# Year 3 - École Percy Pegler School Annual Education Results Report 2023-24

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 3)**

**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 francais:**
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 Accountability and 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's Education Plan** and **Annual Education Results Report** (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD **AP 100: Education Plan and Annual Education Results Report** and **AP 101: Annual Education Results Report**. Our education plan is aligned with **Alberta Education's Business Plan 2024-2027** and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. 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. 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.

## THE **FUTURE-FOCUSED** MODEL FOR **LEARNING**

### AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

### CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

### PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.

# Our Goals and Strategies

## Our Vision
Engagement, Support and Success for Each Learner.

## Our 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!

## Commitments
- Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division
- Engaging, communicating, and collaborating meaningfully with our learners and communities
- Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

## Our 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 leadership.

| Engagement | Support | Success |
|---|---|---|
| **Local and Societal Context** | **Learning Supports** | **Student Growth and Achievement** |
| **Goal:** Advance Stakeholder Engagement and Communications<br>**Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts. | **Goals:**<br>Advance Wellness and Well-being<br>Advance Continuum of Supports<br>**Assurance Measure:** 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. | **Goals:**<br>Advance Innovation and Design<br>Advance Learning for Transfer<br>Advance Literacy and Numeracy<br>Advance First Nations, Métis, and Inuit student success<br>**Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners. |
| **Governance** | | **Teaching and Leading** |
| **Goal:** Advance Continuous Improvement and Assurance<br>**Assurance Measure:** FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability. |  | **Goal:**<br>Advance Excellence in teaching, learning and leading<br>**Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning. |

FOOTHILLS SCHOOL DIVISION
SYSTEMS WHEEL

## About Our School

Welcome to École Percy Pegler School!

École Percy Pegler School is a dynamic triple-track school nestled in the heart of Okotoks, offering an enriching educational experience through English, French Immersion, and our innovative nature-based Explore program. Our prime location, close to downtown Okotoks and the Sheep River, 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, Explore program
- Size: Approximately 460 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.

At École 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, such as grade 6 sports, choir, and Engineering for Kids. This approach provides a well-rounded schooling experience that fosters leadership, creativity, and collaboration.

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.

## School Highlights and Celebrations

**Engagement:**
- **Student Leadership:** Student Matters provided a platform for student voices and leadership. The Panther News Network kept everyone informed and connected daily.
- **Community Events:** Family dances, including one with Minds Matter booths and pizza, strengthened family-school ties. Events like the Diwali celebration, French Carnival, and entrepreneurial fair brought families together.

- **Cultural Enrichment:** Students enjoyed performances by Irish dancers and Kyle Young Pine, a Blackfoot Fancy Dancer, joined by Indigenous student dancers.
- **School Spirit:** The annual Panther Prowl cross-country meet, ski trip, and winter dance fostered school-wide participation and excitement.

**Support:**

- **Wellness Initiatives:** Implemented 20-minute SEL mornings and trained staff on the Regulated Classroom approach to support well-being.
- **Indigenous Connections:** Celebrations like Orange Shirt Day and Moose Hide Campaign fundraising highlighted important cultural issues. Monthly Indigenous leadership groups and Elder Randy Bottle's visit deepened understanding and respect.
- **Therapeutic Programs:** Programs like horseback riding and kindness campaigns (with RCMP anti-bullying presentations) emphasized emotional support.
- **Professional Development:** Staff engaged in PLCs and refined the continuum of supports for students, ensuring tailored assistance.

**Success:**
- **Academic Achievements:** Targeted numeracy interventions improved outcomes, and students excelled in the Okotoks Public Library Literary Contest.
- **Leadership Growth:** Grade 6 students took leading roles in the Christmas concert production and sports like tripleball and flag football.
- **Community Contributions:** Events such as Joggin for Noggin, bake sales for the new playground, and cookie dough fundraisers for the Learning Commons exemplified student initiative and community support.
- **International Collaboration:** A teacher exchange with Adelaide, Australia, enriched professional perspectives.

## Alberta Education and FSD Assurance Measures Report Summary

| FSD Assurance Survey | Positive Responses from Parents | Evaluation |
|---|---|---|
| Access to Supports and Services | 80% | High |
| Citizenship | 91% | Very High |
| Education Quality | 86% | Very High |
| Lifelong Learning | 75% | Intermediate |
| Parental Involvement | 73% | Intermediate |
| Program Access | 81% | High |

| | | |
|---|---|---|
| Program of Studies | 87% | Very High |
| Program of Studies/At risk students | 86% | Very High |
| Safe and Caring Schools | 92% | Very High |
| School Improvement | 70% | Intermediate |
| Student Learning Engagement | 89% | Very High |
| Welcoming Caring Responsive Student Learning Environment | 93% | Very High |
| Work Preparation | 81% | High |

