

# Ecole Percy Pegler School Annual Education Results Report 2022-23

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 2021-2024 \(year 2\)](#)

[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 Sisika 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**  
Brocket, AB  
(near 3 & 22)



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



**Tsuut'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.

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

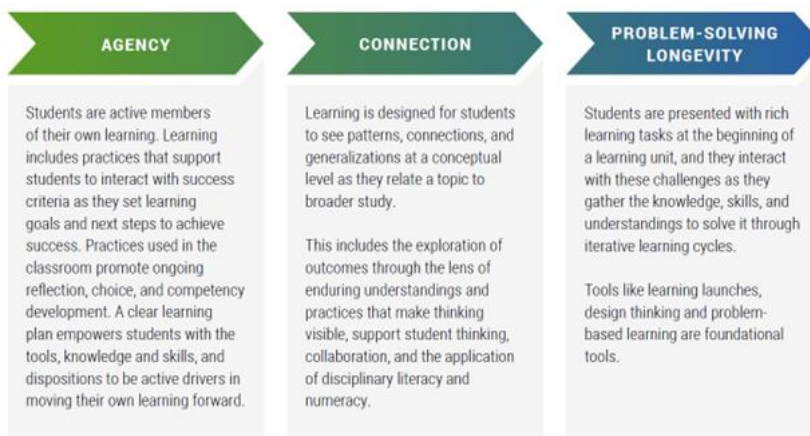
[Board Policy 14: A Place for All](#)

## Providing Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

## Our Story of Learning

## » THE FUTURE-FOCUSED MODEL FOR LEARNING



## Our Goals and Strategies

<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 style="text-align: center;"><b>Commitments</b></p> <ul style="list-style-type: none"> <li>▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division</li> <li>▪ Engaging, communicating, and collaborating meaningfully with our learners and communities</li> <li>▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging</li> <li>▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities</li> </ul>	<p style="text-align: center;"><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>
<b>Engagement</b>	<b>Support</b>	<b>Success</b>
<b>Local and Societal Context</b>	<b>Learning Supports</b>	<b>Student Growth and Achievement</b>
<p><b>Goal:</b> Advance Stakeholder Engagement and Communications</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Goals:</b> Advance Wellness and Well-being Advance Continuum of Supports</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>Goals:</b> Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<b>Governance</b>	<p style="text-align: center;"><b>FOOTHILLS SCHOOL DIVISION SYSTEMS WHEEL</b></p> <p>The diagram is a circular 'Systems Wheel' with multiple concentric rings. The outermost ring is labeled 'TRUSTEE GOVERNANCE'. Moving inward, the rings include 'ADMINISTRATIVE PROCEDURES', 'SAFETY', 'ANNUAL EDUCATION REPORTING', 'LEARNING', 'STUDENT SUCCESS', 'TEACHING &amp; LEADING', 'PROFESSIONAL LEARNING', 'COMMUNITY ENGAGEMENT', 'STUDENT SUCCESS', 'TEACHING &amp; LEADING', 'PROFESSIONAL LEARNING', 'COMMUNITY ENGAGEMENT'. At the center is a circle labeled 'PROVISION OF A QUALITY EDUCATION FOR ALL LEARNERS'. To the left, 'SYSTEM INFLUENCES' lists: Government of Alberta, Education Act, Teacher Quality Standard, Leadership Quality Standard, Superintendent Leadership Quality Standard, Community Partnerships, Community Voice, High Learning, Education Plan, Funding Partners, Municipalities, Parent Voice, School Councils &amp; CDEC, Student Voice, Student Well-being, Employee Groups, Engage FSD, Foothills Administrators Team, Staff Advisory Council, Superintendent Advisory. To the right, 'SYSTEM ASSURANCES' lists: Annual Education Results Report, Assurance Strategy, Board Minutes &amp; Processes, Capital Plan, Founding Communities, Financial Statements, Learner Profiles, Standardized Examinations, Successful Students. A vertical bar on the right has arrows labeled 'EXPLORE', 'DEVELOP', 'CELEBRATE'. At the bottom left, a vertical bar has arrows labeled 'SUCCEED', 'SUPPORT', 'ENGAGEMENT'. The Foothills School Division logo is at the bottom right.</p>	<b>Teaching and Leading</b>
<p><b>Goal:</b> Advance Continuous Improvement and Assurance</p> <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>Goal:</b> Advance Excellence in teaching, learning and leading</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>

## About Our School

Welcome to Ecole Percy Pegler School - Nurturing Excellence in Every Panther!

