decrease</i>
-------------------	----------	----------	----------	----------	----------	-----------------

<b>Strategies: Advance excellence in teaching, learning, and leading</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>		<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> We will align our PLC and ILT structures to school-based PD		Impactful team-based problem solving.
<b>Strategy 2:</b> We will design school-based PD that is in alignment to the system work around Conceptual Understanding and differentiate the learning to meet teachers where they are at regarding assessment and instruction.		Focus on assessment of conceptual-based learning.


**Next Steps: Professional Learning**

Analyze Percy Pegler's data to determine the next steps in learning and practice.

Biweekly collegial learning

Encourage cross-program collaboration

*The Regulated Classroom: "Bottom-Up" Trauma Informed Teaching*



**Areas of Strength:**

- Staff keen to examine data to determine next steps
- Eagerness to learn from and with each other

**Areas for Growth:**



- Imbed PLC time/structures into teacher's weekly schedules

**Next Steps:**

- Shared leadership: teachers collaborate with one another to provide more comprehensive support for all students
- Encourage cross-program collaboration





## Engagement, Support, and Success for Each Learner in Foothills School Division

<p><b>Our Vision</b> Engagement, Support and Success for Each Learner.</p> <p><b>Our Mission</b> Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p><b>Our Commitments for Optimum Student Learning</b></p> 		<p><b>Our Priorities</b></p> <p><b>Engagement:</b> Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p><b>Support:</b> Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p><b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support		Success
Local and Societal Context	Learning Supports		Student Growth and Achievement
<p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Assurance Measure:</b> FSD provides confidence that 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.</p>		<p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance			Teaching and Leading
<p><b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>			<p><b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

## Foothills School Division Goals and Strategic Plans 2021-2024

Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
Goal 1	Strategic Plan	Goal 1	Strategic Plan	Goal 1	Strategic Plan

Advance stakeholder engagement and communications	<a href="#">Stakeholder Engagement and Communications</a>	Advance wellness and well-being	<a href="#">Wellness and Well-being</a>	Advance innovation and design	<a href="#">Innovation and Design</a>
		<b>Goal 2</b> Advance our continuum of support	<b>Strategic Plan</b> <a href="#">Continuum of Support</a>	<b>Goal 2</b> Advance literacy and numeracy	<b>Strategic Plan</b> <a href="#">Literacy and Numeracy</a>
		<b>Vision 2034: Prepared for the Future</b> 		<b>Goal 3</b> Advance First Nations, Métis, and Inuit student success	<b>Strategic Plan</b> <a href="#">First Nations, Métis, and Inuit student success</a>
				<b>Goal 4</b> Advance learning for transfer	<b>Strategic Plan</b> <a href="#">Learning for Transfer</a>
				<b>Teaching and Leading</b>	
	<b>Governance</b>			<b>Goal 5</b> Advance excellence in teaching, learning and leading	<b>Strategic Plan</b> <a href="#">Excellence in teaching, learning and leading</a>
<b>Goal 2</b> Advance evidence-based continuous improvement and assurance	<b>Strategic Plan</b> <a href="#">Continuous Improvement and Assurance</a>				