| Alberta Education Assurance Survey (AEAM) | Positive Responses from Parents | Evaluation |
|---|---|---|
| Access to Supports and Services | 62.5 | n/a |
| Citizenship | 79.4 | High |
| Education Quality | 91.5 | Very High |
| Lifelong Learning | 72.1 | Intermediate |
| Parental Involvement | 66.7 | Very Low |
| Program Access | 59.9 | Very Low |
| Program of Studies | 80.7 | High |
| Program of Studies/At risk students | 68.5 | Very Low |
| Safe and Caring Schools | 88.5 | Very High |
| School Improvement | 74 | Intermediate |
| Student Learning Engagement | 84.7 | n/a |
| Welcoming Caring Responsive Student Learning Environment | 84.5 | n/a |
| Work Preparation | 80.8 | High |

## Measure Evaluation

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

**Goal Achievement Measure**

| Very Low | Low | Intermediate | High | Very High |

## Engagement

**Our Story of Engagement**

- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Shared Responsibility: Safety for All**
- **Celebrations for All**
- **Celebrating our Flourishing Community**
- **Engagement Opportunities**
- **Foothills Flourishing Community Award**
- **FSD Footnotes**
- **FSD Social Media**
- **FSD News**
- **Get Involved**
- **Governance**

**Engagement in Learning and Continuous Improvement**

**Parent Communication:** Parent communication has been ongoing and remains a priority focus for staff and administration at École Percy Pegler School. We understand that relationships built on trust are contingent on effective, ongoing communication. Our communication plan includes:

- **Weekly Teacher Updates:** Regular email updates and phone calls to parents.
- **Weekly Parent Newsletter from Admin:** Keeps families informed about ongoing events.
- **Social Media:** Active use of École Percy Pegler School's Facebook, Instagram, and Twitter accounts.
- **School Council Support:** Enhances communication through their social media feeds.

**Student Leadership and Community Engagement**: Our Student Matters team has been instrumental in fostering engagement and building leadership capacity within the school community. They focus on actionable projects to support internal student resiliency, determined by analyzing the SOS-Q (Student Orientation to School Questionnaire) data.

**Engagement Highlights:**

- **Student Leadership:** Student Matters provided a platform for student voices and leadership. The Panther News Network kept everyone informed and connected daily, fostering a sense of community and ownership.

- **Community Events:** Family dances, including one with Minds Matter booths and pizza, strengthened family-school ties. Events like the Diwali celebration, French Carnival, and entrepreneurial fair brought families together, celebrating diverse cultures and talents.
- **Cultural Enrichment:** Students enjoyed performances by Irish dancers and Kyle Young Pine, a Blackfoot Fancy Dancer, joined by Indigenous student dancers. These events showcased cultural diversity and encouraged respect and appreciation.
- **School Spirit:** Activities such as the Panther Prowl cross-country meet, ski trip, and winter dance fostered school-wide participation and enthusiasm, promoting a strong sense of belonging and pride.

## Stakeholder Engagement Results Analysis

| Goal | Outcomes | Indicators |
|---|---|---|
| *Desired Result* | *Measurable statements of what FSD seeks to achieve* | *Indicators of achieving outcomes* |
| **Advance stakeholder engagement and communications**<br><br>Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner. | Purposeful and appropriate stakeholder engagement and communication strategies ensure:<br><br>• governance aligns with and is responsive to the needs and expectations of the learning community<br>• stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system<br>• communication provides assurance | • measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division<br>• stakeholder engagement informed decision making and education plans<br>• education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding |

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

**Provincial**

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

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were

involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?

- **FSD 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 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* |

| **Strategies** <br> *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | **Evaluation** <br> *Impact of strategies implemented* |
| :--- | :---: |
| **Strategy 1:** Student Engagement-Continue to encourage student voice by profiling Students Matters' Committee work while supporting local schools in creating meaningful opportunities for students to provide feedback. | **High** |
| **Strategy 2:** Staff Engagement-Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being. | **Intermediate** |
| **Strategy 3:** Parent Engagement- Continue to promote and profile Community Engagement as the official Foothills School Division online engagement portal to encourage discussion and collect parent voice in divisional and school-based decisions | **Intermediate** |
| **Strategy 4:** Community Engagement-Continue to inform and consult with community members to improve partnerships and ensure accurate, accessible, and <br> easy to understand information is available. | **High** |
| **Strategy 5:** Communications-Continue to ensure all FSD stakeholders are aware, informed, and provided with opportunities to share their thoughts and feedback. Continue to provide reports on engagement results and decisions to increase assurance, trust, and confidence in the system | **High** |

**Areas of Strength:**
- The Learning Commons at École Percy Pegler School is the heart of our school, fostering student engagement and a love of learning. It supports collaboration, creativity, and inquiry-based exploration, serving as a dynamic hub for connection and growth.
- Weekly Newsletter
- Monthly School Council meeting and a dedicated and involved Outdoor Spaces Committee raising funds for our new playground.