Ecole Percy Pegler School is a dynamic triple-track institution nestled in the heart of Okotoks, offering an enriching educational experience through English, French Immersion, and our innovative Nature Based Learning Program. Our prime location, close to downtown Okotoks, seamlessly integrates the school with the outdoors and the local community, fostering a natural flow from the classroom to the broader world.

A Snapshot of Our Community:

- Tracks: English, French Immersion, Nature Based Learning Program
- Size: Approximately 415 students and 42 dedicated staff members
- Inclusivity: From certificated teachers to support staff, including educational assistants, office personnel, a Learning Commons Facilitator, custodial staff, and a Family School Liaison Counselor.
- Junior Kindergarten Program: Proudly hosting the Foothills School Division Junior Kindergarten program.

A Holistic Approach to Learning: At Ecole Percy Pegler, we believe in nurturing the whole child, preparing them not just academically but for life beyond the classroom walls. Our school provides a rich array of learning opportunities, emphasizing intellectual engagement, health & well-being, and social-emotional development.

Unique Learning Initiatives:

- Maker Space Opportunities (CTF): Encouraging creativity and hands-on exploration.
- Fine Arts and PAWS: Panther Arts and Wellness Studies offer a conceptual-based approach to fine, performing, and musical arts, as well as traditional and innovative physical activities.

Clubs and Extracurriculars: Students take the lead in designing and leading various clubs, while our staff offers extracurricular activities, providing a well-rounded schooling experience.

Panther Pride - Pawsitively Prepared for the Future: We are the proud home of the Panthers, where our school culture is rooted in building Panther Pride first. Our students are Pawsitive, Prepared Participants of the Future, embodying resilience, curiosity, and a commitment to excellence.

Ecole Percy Pegler School: Where Every Panther Roars with Pride and Learns with Purpose!

## School Highlights and Celebrations

## Alberta Education Assurance Measures Report Summary

## Aggregate Summary

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

198

Results in Set

93% Program of Studies	82% Work Preparation	92% Citizenship	48% School Improvement	86% Welcoming, Caring, Respectful...
94% Quality of Education	77% Life Long Learning	93% Student Learning Engagement	71% Parental Involvement	70% 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.

## Measure Evaluation

### Measure Evaluation for FSD Annual Education Results Report (Adapted from Alberta Education)

#### Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

*Our results have been impacted by the pandemic and they will continue to be impacted for an undetermined period.*

*We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.*

## Engagement

## Our Story of Engagement

The 2022-23 school year at Ecole Percy Pegler School was a vibrant and engaging time filled with a plethora of activities and initiatives that fostered a strong sense of community, learning, and fun.

