

OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS FROM NOV 2024

ÉCOLE PERCY PEGLER SCHOOL

Key Insights for Engagement

Advance Stakeholder Engagement and Communications

Areas of Strength

- Celebrating Community: Fall Gathering BBQ, Family Literacy Day, Spring Dance, and Explore Program welcomes/farewells continue to bring families together.
- Effective Communication: Weekly newsletters via Sway, frequent updates, and classroom communication platforms.
- Data-Informed Practice: Continued use of provincial assessments and surveys to inform planning and support.
- Community Partnerships: Strong relationships with local businesses and organizations have enriched student learning and strengthened community ties. For example, Ridley Cycle supported our Bike Rodeo and provided safety demonstrations, while French 50 Bakery welcomed all our French Immersion students. These partnerships promote local pride and demonstrate community investment in student well-being and success.
- Parent Council Involvement: Our active School Council continues to collaborate with staff to support fundraising efforts, provide feedback on school initiatives, and organize events that build a sense of community (e.g., Hot Lunch program, Book Fair volunteers, Staff Appreciation Week).
- Student Showcases and Community Events: Events such as the Entrepreneur Fair, Holiday Concert, Talent Show, and Stomp Off offer authentic opportunities for students to engage with families and the broader community, while also highlighting learning across subject areas. These events often include guest judges, business mentors, or performers from the local community.
- Public Celebrations of Learning: Student-led conferences and classroom showcases are held throughout the year, inviting families to see firsthand the progress their children are making. These events build trust, increase transparency in learning, and encourage family involvement in academic conversations.
- Collaboration with Municipal and Cultural Groups: Partnerships with the Town of Okotoks, Okotoks Public Library, Okotoks Recreation Centre, and cultural groups have enhanced learning experiences across grades, particularly around citizenship, Indigenous knowledge, and literacy.
- Student Leadership in Communication: The Panther News Network (PNN), led by Grade 6 students, not only shares school news with peers but also involves interviewing staff, students, and sometimes community members, helping promote transparency and student voice in communication.

Areas for Growth

- Strengthening staff-to-staff connection and sense of belonging.
- Offering consistent and meaningful leadership opportunities for Division II students.
- Fostering personal and meaningful communication with families by prioritizing phone calls and in-person conversations over email, recognizing that tone and intent are more clearly conveyed through direct connection.

Next Steps

- Launch RULER (Recognize, Understand, Label, Express, and Regulate) training with Marc Brackett's team from Yale University in partnership with the University of Calgary to promote emotional intelligence, staff well-being, and connection.
- Use weekly collaboration and celebration moments to build adult culture and belonging.
- Make student leadership more visible through expanded roles in Panther News Network, student council, and wellness days.
- Encourage direct phone and face-to-face communication with families to foster trust and understanding.

	<ul style="list-style-type: none"> • Host "Belonging Breakfasts": term-based informal meet-ups for families with school staff to promote dialogue.
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<h2>Key Insights for Engagement</h2>

Advance Continuous Improvement and Assurance	
<p>Areas of Strength</p> <ul style="list-style-type: none"> • Data-Informed Decision-Making: FSD Assurance Survey, Alberta Education Assurance Survey, and common literacy/numeracy assessments to guide instructional planning. • Collaborative Practices: Teachers engage in bi-weekly PLCs with a focus on student learning data, literacy, and numeracy outcomes. • Professional Growth Culture: Staff engage in professional learning focused on trauma-informed practices, assessment tools (UFLI, Lively Letters, Heggerty), and instructional coaching. • Staff Openness to Feedback and Growth: Staff are receptive to learning new strategies and continuously improving practice. 	<p>Areas for Growth</p> <ul style="list-style-type: none"> • Assessment Literacy and Reporting Consistency: Deeper shared understanding of how to design, interpret, and communicate assessments effectively and consistently across programs. • Clarity in Learning Goals and Success Criteria: Clear understanding and articulation of what success looks like in learning outcomes. • Data Application for Instruction: Use data to shape responsive instruction and timely intervention. • Follow-Through and Visible Cycles of Improvement: Make evident the connection between feedback, action, and growth.
	<p>Next Steps</p> <ul style="list-style-type: none"> • Enhance Capacity in Assessment and Reporting: <ul style="list-style-type: none"> ○ Provide ongoing PD and collaborative time focused on designing clear success criteria, triangulating assessment, and reporting progress meaningfully. ○ Create exemplars and tools to support consistent communication with families and students. • Enhance Data-to-Action Practices:

	<ul style="list-style-type: none"> ○ Use bi-weekly PLCs to regularly analyze student data and plan timely interventions, particularly in literacy and numeracy. ○ Introduce simple reflection tools to monitor impact of instructional strategies over time. • Clearly Communicate Growth, Progress, and Next Steps: <ul style="list-style-type: none"> ○ Share progress updates with staff, students, and families to highlight how data and feedback inform decisions. • Deepen Professional Learning Culture: <ul style="list-style-type: none"> ○ Engage in partnerships (e.g., Marc Brackett/RULER) that align with priority areas such as student agency, emotional regulation, and assessment for learning. ○ Include staff voice in shaping PD focus areas to ensure relevance and buy-in.
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Key Insights for Support	
Advance Wellness and Wellbeing	
<p>Areas of Strength</p> <ul style="list-style-type: none"> • Strong Sense of Citizenship: Students are engaged in promoting kindness and care across the school. • Ongoing Staff Learning: Continued professional development in trauma-informed practice and social-emotional learning. • Staff Commitment to Student Wellness: Adults in the building care deeply and are responsive to student needs. • Student-Led Wellness Initiatives: Pink Shirt Day, Hats on for Mental Health, and other mental health awareness activities, and inclusive spirit days have empowered students to take ownership over the emotional tone of the school. 	<p>Areas for Growth</p> <ul style="list-style-type: none"> • Consistency in Social-Emotional Learning: SEL instruction varies across classrooms and grade levels. <p>Next Steps</p> <ul style="list-style-type: none"> • RULER Implementation: Begin school-wide training with Marc Brackett's RULER program (Yale/University of Calgary) to support

<ul style="list-style-type: none"> • Inclusive and Calming Physical Spaces: Several classrooms and common areas include wellness corners, sensory supports, and calming tools that students are taught to use independently. The use of natural light, flexible seating, and access to outdoor learning spaces also contribute to a regulated, welcoming environment. • Cross-Grade Relationships: Buddy classes, cross-grade play opportunities, and shared lunch or recess experiences help create a broader sense of belonging and peer connection. These relationships promote empathy and reduce social isolation, especially for younger or more vulnerable students. 	<p>emotional literacy and regulation in both students and staff.</p> <ul style="list-style-type: none"> • Unified SEL Focus: Establish common language and routines around emotion identification, regulation, and expression using the RULER Anchor Tools. • Student-Led Wellness: Have student leadership opportunities (student council) to co-create monthly well-being goals and activities. • Collaborative Problem-Solving with Families: Staff foster partnership with families to support student wellbeing, initiating phone conversations, parent meetings, or check-ins focused on emotional, social, or behavioral growth—not just academics.
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Key Insights for Support

Advance our Continuum of Supports

<p>Areas of Strength</p> <ul style="list-style-type: none"> • Collaborative Approach to Student Needs: Teachers, learning support staff, and administrators work together to support students academically, socially, and emotionally. This includes weekly student support meetings, ongoing communication through shared documentation tools, and case conferences with parents and specialists to build unified strategies for students with complex needs. • Intervention Structures: Supports and regular team meetings help identify and respond to students requiring additional help. • External Partnerships: Connections with mental health organizations and community supports provide added layers of care for students and families. Referrals to programs such as Family and Community Support Services (FCSS), Access Mental Health, and Children’s Allied Health, as well as consultations with Occupational Therapists, Speech-Language Pathologists, and Behavioral Consultants. • Strength-Based Planning: Individualized strategies are developed based on student interests and strengths, not just areas of need. 	<p>Areas for Growth</p> <ul style="list-style-type: none"> • Targeted and Timely Interventions: Implementing structures for literacy/numeracy intervention (who, when, how progress is tracked). • Family Awareness and Involvement: Supporting families with communication about available supports and how to partner with the school when challenges arise. <p>Next Steps</p> <ul style="list-style-type: none"> • Proactive Early Identification: Use tools like universal screening and classroom-based observations to flag emerging needs early in
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<ul style="list-style-type: none"> • Flexible Learning Environments: Teachers adjust classroom environments and routines to better support regulation and inclusion—for example, quiet zones, standing desks, wiggle stools, and visual schedules are used regularly to support diverse learners. 	<p>the year, allowing for quick mobilization of supports before challenges escalate.</p> <ul style="list-style-type: none"> • Strong Communication with Families: Work closely with caregivers to co-develop support plans, share student progress, and celebrate wins. This includes regular phone check-ins, shared progress tracking tools, and translation services when needed to ensure equity in access to information. • Use of Data in Support Planning: Embed regular progress monitoring and goal reviews into support team structures to inform instructional and wellness planning. • Communicating with families more clearly where students are and what they need to move learning forward.
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Key Insights for Success