- Open door policy with staff.
- Administration engaged with students and families through supervision opportunities.
- Responsive communication with families when issues arise and willingness to listen and understand.
- Bi-weekly staff meetings
- Bi-weekly Professional Learning Communities

**Areas for Growth:**
- Increased student feedback opportunities.
- Finding more opportunities for family engagement in the school.

**Next Steps:**
- Principal Advisory Committee.
- Continue to engage parents through celebration evenings (sports, concerts, etc.), school council, PTIs, Newsletter and feedback, Informal conversations within the school, Parent volunteers, Field Trips, etc.
- Continue to work with École Percy Pegler School Council to strengthen relationships and utilize their contacts and connections to build community connections.

## Continuous Improvement Results Analysis

| Goal<br>Desired Result | Outcomes<br>*Measurable statements of what FSD seeks to achieve* | Indicators<br>*Indicators of achieving outcomes* |
|---|---|---|
| Advance evidence-based continuous improvement and assurance<br><br>• Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement. | Assurance has been achieved through:<br>• building relationships<br>• engaging with education partners and stakeholders<br>• creating and sustaining a culture of continuous improvement and collective responsibility | • Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success<br>• curriculum is relevant, clearly articulated and designed for implementation within local contexts<br>• Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement<br>• Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity<br>• Education Plan clearly identifies priorities and outcomes to be achieved, measures |

| | | |
|---|---|---|
| | | used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities<br>• AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans<br>• 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<br>• provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement |

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

**Provincial**

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

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **FSD 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 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 |
|---|---|---|---|
| 2020-2021 | 94.5 | 85.2 | 92.0 |
| 2021-2022 | 93.5 | 79.6 | 88.6 |
| 2022-2023 | 92.1 | 72.8 | 71.0 |
| 2023-2024 | 91.5 | 66.7 | 74.0 |
| Evaluation (from AEAM, colour should match what is above) | Very High | Intermediate | Intermediate |

**FSD Assurance Survey**

| Assurance Measures | Student Learning Engagement | Citizenship | Education Quality | Safe, Caring and Welcoming | Access to Supports | Parental Involvement |
|---|---|---|---|---|---|---|
| 2020 -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 |

| 2023-2024 | 89 | 91 | 86 | 93 | 80 | 73 |
|---|---|---|---|---|---|---|
| **Evaluation (we determine, look at what students and staff say in AB ED one)** | **High** | **Very High** | **High** | **Very High** | **High** | **Intermediate** |

| **Strategies** *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 the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement | **Intermediate** |
| **Strategy 2:** Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students. | **High** |
| **Strategy 3:** Advance school-based community engagement to ensure we are capturing and responding to the voice of all stakeholders. | **Intermediate** |

**Areas of Strength:**
- Education quality remains strong
- Student learning engagement is high
- Safe, caring, and welcoming indicators are high. Students feel safe at École Percy Pegler School and parents feel that their children are cared for.

**Areas for Growth:**
- Parental involvement and continuous improvement require continued focus
- Access to support: Continue to build on supports available to all students and specifically for students on ILPs

**Next Steps:**
- Continue to engage the community in school-based decision-making processes through École Percy Pegler school council.
- Continue to create opportunities to invite and welcome parents and the community into the school and engage in dialogues regarding education and educational experiences.

# Support

**Our Story of Support**

- **Policy 14: A Place for All**
- **AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All**
- **A Flourishing Community**
- **Celebrating our Flourishing Community**
- **Parent and Community Connect**
- **Inclusive Learning**
- **Student Learning**
- **Support for Parents**
- **Truth and Reconciliation for Learner Success Toolkit**

At École Percy Pegler School, our commitment to support is rooted in fostering strong connections and meaningful relationships. Through our Student Continuum of Supports, we collaboratively address the diverse needs of each learner, ensuring a safe, inclusive, and nurturing environment where everyone feels a true sense of belonging.