- Prime Time Assemblies: our regular Prime Time assemblies are a cornerstone for bringing the school together, celebrating achievements, and fostering a sense of unity among students and staff.
- Family Engagement Days/Evenings: Events like Explore Information Night, Fall Gathering, and Family Dance were organized to bring families into the school, creating opportunities for connection, sharing information, and enjoying fun activities together.
- Creation of Outdoor Learning Spaces: Collaboration between teachers and families led to the creation of engaging outdoor learning spaces, providing students with hands-on educational opportunities amidst nature
- Student Camping Trips: Students explored the outdoors and built teamwork skills through camping trips, creating lasting memories and fostering a sense of adventure.
- Students' Matters and Advocacy: The platform Students' Matters empowered students to voice their opinions and advocate for their needs, while student vs. staff sporting events added an element of friendly competition and camaraderie.
- Fundraising and Community Engagement: Students took the initiative to organize fundraising events like bake sales for local charities and playground fundraising, contributing positively to the community.
- School Performances and Celebrations: Events like STOMP, talent shows, and the annual French Winter Carnival celebrated the diverse talents and cultures within the school, fostering a love for the arts and cultural diversity.
- After-School Clubs and Activities: The free after-school drama club, cheer spirit club, and Engineering for Kids provided avenues for students to explore their interests and develop new skills beyond the classroom.
- Family Literacy Day and Sports Opportunities: Family Literacy Day and grade 6 sports team opportunities allowed families to engage in literacy activities and provided students with chances to participate in various sports teams, promoting physical activity and family involvement.
- Community Outreach: Engagement in community initiatives such as repairing and donating bicycles to families in need and collecting food items for the local food bank instilled a sense of empathy and community service in students.

Throughout the school year, Ecole Percy Pegler School thrived on fostering a strong sense of community, encouraging student engagement, and providing diverse learning experiences that extended beyond the traditional classroom setting. The collaborative efforts of students, families, and staff created a vibrant and inclusive environment that celebrated diversity, creativity, and learning.

Engagement highlights: [https://docs.google.com/presentation/d/164yAiaLUlgjcYA3MIRBmwZn2PvFP\\_3OBK5zqc6LX31o/edit?usp=sharing](https://docs.google.com/presentation/d/164yAiaLUlgjcYA3MIRBmwZn2PvFP_3OBK5zqc6LX31o/edit?usp=sharing)

## **Stakeholder Engagement Results Analysis**

<p style="text-align: center;"><b>Goal</b> <i>Desired Result</i></p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><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.</p>	<p>Stakeholder engagement and communication strategies ensures:</p> <ul style="list-style-type: none"> <li>● engagement, support, and success for each learner.</li> <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> <li>● partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.</li> <li>● Measures indicate that parents are involved in school and system decision making processes.</li> <li>● Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.</li> </ul>

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

<p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>Parent Involvement:</b> Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> </ul>
<p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>Stakeholder Engagement:</b> 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. <ul style="list-style-type: none"> <li>○ What stakeholders were involved?</li> <li>○ How were they engaged?</li> <li>○ How results and related information were shared?</li> <li>○ What actions were taken based on input provided?</li> <li>○ 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?</li> </ul> </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**  
*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

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<p style="text-align: center;"><b>Strategies</b></p> <p style="text-align: center;"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p style="text-align: center;"><b>Evaluation</b></p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p><b>Student Engagement:</b> 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> 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</p>	<p>Teachers felt over-stretched and disconnected to cope</p>
<p><b>Parent Engagement:</b> Continue to promote volunteerism, promote EPPS school council, and profile our <a href="https://engagefsd.com/pegler2021">https://engagefsd.com/pegler2021</a> to encourage discussion and collect parental voice in school-based decisions.</p>	<p>Parents are less engaged than in pre-Covid years</p>
<p><b>Community Engagement:</b> 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)</p>	<p>Our teachers continue to find meaningful community connections for our students</p>
<p><b>Communications:</b> 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.</p>	<p>Families really appreciated regular communication from teachers/admin through newsletters, etc.</p>

**Areas of Strength:**

- School communication
- Community engagement

**Areas for Growth:**

- Staff engagement: supporting staff in feeling connected

**Next Steps:**

- Create opportunities for staff to **unite** in creating a culture of support for all learners and each other. Share resources and strategies. Celebrate together.