Advance Innovation and Design

Areas of Strength

- Entrepreneur Fair and Engineering for Kids continue to spark creativity. These opportunities allow students to engage in real-world problem-solving, design thinking, and presentation skills. The Entrepreneur Fair empowers students to develop business plans, create prototypes, and market their ideas, while Engineering for Kids challenges them to build and test solutions collaboratively.
- **Maker Space and Hands-On Design Opportunities:** Maker education is embedded into both Explore and classroom settings through tinkering stations, building challenges, and creative construction projects using recycled materials, and robotics kits. Students learn through iteration and hands-on experimentation.
- **Partnerships with Local Innovators and Experts:** Guest speakers from local businesses and trades (e.g., bike mechanics from Ridley Cycle, chefs from French 50, engineers, or artists) bring career paths and creative processes to life, enhancing relevance and student engagement.

Areas for Growth

- Engaging students in classroom STEM challenges.
- Deeper career exploration for elementary students.
- Increase visibility and relevance of innovation/design experiences.

Next Steps

- **STEM Challenges Integrated into Curriculum:** Teachers regularly embed Science, Technology, Engineering, and Math tasks into cross-curricular learning cycles—such as

<ul style="list-style-type: none"> • Student-Led Innovation Projects: Students have opportunities to design and lead their own innovation initiatives, such as creating school-wide challenges, environmental sustainability projects, or prototype designs shared during school events or on Panther News Network. 	<p>building structures in science that tie into measurement in math, or using circuits in art to explore light and movement.</p> <ul style="list-style-type: none"> • Use of Outdoor Spaces for Design Thinking: Especially in Explore, students engage in problem-solving using natural materials and local environmental challenges, emphasizing sustainability, creativity, and connection to place. • “Let’s Create an Opera” Residency with Calgary Opera will merge literacy, music, art, and culture while integrating Indigenous teachings with Elders and a local drummer. • Expand use of Makerspaces, robotics, and design challenges in regular programming and clubs.
<p>Advance Learning that Transfers</p>	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Growth in Conceptual Learning Implementation through Curriculum Corner Use: Teachers are beginning to plan with conceptual lenses and essential questions in mind that promote critical thinking and deeper engagement. • Project-Based and Performance Assessments: Students demonstrate understanding through hands-on, authentic tasks. • Application of Learning in Leadership and Community: Grade 6 students running the Panther News Network (PNN), Students’ Matters, and peer mentors exemplify how academic and social-emotional learning transfer into real leadership and community impact. • Linking Learning to Student Identity and Place: In the Explore Program and Indigenous education initiatives, students investigate their environment, culture, and community through inquiry-based learning, which leads to authentic, personal connections and transfer of understanding to daily life. 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Common concept identification across subjects to deepen understanding. • Strengthen assessment practices that promote transfer. <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continue bi-weekly PLCs with a focus on conceptual understanding and literacy-based tasks. • Renewed attention to authentic assessment that helps students demonstrate learning in new and relevant ways. • Access Curriculum Corner’s conceptual learning resources to frame units around “big ideas” and enduring understandings, helping students transfer learning across topics and