**Key Support Initiatives:**
- **Wellness Initiatives:** We prioritize student well-being with daily 20-minute SEL sessions and implement Regulated Classroom strategies. Two trained staff members lead these efforts, creating an environment that promotes emotional regulation and felt safety for all students and staff.
- **Indigenous Connections:** Celebrations such as Orange Shirt Day and Moose Hide Campaign fundraising raise awareness about important cultural issues. Our monthly Indigenous leadership groups and Elder Randy Bottle's visit have deepened students' cultural understanding and respect.
- **Therapeutic and Emotional Support:** Programs like therapeutic horseback riding and kindness campaigns, including RCMP-led anti-bullying sessions, emphasize the importance of emotional and social support within our school community.
- **Personalized Learning Support:** Comprehensive academic assessments enable tailored strategies to support each student's learning journey, reflecting our student-centered approach.
- **Professional Development for Staff:** Our staff engages in Professional Learning Communities (PLCs) to refine support strategies and enhance instructional practices. This continuous learning ensures we meet the evolving needs of our students effectively.

Through proactive communication, personalized learning plans, and a focus on well-being, École Percy Pegler School continuously enhances the learning experience. Our dedication to supporting every student and staff member fosters a positive and inclusive atmosphere where academic and personal growth thrive.

| Learning Supports Results Analysis | | |
|---|---|---|
| **Goals** <br> *Desired Result* | **Outcomes** <br> *Measurable statements of what FSD seeks to achieve* <br> • learners contribute to developing and advancing cultures of wellness and well-being | **Indicators** <br> *Indicators of achieving outcomes* <br> • improved wellness and wellbeing in students and staff |

| | | |
|---|---|---|
| **Advance wellness and well-being:** Develop collective efficacy in advancing a culture of wellness and well-being. | • learners contribute to and feel welcomed, cared for, respected and safe<br>• learners access a robust continuum of supports<br>• students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change<br>• students will build resilience and positive mental health skills<br>• students will know the difference between and how to manage health stress and traumatic stress | • learners are active, healthy, and well<br>• all students and staff demonstrate understanding and respect for the uniqueness of all learners<br>• all learning environments are welcoming, caring, respectful and safe<br>• learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations<br>• improved understanding of an inclusive education system is shared by all education partners<br>• collaboration with education partners to support learning<br>• improved wrap around services and supports that enhance conditions required for optimal learning and wellness<br>• structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities<br>• programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning |
| **Goal**<br>*Desired Result*<br>**Advance our Continuum of Supports**: Continue to develop and advance our continuum of support. | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve*<br>• learners contribute to developing and advancing cultures of wellness and well-being<br>• learners contribute to and feel welcomed, cared for, respected and safe<br>• learners access a robust continuum of supports<br>• students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change | **Indicators**<br>*Indicators of achieving outcomes*<br>• improved wellness and wellbeing in students and staff<br>• all students and staff demonstrate understanding and respect for the uniqueness of all learners<br>• all learning environments are welcoming, caring, respectful and safe<br>• learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations<br>• improved understanding of an inclusive education system is shared by all education partners |

| | | |
|---|---|---|
| | • students will build resilience and positive mental health skills<br>• students will know the difference between and how to manage health stress and traumatic stress | • collaboration with education partners to support learning<br>• cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness<br>• structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities<br>• programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning |

## 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 provides assurance of continuous improvement and student growth & 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*

| Albert Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance. | | |
|---|---|---|
| **Provincial Performance Measures** | **Safe and Caring** | **Access to Supports and Services** |
| **2020-2021** | **94.3** | **79.4** |
| **2021-2022** | **97.0** | **79.1** |
| **2022-2023** | **91.6** | **63.2** |
| **2023-2024** | **88.5** | **62.5** |
| **Evaluation** | **Very High** | **Intermediate** |

**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** |
| **2020-2021** | 97 | 92 | 89 | 83 | 92 |
| **2021-2022** | 94 | 89 | 85 | 76 | 92 |
| **2022-2023** | 91 | 78 | 76 | 78 | 91 |
| **2023-2024** | 92 | 73 | 67 | 82 | 85 |
| **Evaluation** | **Very High** | **Intermediate** | **Intermediate** | **High** | **High** |

| **Strategies: Advance Wellness and Well-being**<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | **Evaluation**<br>*Impact of strategies implemented* |
|---|---|

| | |
|---|---|
| **Strategy 1:** Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual mental health, wellness, and well-being for both staff and students. | **High** |
| **Strategy 2:** Continue to use data and feedback to support staff and student leaders with planning and strategies to assure learning environments are a place for all. | **High** |
| **Strategy 3:** Continue to develop knowledge and skills in mental health, wellness, and well-being through a continuum of learning opportunities for all learners. | **High** |

**Areas of Strength:**
- PAWS: wholistic, integrated approach to health, the arts, and physical well-being
- All indicators suggest that students at École Percy Pegler School feel safe and cared for.
- Regulated classroom strategies

**Areas for Growth:**
- Shared leadership
- Revisit a shared mission, vision, and values.
- Inquiry into best practices and current reality.