*“My child came home and said he had started a “Robot Club.” We didn’t think much of it until we went to a school event and saw his photo beside a listing for an actual school club called Robot Club. I don’t know if they’ve accomplished any of their club goals, but it made him feel so proud to have started something that was supported by the admin and teachers. He has also valued being part of run club and choir - and the Explore nature-based program has seriously changed our lives for the better.”*

<p style="text-align: center;"><b>Continuous Improvement Results Analysis</b></p>		
<p style="text-align: center;"><b>Goal</b></p>	<p style="text-align: center;"><b>Outcomes</b></p>	<p style="text-align: center;"><b>Indicators</b></p>

<p style="text-align: center;"><i>Desired Result</i></p> <p><b>Advance evidence-based continuous improvement and assurance</b></p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>● Collaborative relationships with stakeholders.</li> <li>● Meaningfully involved education partners and stakeholders.</li> <li>● Sustained culture of continuous improvement and collective responsibility.</li> <li>● The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success.</li> <li>● Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.</li> <li>● A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity.</li> <li>● Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <p>Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p> <ul style="list-style-type: none"> <li>● The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.</li> <li>● FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.</li> <li>● AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.</li> </ul>
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### 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: 4-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
2019-2020	n/a	n/a	n/a
2020-2021	94.5	85.2	92.0
2021-2022	93.5	79.6	88.6
2022-2023	92.1	72.8	71.0
Evaluation	Maintained	Declined	Declined Significantly

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Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021	n/a	n/a	n/a	n/a	n/a	n/a
2021-2022	87.5	93.8	93.5	96.8	79.9	79.6
2022-2023	86.5	87.7	92.1	90.6	62.8	72.8
Evaluation	Maintained	Maintained	Maintained	Declined	Declined Significantly	Declined

Strategies	Evaluation
<i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<i>Impact of strategies implemented</i>

<b>Strategy 1:</b> Implement PowerBI as a perpetual, live data dashboard to showcase EPPS, plan for improvement and track efficacy.	Effective tools
<b>Strategy 2:</b> Provide timely Assurance Reporting so that all stakeholders can take part in the story of the growth and success of our EPPS students.	Effective

**Areas of Strength:**

- Our stakeholders believe that their children receive a quality of education
- Citizenship continues to be positive
- Students are engaged in their learning

**Areas for Growth:**

- Families are not as involved in their children’s education
- Families and teachers want more supports for their children
- Teachers feel that the school is not as safe, caring or welcoming

**Next Steps:**

- Create more opportunities/invitations for families to participate
- Enhance communication of available supports
- Create opportunities for staff to voice concerns and implement ideas

# Support

## Our Story of Support

- [Policy 14: A Place for All](#)
- [Safe Positive Schools](#)
- [FSD Resilience](#)
- [Inclusive Learning](#)
- [Student Learning](#)
- [Indigenous Learning](#)
- [Student Supports](#)
- [Supports for Families](#)
- [Community Supports](#)

At Ecole Percy Pegler School, the prevailing sentiment among families and students is one of safety and strong support. The school has established effective communication channels to keep families well-informed about classroom activities and general updates. Regular classroom bulletins from teachers and weekly communications from the administrative team contribute to a sense of transparency and engagement.

A noteworthy aspect is the commitment to comprehensive academic assessment through Level B assessments conducted by both the Vice Principal (VP) and the Learning Coach. This process not only identifies academic needs but also enables the formulation of tailored strategies to support students in their learning journeys. The school's dedication to understanding and addressing individual academic requirements demonstrates a student-centered approach.

Furthermore, Ecole Percy Pegler School has invested in the well-being of both staff and students by incorporating Regulated Classroom strategies. Two staff members have been trained as instructors for this approach, emphasizing the creation of an environment that fosters *felt safety*. The success witnessed in implementing these strategies underscores the school's commitment to providing a supportive and secure learning atmosphere.

In summary, EPPS's proactive communication, personalized academic assessments, and the implementation of strategies for a regulated classroom environment collectively contribute to an overall positive perception among parents and students, reflecting a commitment to their well-being and academic success at Ecole Percy Pegler School.