	<p>contexts engaging and designing for the new social studies curriculum.</p> <ul style="list-style-type: none">• Build Upon and Integrate Real-World Tasks through Cross-Curricular Projects: engage in projects that mirror real-life scenarios and require them to draw on multiple subject areas—such as designing and pitching business ideas at the Entrepreneur Fair, creating community-focused art installations, or organizing school-wide wellness events that integrate health, literacy, and math.• Strong Collaborative Teaching Practices and Field Experiences: Co-plan interdisciplinary units, linking subjects like social studies and language arts, or science and art, to help students see the interconnectedness of knowledge.• Student Reflection and Metacognition: Regularly engage learners in self-assessment, goal-setting, and reflection routines that help them make connections between what they know, why it matters, and how it applies to new situations. Reflection journals, exit slips, and digital portfolios encourage this ongoing meaning-making process.
Advance Literacy and Numeracy	
<p>Areas of Strength</p> <ul style="list-style-type: none">• Continued Growth in French Literacy: Ongoing emphasis on phonological awareness, oral language development, vocabulary acquisition, and fluency in French Immersion classrooms.• Bi-weekly PLCs Focused on Literacy and Numeracy Data: Teachers meet regularly to examine classroom assessments and provincial benchmarks, co-plan instruction, and share strategies for students who need additional support or extension.	<p>Areas for Growth</p> <ul style="list-style-type: none">• Use of PAT and classroom assessment data more strategically in numeracy and literacy.• Strengthening literacy practices across all programs.
	<p>Next Steps</p>

<ul style="list-style-type: none">• Literacy Across the Curriculum: Teachers are intentionally embedding reading and writing in subjects such as science, social studies, and health to ensure students encounter a range of genres, vocabulary, and text structures that promote transfer and depth of understanding.	<ul style="list-style-type: none">• Professional Learning Communities (PLCs) will prioritize timely literacy interventions and shared instructional strategies.• Launch a year-long focus on reading comprehension strategies, modeled and supported through UFLI, Lively Letters, and Heggerty.• Increase integration of music and physical education as core components of literacy and wellness.• Develop writing strategies such as guided writing, writing frames, mentor texts, and peer editing support students in developing structure, vocabulary, and clarity in both French and English.
Advance First Nations, Métis, and Inuit Student Success	
Areas of Strength <ul style="list-style-type: none">• Strong and consistent cultural presence through school-wide events and assemblies.• Indigenous Leadership group and Elder partnerships continue to support visibility and voice.• Land-Based and Place-Based Learning in Explore Program: The Explore program integrates seasonal changes, animal tracking, local plant knowledge, and Indigenous ways of knowing into outdoor learning, providing students with a grounded understanding of their local environment and traditional perspectives.• Literature and Resource Integration: Teachers across grade levels use authentic Indigenous texts, oral stories, and visual resources to integrate Indigenous perspectives in subjects such as ELAL, social studies, and art. Staff intentionally choose texts written and illustrated by Indigenous authors and creators.	Areas for Growth <ul style="list-style-type: none">• Ongoing integration of Indigenous Ways of Knowing across all subject areas.• Staff capacity to use the Truth and Reconciliation for Learner Success Toolkit. Next Steps <ul style="list-style-type: none">• Collaboration with Calgary Opera's "Let's Create an Opera" Residency: The upcoming year-long project includes meaningful collaboration with Indigenous Elders and a traditional drummer, offering a platform for students to engage with Indigenous knowledge through storytelling, music, and performance.• Highlight Indigenous ways of knowing during PD days, led by teacher volunteers or guests.• Land Acknowledgment PD from the ATA.

Key Insights for Success

Advance Teaching, Learning and Leading

Areas of Strength

- Staff Dedication to Learning and Collaborative Practice: Teachers consistently demonstrate a willingness to try new strategies, reflect on their practice, and support one another.
- Bi-weekly PLCs Structure Time for Data-Informed Improvement: These dedicated meeting times provide opportunities for teachers to examine assessment data, co-plan instruction, and monitor the impact of interventions.
- Positive Professional Culture: There is a strong sense of collegiality and trust, where staff feel safe to share challenges, celebrate successes, and innovate together. Staff social events, shared professional learning, and informal collaboration all contribute to a vibrant, supportive learning culture.

Areas for Growth

- More consistent application of data-driven planning.
- Growing understanding of assessment and reporting expectations.
- Intentionally plan and reflect on differentiated instruction and formative assessment strategies to ensure all learners are appropriately supported, challenged, and progressing toward clear learning goals.

Next Steps

- Embed assessment literacy into every PLC cycle, supported by coaching and shared planning tools.
- Provide clear exemplars and resources for triangulation of assessment and reporting (student work samples, rubrics, progress reports).
- Actively engage in peer observation, coaching conversations, or classroom walkthroughs to reflect on instructional practices, share strategies, and collaboratively enhance student learning.