**Next Steps:**
- Community Partnerships: Collaborate with local mental health organizations to provide additional resources, workshops, and support services.
- Student-Centered Decision Making: Involve student leaders more deeply in analyzing data and proposing initiatives based on findings.
- Student-Led Initiatives: Empower students to lead peer-support programs or wellness workshops, fostering leadership and peer connection.

| **Strategies: Advance Continuum of Supports**<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | **Evaluation**<br>*Impact of strategies implemented* |
|---|---|
| **Strategy 1:** Continue to identify learning gaps and activate and develop supports and interventions within our continuums of support to help students get back on track with their learning. | **Intermediate** |
| **Strategy 2:** Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment. | **High** |
| **Strategy 3:** Refine and expand the continuum of supports for student success | **Intermediate** |

**Areas of Strength:**
- All indicators suggest that students at École Percy Pegler School feel safe and cared for.
- Internal Resilience
- Peer relationships

**Areas for Growth:**
- External Resilience
- Self confidence
- Shared leadership
- School-based interventions focusing on literacy and numeracy which are aligned with the work of the division.
- Revisit a shared mission, vision, and values.
- Inquiry into best practices and current reality.
- Commitment to continuous improvement.
- There appears to be a significant number of parents who feel that they are not aware of support available beyond school and work and the continuum of support available.

**Next Steps:**
- Staff using data to inform next steps
- Continue to improve parent and community communication around student supports and the École Percy Pegler School Continuum of Supports.

# Success

**Our Story of Success**

- **Alberta Learning Competencies**
- **Assessment and Reporting**
- **Career Education**
- **Innovation and Design**
- **Learning that Transfers**
- **First Nations, Métis, and Inuit student success**
- **French Immersion**
- **Literacy**
- **Numeracy**

At École Percy Pegler School, our story of success is rooted in continuous improvement and a commitment to excellence. We celebrate the achievements of our students, staff, and community, focusing on academic growth, leadership development, and meaningful contributions.

**Key Areas of Success:**

- **Academic Achievements:** Targeted numeracy interventions, driven by data, have enhanced student outcomes across grade levels. Students showcased their literacy excellence by excelling in the Okotoks Public Library Literary Contest, demonstrating their critical thinking and creativity.
- **Leadership Growth:** Our Grade 6 students stepped up as leaders, taking central roles in the Christmas concert production and participating actively in sports like tripleball and flag football. These opportunities fostered teamwork, responsibility, and personal growth.
- **Community Contributions:** Students demonstrated initiative and civic responsibility through various fundraising events. Joggin for Noggin, bake sales for the new playground, and the cookie dough fundraiser for the Learning Commons exemplified their dedication to giving back and supporting their peers.
- **International Collaboration:** Our teacher exchange with Adelaide, Australia, provided a unique opportunity for professional growth and cross-cultural learning. This collaboration enriched teaching practices and brought fresh perspectives into our classrooms.

**Focus on Innovation and Design:** Our commitment to fostering creativity and critical thinking ensures students engage deeply with their learning. Through innovative projects and hands-on experiences, students become active agents in their education, preparing them for future challenges and opportunities.

**Meaningful Learning Experiences:** Teachers design learning opportunities that go beyond basic comprehension, encouraging students to connect classroom knowledge with real-world applications. High expectations and authentic learning tasks inspire students to reach their full potential and build essential skills for lifelong success.

**Cultural Understanding and Inclusion:** Advancing the success of our First Nations, Métis, and Inuit students remains a priority. Through targeted initiatives, cultural celebrations, and integrated learning, we foster an environment of respect and acceptance, honoring the diverse heritage of our school community.

**Advancing Literacy and Numeracy:** Literacy and numeracy are foundational to academic success. By focusing on these core skills, we ensure students build the confidence and competence needed to excel in all subjects. Tailored interventions and continuous assessment drive our efforts to support every learner's growth.

As we reflect on our successes and look forward, École Percy Pegler School remains dedicated to innovation, collaboration, and creating an environment where every student can thrive. Together, we continue to inspire excellence and nurture the potential within each learner.