Support highlights: <https://docs.google.com/presentation/d/1qkgikDSTKbOj6GSABm5KEHRqngE5ZCaAYpt1nxyn1xc/edit?usp=sharing>

### Learning Supports Results Analysis

<b>Goals</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance wellness and well-being:</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> <li>● Learners are active, healthy, and well.</li> <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 demonstrate understanding and respect for the uniqueness of all learners.</li> <li>● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>● Learners access a continuum of supports to be successful.</li> <li>● Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change.</li> <li>● Learners build resilience and positive mental health skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Improved wellness and well-being in students and staff.</li> <li>● Learning environments are welcoming, caring, respectful and safe.</li> <li>● Improved understanding of an inclusive education system.</li> <li>● Improved collaboration with education partners to support learning.</li> <li>● Improved wrap around services and supports enhances conditions required for optimal learning and wellness.</li> <li>● Continuum of supports enriches learning and meets the need of students, families, staff, and communities.</li> </ul>

	<ul style="list-style-type: none"> <li>Students' Matters and Staff Advisory take action to support wellness and well-being system wide.</li> </ul>	
<p><b>Goal</b> <i>Desired Result</i></p> <p><b>Advance our Continuum of Supports:</b> Continue to develop and advance our continuum of support.</p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>Learners demonstrate understanding and respect for the uniqueness of all learners.</li> <li>A robust continuum of supports ensures student success.</li> <li>Learning environments are welcoming, caring, respectful and safe.</li> <li>Structures and systems support learning and meet the needs of students, families, staff, and communities.</li> <li>Learners access continuum of supports.</li> <li>Wrap around services and supports enhance conditions required for optimal learning and student well-being.</li> </ul>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</li> <li>Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>Continuum of Supports is visible and accessible.</li> <li>Collaboration with education partners to support student learning and well-being.</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: 4-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
2019-2020	89.2	72.8
2020-2021	94.3	79.4
2021-2022	97.0	79.1
2022-2023	91.6	63.2
Evaluation	Maintained	Declined

**FSD SOS-Q Student Survey** (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	92	88	87	77	89
2020-2021	97	92	89	83	92
2021-2022	94	89	85	76	92
2022-2023	91	78	76	78	91
Evaluation	Maintained	Declined	Declined	Maintained	Maintained

**Strategies: Advance Wellness and Well-being**

*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: For Staff Wellness: Create a targeted plan with strategies and opportunities for staff wellness which promotes cohesion and

Throughout the year, staff

collaboration amongst staff.	worked mainly in program silos. At the end of the year, they brainstormed ideas to learn and plan together this year.
Strategy 2: Use a Comprehensive School Health Approach to support improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way.	PAWS implemented wholistic Health curriculum

**Areas of Strength:**

- PAWS: wholistic, integrated approach to health, the arts, and physical well-being
- Shared leadership

**Areas for Growth:**

- Shared mission, vision and values
- Inquiry into best practices and current reality
- Commitment to continuous improvement

**Next Steps:**

- Staff team building
- Staff learning data assessment to determine next steps
- Regulated classroom strategies

<p align="center"><b>Strategies: Advance Continuum of Supports</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b> <i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</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>We offer supports but our stakeholders are clearly not aware of what is available</p>
<p><b>Strategy 2:</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>Staff were very receptive to learning about regulation and felt safety</p>

**Areas of Strength:**

- Safe and Caring: Parents strongly believe that our learning environment is welcoming, caring and safe
- Internal Resilience
- Peer relationships

**Areas for Growth:**

- External Resilience
- Self confidence



**Next Steps:**

- Better understand why teachers feel they don't have access to supports and services at school
- Students need to understand the supports and services available to them

# Success

## Our Story of Success

[Innovation and Design](#)

[Learning that Transfers](#)

[Truth and Reconciliation for Learner Success](#)

[Indigenous Learning](#)

[Principles of Practice for French Immersion](#)

[Principles of Practice for Literacy](#)

[Principles of Practice for Numeracy and Mathematics](#)

**Advancing Innovation and Design:** We've dedicated ourselves to nurturing creativity, passions, and interests among our learners. Students are encouraged to explore and express themselves, making them active agents in their own learning journey. Our commitment to innovation ensures that students are not only well-prepared for their present academic challenges but are also equipped with the skills and mindset needed for success in their future endeavors.

**Creating Meaningful Learning Opportunities:** Our teachers are at the forefront of this transformative journey. They have diligently crafted learning opportunities that go beyond surface-level understanding. These experiences are designed to deepen students' comprehension of key concepts, allowing them to connect learning to real-world applications. By setting high expectations, our educators inspire students to reach their full potential.

**Cultural Understanding and Acceptance:** We recognize the importance of advancing the success of our First Nations, Metis, and Inuit students. Cultivating an environment of understanding and acceptance of diverse cultures is a top priority. Through targeted initiatives and integrated curriculum, we aim to celebrate and honor the rich cultural heritage of our students, fostering an inclusive atmosphere for all.

**Advancing Literacy and Numeracy:** Literacy and numeracy form the bedrock of academic success. Our commitment to advancing these foundational skills ensures that students experience success across all subjects. By providing a strong foundation in reading, writing, and mathematical proficiency, we empower our learners to excel in their academic pursuits.

As we celebrate the achievements of the past year, we also look forward to the opportunities that lie ahead. As a community dedicated to the growth and success of our students, we will continue to innovate, inspire, and create an environment where every learner can thrive.

Success Highlights: [https://docs.google.com/presentation/d/1\\_9O9VYmvLGT1NbPOAq9-nbIGhqVnEv6EKklDqSxcfxA/edit?usp=sharing](https://docs.google.com/presentation/d/1_9O9VYmvLGT1NbPOAq9-nbIGhqVnEv6EKklDqSxcfxA/edit?usp=sharing)

## Student Growth and Achievement Results Analysis

<p style="text-align: center;"><b>Goal 1</b> <i>Desired Result</i></p> <p style="text-align: center;"><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 style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> <li>• Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations.</li> <li>• Learning that transfers.</li> <li>• Culture of innovation and design.</li> <li>• Learners are innovative and creative.</li> <li>• Learners demonstrate the <a href="#">competencies</a> to prepare them for their future.</li> <li>• Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities.</li> <li>• Learners are agents of their own learning.</li> <li>• Learners demonstrate design thinking.</li> <li>• Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</li> <li>• Collaboration with community, industry, and education partners to support student success.</li> <li>• Learners demonstrate transfer of learning.</li> <li>• High quality learning opportunities and experiences.</li> <li>• Measures indicate that learners are intellectually engaged in their learning.</li> </ul>
<p style="text-align: center;"><b>Goal 2</b> <i>Desired Result</i></p> <p style="text-align: center;"><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 style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what we seek 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 within the curriculum.</li> <li>• Learners form conceptual understandings.</li> <li>• Learners are agents of their learning.</li> <li>• Learners are allowed to live with complex problems over time.</li> <li>• Deep transferable learning.</li> <li>• Learners will have high quality learning experiences.</li> <li>• Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</li> <li>• Learners apply knowledge, understanding and skills in authentic contexts and situations.</li> <li>• Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals.</li> </ul>	<p style="text-align: center;"><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 student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.</li> <li>• Learners demonstrate transfer of learning.</li> <li>• High quality learning opportunities and experiences.</li> <li>• Measures indicate that learners are intellectually engaged in their learning.</li> <li>• Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.</li> <li>• Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.</li> </ul>

- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.

### 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.

#### 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: 4-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
2019-2020	85.8	90.5	90.0	96.9	68.7	n/a
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

2022-23	89.0	90.2	87.7	92.1	82.1	86.5
Evaluation	Maintained	Maintained	Maintained	Maintained	Improved	Maintained

**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	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2020-2021	n/a	n/a	n/a	n/a	55	30	43
2021-2022	97	86	89	94	48	55	36
2022-2023	93	77	84	89	47	54	34
Evaluation	Maintained	Declined	Maintained	Maintained	Declined	Maintained	Maintained

**Strategies: Advance Innovation and Design**

*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:** 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. PAWS (Panther Arts and Wellness Studies): My Blueprint, Prime Time, Student Matters and Leadership Work, My Blueprint

Prime assemblies, student leadership, and PAWS programming all enhance students’ school experience.