## Student Growth and Achievement Results Analysis

| Goal 1<br>*Desired Result*<br>**Advance innovation and design**<br>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. | Outcomes<br>*Measurable statements of what we seek to achieve*<br>• Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. | Indicators<br>*Indicators of achieving outcomes*<br>• learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. |
|---|---|---|

| | | • learners apply knowledge, understanding and skills in real life contexts and situations |
|---|---|---|
| **Goal 2**<br>*Desired Result*<br>**Advance learning for transfer**<br>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. | **Outcomes**<br>*Measurable statements of what we seek to achieve*<br>• learners will be able to explore and develop their skills and passions and achieve their highest potential<br>• students will be well prepared for their future while remaining current and relevant in the local and global contexts | **Indicators**<br>*Indicators of achieving outcomes*<br>• improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts<br>• improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals<br>• learners apply knowledge, understanding and skills in real life contexts and situations |

## 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 students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

### Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **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 provides assurance of continuous improvement, 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 |
|---|---|---|---|---|---|---|
| 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 |
| 2023-2024 | 80.7 | 80.8 | 79.8 | 91.5 | 72.1 | 84.7 |
| Evaluation | High | High | High | Very High | Intermediate | High |

**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 |
| 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** |
| **2023-2024** | **92** | **78** | **84** | **91** | **48.5** | **58** | **36** |
| **Evaluation** | **Very High** | **High** | **High** | **Very High** | **Low** | **Intermediate** | **Very Low** |

| Strategies: Advance Innovation and Design<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | Evaluation<br>*Impact of strategies implemented* |
|---|---|
| **Strategy 1:** Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in career-based education. | **Intermediate** |
| **Strategy 2:** Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps. | **Intermediate** |
| **Strategy 3:** Celebrate learning and success by telling the story of student growth, achievement, and depth of knowledge and understanding of different careers and opportunities. | **Intermediate** |

**Areas of Strength:**
- We have strong scores across the board for rigor, effort, and high expectations.
- Strong scores in the areas of educational quality, program of studies delivery, and citizenship.

**Areas for Growth:**
- Improve communication about career pathways and available opportunities to help students make informed decisions.
- Broaden the range of industry partners to reflect diverse career interests and emerging fields.
- Develop long-term relationships with community and industry partners to ensure consistent opportunities for students.
- Engage parents more actively as potential partners and career mentors.
- Increase the visibility of student accomplishments within the school and broader community.
- Use a variety of platforms to share student success stories, including social media, newsletters, and local media.
- Empower students to take a more active role in sharing their learning journeys.

**Next Steps:**

- Encourage collaborative projects such as career fairs or shared industry partnerships.
- Provide opportunities to host regular events, such as career exploration days or student success assemblies, to highlight student growth and achievements.

| **Strategies: Advance Learning for Transfer**<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | **Evaluation**<br>*Impact of strategies implemented* |
|---|---|
| **Strategy 1:** Advance school-wide understanding of how the practices provide meaningful, intellectually engaging, learning experiences for each learner. | **High** |
| **Strategy 2:** Increase consistent use of high yield instructional tools and strategies aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success. | **Intermediate** |
| **Strategy 3:** Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices. | **Intermediate** |

**Areas of Strength:**
- Collaborative Practices: Teachers have engaged in meaningful discussions about creating intellectually engaging lessons, leading to richer learning experiences.
- Student-Centered Initiatives: Programs like student leadership groups and experiential learning activities have demonstrated how meaningful engagement enhances student outcomes.
- Professional Development: Ongoing PD sessions have increased awareness and provided tools for implementing engaging learning strategies.

**Areas for Growth:**
- Student Feedback: Develop more robust systems for gathering student feedback to inform and improve engagement strategies.
- Integration Across Subjects: Foster interdisciplinary connections to enhance intellectual engagement in all subject areas.
- Consistency and Fidelity: Ensure all teachers consistently apply high-yield strategies across different subjects and grades.
- Transparent Communication: Improved communication with students and families about grading and evaluation practices.
- Consistency in Application: Ensure all teachers apply assessment and grading practices uniformly across the school.
- Student Self-Assessment: Expand opportunities for students to engage in self-assessment and reflection

**Next Steps:**
- Create Exemplars: Develop and share examples of reading, writing, and math outcomes across different grades.
- Student Panels: Involve students in panels or focus groups to discuss what makes learning meaningful for them.
- Peer Observations: Encourage teachers to observe colleagues' engaging practices and share reflections in PLCs.
- Focused PLCs: Dedicate specific PLC sessions to practicing and reflecting on high-yield instructional methods.
- Impact Assessment: Regularly collect and analyze data to evaluate the effectiveness of these strategies on student success.
- Data-Informed Instruction: Teachers effectively use assessment data to inform instructional decisions and support student growth.