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

Our teachers foster relationships throughout

	the community: businesses, care homes, etc.
<b>Strategy 3:</b> Advance the use of myBlueprint as an ePortfolio and career exploration tool.	This was not effective. Teachers do not find the platform user friendly.

**Areas of Strength:**

- Life-long learning
- Program of Studies
- Work preparation
- Citizenship
- Quality of education

**Areas for Growth:**

- Utilize a platform to share student learning in a meaningful and organized way
- Career exploration

**Next Steps:**

- How can we learn more about possible careers with elementary students?

<b>Strategies: Advance Learning for Transfer</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> 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.	PLTs were informally organized last year, structure provided for 23-24.
<b>Strategy 2:</b> 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.	Teachers attended FSD learning days as teams, but according to the data, it didn’t push teacher learning forward.

**Areas of Strength:**

- High expectations/rigor/effort
- Math
- Science
- CTF

**Areas for Growth:**

- Relevance

- ELA/SS

**Next Steps:**

- Bi-weekly PLC meetings/common prep times/partnership with Garfield
- How can we help students understand the importance of ELA and SS?

<p style="text-align: center;"><b>Goal 3</b> <i>Desired Result</i></p> <p><b>Advance First Nations, Métis, and Inuit student success</b> Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit learners are successful.</li> <li>• Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation.</li> <li>• Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.</li> <li>• Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (<a href="#">Alberta Education Ministerial Order on Student Learning, p.2</a>).</li> <li>• Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success.</li> <li>• The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success.</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success.</li> <li>• All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools.</li> <li>• Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success.</li> <li>• Measures indicate improvements in attendance, achievement, and high school completion.</li> <li>• Learners share positive experiences and conditions for success.</li> <li>• Learners experience respectful and reciprocal relationships with their school community.</li> </ul>
<p style="text-align: center;"><b>Goal 4</b> <i>Desired Result</i></p> <p><b>Advance literacy and numeracy</b> Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• Learners are literate and numerate.</li> <li>• Learners have literacy and numeracy competency to engage in learning across content areas.</li> <li>• Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy.</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner.</li> <li>• Measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.</li> </ul>

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> <li>• Balanced literacy and numeracy programming advanced student growth and achievement.</li> <li>• Learners have high quality learning experiences in literacy and numeracy.</li> <li>• Learners apply knowledge, understanding and skills in authentic contexts and situations.</li> <li>• Deep transferable learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners demonstrate transfer of learning.</li> <li>• High quality learning opportunities and experiences.</li> </ul> |
|--|---|--|

### Measures and Targets

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

#### Provincial

- **Learning Outcomes (PAT & Diploma):**
  - Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science.

#### Local

- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population’s perspectives with those self-identifying as First Nations, Metis, and Inuit peoples in PASI.
- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** 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.
- **GB+ & DRA (Literacy Assessments in French):** 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.
- **MIPI (Math Assessment in English & French):** 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.
- **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 Literacy and Numeracy

*Provincial and Local Measures: 4-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)

Provincial Achievement Tests	English Language Arts	Math	Social Studies	Science	French Language Arts
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Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a	46.6	0	58.6	3.4	69.6	4.3

**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	36	43	21
2020-2021	32	79	74
2021-2022	61	66	59
2022-2023	65	65	54
Evaluation	Improved	Maintained	Declined

**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	n/a	n/a	n/a	n/a
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a



2022-2023	68	71	74	75
Evaluation	n/a	n/a	n/a	n/a

**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	n/a	n/a	n/a	n/a	n/a
2021-2022	36%	46%	n/a	43%	n/a
2022-2023	35%	50%	68%	68%	34%
Evaluation	Maintained	Improvement	n/a	Improvement	n/a

<b>Strategies: Advance Literacy and Numeracy</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 do professional work to strengthen our numeracy practice through a conceptual lens.	FSD's Numeracy PD has been positive.
<b>Strategy 2:</b> We will continue to address our depth of understanding of literacy through the Science of Reading	Science of Reading has positively impacted our div literacy programming.
<b>Strategy 3:</b> We will build a literacy intervention continuum - make more visible - literacy block	Literacy block works well for collaboration.