| | |
|---|---|
| • Parent Workshops: Offer workshops or informational sessions for parents on how to support early numeracy skills. | |

| **Goal 3**<br>*Desired Result*<br>**Advance First Nations, Métis, and Inuit student success**<br>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. | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve*<br>• First Nations, Métis and Inuit learners are successful<br>• strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success<br>• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences | **Indicators**<br>*Indicators of achieving outcomes*<br>• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences<br>• learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success<br>• all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools<br>• FSD Truth and Reconciliation Toolkit supports improved Indigenous student success<br>• First Nation, Metis and Inuit families that are actively involved in educational decisions<br>• the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement |
|---|---|---|
| **Goal 4**<br>*Desired Result*<br>**Advance literacy and numeracy**<br>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success. | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve*<br>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard | **Indicators**<br>*Indicators of achieving outcomes*<br>• learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy<br>• learners apply knowledge, understanding and skills in real life contexts and situations improvement in students' ability to understand learning outcomes, |

| | |
|---|---|
| | algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning." *AB ED Ministerial Order on Student Learning* | demonstrated by strengths in literacy and numeracy, across all subjects and grades<br>• improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)<br>• improvement in foundational numeracy and mathematical knowledge and skills for all students |

## 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 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners.**
- **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

**Local**

- **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 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

- **Evidence of Principles and Practices that tell the story of learning** and 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 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Achievement | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence |
| 2021-2022 | n/a | n/a | n/a | n/a | 32.1 | 0 | 65.4 | 1.9 | 87.1 | 3.2 |
| 2022-2023 | n/a | n/a | n/a | n/a | 47.4 | 0 | 60.7 | 3.6 | 80.0 | 5.0 |
| 2023-2024 | n/a | n/a | n/a | n/a | 58.4 | 3.9 | n/a | n/a | n/a | n/a |

**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 |
| 2020-2021 | 32 | 79 | 74 |
| 2021-2022 | 61 | 66 | 59 |
| 2022-2023 | 65 | 65 | 54 |
| 2023-2024 | 63 | 67 | 68 |

| Evaluation | Intermediate | Intermediate | Intermediate |
|---|---|---|---|

**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** |
| 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 |
| 2023-2024 <br><br>(not administered due to new curriculum) | n/a | n/a | n/a | n/a |
| 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% |
| 2023-2024 | n/a | n/a | 49% | 36% | 60% |

| Evaluation | n/a | n/a | Low | Very Low | Intermediate |
|---|---|---|---|---|---|

| Strategies: Advance Literacy and Numeracy<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | Evaluation<br>*Impact of strategies implemented* |
|---|---|
| **Strategy 1:** Advance the use and consistent application of all classroom and local assessment measures (grade level assessments in English and French literacy and numeracy) to inform teacher practice and support student growth and achievement. | **Intermediate** |
| **Strategy 2:** Advance school-wide use of high-yield principles and practices within English and French literacy and mathematics and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement. | **Intermediate** |
| **Strategy 3:** Advance the application of English and French Literacy and Numeracy priority documents that identify essential understandings, high-yield strategies, and developmental progressions, accessible to all stakeholders to support student growth and achievement. | **Intermediate** |

**Areas of Strength:**
- Ongoing PD sessions have increased awareness and provided tools for implementing engaging learning strategies.
- Implement student-led conferences where learners discuss their progress using assessment data.

**Areas for Growth:**
- Teachers effectively use grade-level assessments in both English and French literacy and numeracy to gauge student progress.
- Assessment data is increasingly used to tailor instruction, leading to more targeted support for student learning.
- Foster interdisciplinary connections to enhance intellectual engagement in all subject areas.
- Further develop strategies that explicitly teach students how to transfer skills between subjects.

**Next Steps:**
- Encourage teachers to observe colleagues' engaging practices and share reflections in PLCs.
- Dedicate specific PLC sessions to practicing and reflecting on high-yield instructional methods to support literacy and numeracy.
- Grade-level teams collaborate to analyze assessment results, enhancing instructional consistency.

**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

| Performance Measures | % Students (4-12) Reporting Agree or Strongly Agree | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 Students (All) vs. Self-Identified Indigenous (SI) | All | SI | All | SI | All | SI | All | SI | All | SI | All | SI | All | SI | All | SI | All | SI |
| 2020-2021 | 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 |
| 2021-2022 Baseline | 100 | n/a | 67 | n/a | 100 | n/a | 67 | n/a | 100 | n/a | 100 | n/a | 100 | n/a | 67 | n/a | 67 | n/a |
| 2022-2023 | 78 | n/a | 73 | n/a | 70 | n/a | 83 | n/a | 91 | n/a | 75 | n/a | 80 | n/a | 86 | n/a | 86 | n/a |
| 2023-2024 | 71 | 83 | 56 | 83 | 59 | 67 | 75 | 67 | 85 | 100 | 73 | 67 | 78 | 83 | 86 | 100 | 82 | 67 |
| Evaluation | I | H | I | H | I | VH | I | I | H | VH | I | I | H | H | H | VH | H | I |

| 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 appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success. | **Intermediate** |
| **Strategy 2:** Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner. | **Intermediate** |

| **Strategy 3:** Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students. | **Intermediate** |
| --- | --- |

**Areas of Strength:**
- Indigenous Leadership group supported by Charity Tegler
- Indigenous cultural opportunities: Elder Randy Bottle, Elder Virginia Adolf, and Kyle Young Pine Blackfoot Fancy dancer
- Successful implementation of events like Orange Shirt Day, Moose Hide Campaign fundraising, and Indigenous leadership groups has fostered cultural appreciation.
- Some teachers are integrating Indigenous worldviews and foundational teachings into their lesson plans, enhancing student connection and engagement (Seven Sacred Teachings).

**Areas for Growth:**
- Ensure all teachers consistently apply Indigenous perspectives across subjects, not just during specific events or months.
- Increase opportunities for Indigenous students to share their experiences and contribute to school initiatives.
- Develop strong partnerships with Indigenous families and community members support student learning and well-being.
- Increase teacher confidence and competence in delivering content that respects and integrates Indigenous knowledge systems.

**Next Steps:**
- Elevating the Indigenous Leadership group throughout the school
- Offer ongoing training sessions focusing on Indigenous worldviews, historical contexts, and cultural sensitivity.
- Develop mentorship opportunities pairing Indigenous students with community leaders or Elders.

## Teaching, Learning and Leadership Results Analysis

| **Goal 5**<br>*Desired Result* | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve* | **Indicators**<br>*Indicators of achieving outcomes* |
| --- | --- | --- |
| **Advance excellence in teaching, learning, and leading** those results in improved student growth and achievement. | Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help | • 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<br>• teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation |

| | students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." *GOA, Ministry of Education – Business Plan 2020-23, p.56* | • teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice<br>• teachers and leaders improve their professional practice in learning for transfer<br>• improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning<br>• improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning |
|---|---|---|

## 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 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*

**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) |
|---|---|---|---|---|---|---|
| **2020-2021** | **84** | **99** | **80** | **82** | **77** | **88.3** |

| | | | | | |
|---|---|---|---|---|---|
| **2021-2022** | 93 | 86 | 73 | 77 | 83 | 84.6 |
| **2022-2023** | 54 | 51 | 29 | 57 | 49 | 56.3 |
| 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 |

| **New FSD Professional Learning Survey (2024):** Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system. | | | | |
|---|---|---|---|---|
| | **Clarity of Vision, Mission, and Values** | **Professional Learning and Collaborative Culture** | **Professional Learning Communities** | **Professional Body of Knowledge** |
| **2020-2021** | n/a | n/a | n/a | n/a |
| **2021-2022** | n/a | n/a | n/a | n/a |
| **2022-2023** | n/a | n/a | n/a | n/a |
| **2023-2024** | 61 | 80 | 60 | 63 |
| **Evaluation** | Intermediate | High | Intermediate | Intermediate |

| **Strategies: Advance excellence in teaching, learning, and leading** <br> *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | **Evaluation** <br> *Impact of strategies implemented* |
|---|---|
| **Strategy 1:** Advance the Lead Teacher structure in support of shared leadership teams in schools to impact optimal student success through collaborative conversations across schools. | Intermediate |
| **Strategy 2:** Advance optimal student learning through the development of collective efficacy to lead for deep and transferable learning by providing professional learning for our school-based leaders. | Intermediate |
| **Strategy 3:** Leverage new Alberta K to 6 curricula to ensure excellence in teaching and learning | Intermediate |

**Areas of Strength:**

- Collaborative Culture: Strong collaborative structures foster regular conversations and shared best practices between lead teachers and staff.
- Cross-Program Collaboration: Initial efforts to connect programs across the school have enhanced idea sharing and promoted a unified approach to student success.
- Positive Learning Environment: A culture of collective responsibility is emerging, with teachers supporting one another to improve student outcomes.

**Areas for Growth:**
- Professional Growth: Lead teachers are effectively mentoring peers, leading to improved instructional practices and student outcomes.
- Capacity Building: Expand leadership opportunities to develop a broader base of teacher leaders who can support various subject areas.
- Focus on Transferable Learning: Ensure that professional learning emphasizes strategies for transferring knowledge across subjects and real-world applications.

**Next Steps:**
- Cross-Subject Training: Provide professional learning focused on strategies that promote cross-curricular transfer of knowledge.
- Curriculum Alignment: Opportunity for teachers to align classroom instruction with the new Alberta K-6 curriculum.
- Teacher Engagement: Enthusiastic engagement from teachers in curriculum workshops and planning sessions has fostered a commitment to excellence.
- Focused PD Sessions: Offer targeted professional development sessions on differentiated instruction within the context of the new curriculum.