**Areas of Strength:**

- French Literacy
- Listening and Vocabulary

**Areas for Growth:**

- PAT results for Math, Social Studies and French Language Arts
- Reading Comprehension

**Next Steps:**

- PAT prep
- Reading Comprehension strategies

**Evidence and Key Insights**

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

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)*

*Impact and effectiveness of strategies implemented in achieving goal*

**Cultural Perspectives Survey**

% Students (4-12) Reporting Agree or Strongly Agree

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>All Students (All) vs. Self-Identified Indigenous (SI)</b>	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>2019/2021 (2 Years)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2021-2022 Baseline</b>	100	N/A	67		100	N/A	67	N/A	100	N/A	100	N/A	100	N/A	67	N/A	67	N/A
<b>2022-2023</b>	78	N/A	73		70	N/A	83	N/A	91	N/A	75	N/A	80	N/A	86	N/A	86	N/A
<b>Evaluation</b>	Declined		Improved		Declined		Improved		Maintained		Declined		Declined		Improved		Improved	

**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,

We need to move beyond

foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success: Circle of Courage work; Land Acknowledgement use	informational knowledge to imbedded
<b>Strategy 2:</b> Continue to develop collective capacity to incorporate Instructional Practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner. The creation of a visible pathway of 215 acts of truth and reconciliation at EPPS	Many of our teachers feel comfortable weaving indigenous ways of knowing into their lessons.

**Areas of Strength:**

- Indigenous Leadership group supported by Charity Tegler
- Indigenous cultural opportunities: Chubby Cree performance

**Areas for Growth:**

- Naturally weaving Indigenous ways of knowing into all units of study

**Next Steps:**

- Elevating the Indigenous Leadership group throughout the school

## Teaching, Learning and Leadership Results Analysis

<b>Goal 5</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.</p>	<ul style="list-style-type: none"> <li>• Increased success and engagement for all learners.</li> <li>• Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.</li> <li>• Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation.</li> <li>• Professional learning is aligned to standards of professional conduct and standards of professional practice.</li> <li>• Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures indicate 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 learners.</li> <li>• Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning.</li> <li>• Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.</li> <li>• Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities.</li> <li>• Teachers and leaders analyze the learning context, attend to local and societal considerations, and</li> </ul>

	<ul style="list-style-type: none"> <li>Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy.</li> <li>Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>	apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.
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## 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: 4-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	n/a	n/a	n/a	n/a	n/a	n/a
2020-2021	84	99	80	82	77	88.3
2021-2022	93	86	73	77	83	84.6
2022-2023	25.42	35.63	12.7	28.57	27.18	56.3
Evaluation	Declined	Declined	Declined	Declined	Declined	Declined

<p align="center"><b>Strategies: Advance excellence in teaching, learning, and leading</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</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.</p>	<p>PD days were always linked to divisional and school-based goals, but perhaps staff didn't see the connection.</p>
<p><b>Strategy 2:</b> We will align our PLC and ILT structures to school-based PD.</p>	<p>PLCs were not structured enough</p>
<p><b>Strategy 3:</b> We will contextualize the professional learning based on the needs of the students in our care.</p>	<p>We need to understand what our students need and design our professional learning to reflect that.</p>

**Areas of Strength:**

- Teachers are willing to work collaboratively to enhance practice
- Teachers want to learn best practice and improve together

**Areas for Growth:**

- Inquiry into best practice
- Data-driven learning/planning

**Next Steps:**

- Bi-weekly PLC meetings: inquiry-based, collaborative, data-driven to measure for continuous improvement; results & action oriented
- Partnership with Garfield G-N
- Lively Letters
- UFLI
- Heggerty