

2025 – 2026 ANNUAL EDUCATION RESULTS REPORT

École Percy Pegler School

69 Okotoks Drive
Okotoks, AB, T1S 2B1

(403) 938 - 4449
percypegler@fsd38.ab.ca

foothillsschooldivision.ca/percypegler

Foothills SCHOOL DIVISION

2025-2026 ANNUAL EDUCATION RESULTS REPORT

École Percy Pegler School

This is our story of engagement, support, and success for each learner.

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 2024-2029 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 plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

View our Education Plan – Year 2

OUR LAND ACKNOWLEDGEMENT

As Panthers, we gather on this land with gratitude and respect. We acknowledge that we live, learn, and grow on Treaty 7 territory, the traditional lands of the Blackfoot Confederacy—Siksika, Piikani, and Kainai—as well as the Tsuut'ina and îyârhe Nakoda Nations. We also recognize the Otipemisiwak Métis Government of Alberta.

Like the river that flows through our story, this land has carried knowledge, life, and connection for thousands of years. It has seen much, and it continues to teach us.

We honour the people who came before us and the wisdom they hold. As a school community, we are rooted in belonging—learning from the past, caring for one another in the present, and walking forward together with respect, courage, and responsibility.

This is our place, and we are grateful to learn here.

Truth and Reconciliation for Learner Success Toolkit in Foothills School Division

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!

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

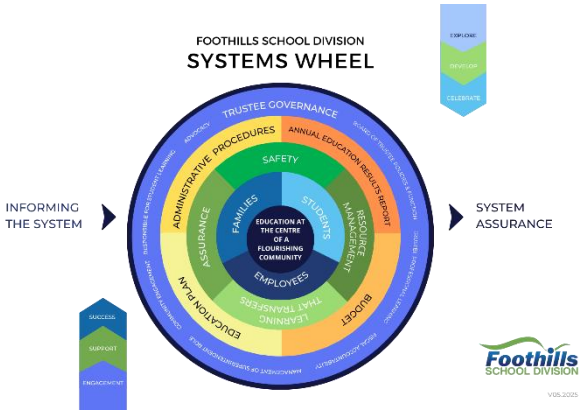
Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.
Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.
Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

OUR DIVISION

Board of Trustees
Board Policy 01: Division Foundational Statements
Board Policy 14: A Place for All
Accountability and Assurance
Alberta Education & Childcare and Foothills School Division Goal Alignment

SYSTEMS THINKING

Our story of assurance starts with **systems thinking**. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we think we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence. **Learn more about our Systems Thinking approach**



ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

Alberta Education & Childcare Outcomes Ministry of Education & Childcare Business Plan 2024-2027	**Foothills School Division Goals** Foothills School Division Education Plan 2024-2029	**Assurance Domains** Alberta Education & Childcare Funding Manual 2026-2027
• Alberta's students are successful	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports	• Student growth & achievement • Learning support
• First Nations, Métis, and Inuit students in Alberta are successful	• First Nations, Métis, and Inuit student success	• Student growth & achievement • Learning support
• Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy	• Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading	• Student growth & achievement • Teaching and leading • Local and societal context
• Alberta's K-12 education system and workforce are well-managed	• Stakeholder engagement and communications • Continuous improvement and assurance	• Local and societal context • Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the **Education Act.**

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT

Local and Societal Context

Goal:
Advance Stakeholder Engagement and Communications

Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

Governance

Goal:
Advance Continuous Improvement and Assurance

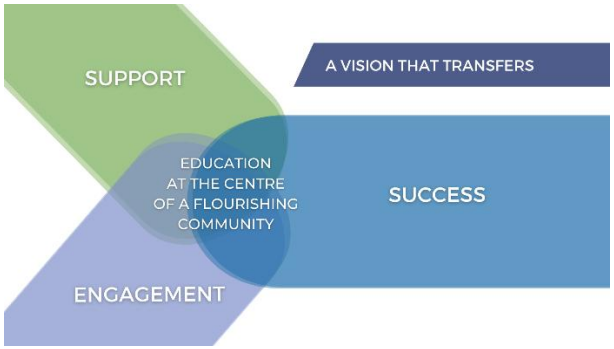
Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.

SUPPORT

Learning Supports

Goals:
Advance Wellness and Well-being
Advance Continuum of Supports

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.



SUCCESS

Student Growth and Achievement

Goals:
Advance Innovation and Design
Advance Learning for Transfer
Advance Literacy and Numeracy
Advance First Nations, Métis, and Inuit student success

Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

Teaching and Leading

Goal:
Advance Excellence in teaching, learning and leading.

Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).











OUR SCHOOL

Welcome to École Percy Pegler School – Where Every Panther Belongs, Learns, and Grows Together!

École Percy Pegler School is a vibrant and inclusive triple-track K–6 community in the heart of Okotoks, proudly offering dynamic programming in English, French Immersion, and our nature-based learning program, Explore. Our close connection to downtown and the natural environment supports authentic, place-based learning experiences that extend beyond the classroom.

A SNAPSHOT OF OUR COMMUNITY:

- **Programs:** English, French Immersion, Explore (Nature-Based Learning)
- **Size:** Approximately 500 students and 50 dedicated staff members
- **Inclusive Team:** Including certificated teachers, educational assistants, office staff, a Learning Commons Facilitator, custodians, and a Family School Liaison Counselor
- **Junior Kindergarten:** Home to the Foothills School Division Junior Kindergarten program

A WHOLE-CHILD APPROACH TO EDUCATION:

At École Percy Pegler, we foster emotional growth, inspire creativity, and build meaningful connections that support every learner. Through diverse learning opportunities, we nurture a strong sense of belonging, promote well-being, and support both academic and personal development.

LEARNING THAT INSPIRES:

- **Maker Space & CTF Opportunities:** Promoting hands-on learning and student creativity
- **Panther Arts and Wellness Studies (PAWS):** A rich program that celebrates visual and performing arts, music, and physical education through a conceptual and exploratory lens
- **Outdoor and Experiential Learning:** Especially through our Explore program, connecting students with nature, community, and self
- **French Learning:** Providing students with the opportunity to learn French while developing language proficiency and an appreciation for Francophone culture and traditions

CLUBS AND EXTRACURRICULARS:

Students take an active role in creating and leading clubs, while staff offer a range of extracurricular activities to support student interests and passions. From arts to athletics, every learner has a place to shine.

PANTHER PRIDE – ROOTED IN BELONGING:

At École Percy Pegler, Panther Pride begins with relationships. We cultivate a culture of kindness, participation, and community connection, helping students become compassionate, curious, and confident individuals who are ready to contribute meaningfully to the world.

École Percy Pegler School – Where Every Panther Belongs and Learns with Purpose.







HIGHLIGHTS AND CELEBRATIONS

ENGAGEMENT

- **Communication and Collaboration:** Engaged families, students, staff, trustees, and community partners through newsletters, School Council, Student Matters, assemblies, social media, and school events.
- **50th Anniversary and Rooted in Belonging:** Celebrated 50 years of Panther pride through *Rooted in Belonging*, an original opera created with Calgary Opera. The event brought the community together to honour the school's history, connection to place, and commitment to belonging.
- **Family Engagement:** Hosted a Family Numeracy Night that connected families with accessible, hands-on mathematical learning.
- **Inclusive Decision-Making:** Involved students, families, staff, and community partners in shaping school priorities, learning environments, and student supports.
- **Student Voice and Leadership:** Student Matters provided input on wellness, belonging, and school improvement. Students also led assemblies, service projects, Panther News Network, and other initiatives.
- **Community Partnerships:** Collaborated with Calgary Opera, McMan, Rowan House, Kananaskis in the Classroom, and other community organizations to extend learning and support.
- **Celebrating Community:** Recognized contributions and celebrated learning through newsletters, assemblies, social media, performances, and student-led events.
- **Feedback Loops:** Used surveys, stakeholder conversations, reflections, PLC inquiry, and school data to refine priorities and communicate impact.
- **Collaborative Professional Culture:** Staff participated in PLCs, mentorship, collaborative inquiry, and shared leadership focused on inclusive and responsive practices.

SUPPORT

- **Whole-Child Focus:** Supported students' academic, social, emotional, and physical well-being.
- **Safe and Inclusive Environments:** Strengthened relationship-based practices and inclusive learning environments where students feel known, valued, and respected.
- **Updated Continuum of Supports:** Refined the continuum of supports to clarify how student strengths and needs are identified, supported, and monitored.
- **Responsive Student Supports:** Provided social-emotional learning, mental health access, regulation spaces, academic interventions, and individualized planning.
- **Community-Based Supports:** Partnered with families, the Family School Liaison Counsellor, McMan, Rowan House, and local organizations to support student and family well-being.
- **Panther Learning Garden:** Established an outdoor garden for experiential learning, environmental stewardship, collaboration, and connection to place.
- **Outdoor Classroom:** Added an outdoor whiteboard to support instruction, inquiry, collaboration, and visible student thinking.
- **Kananaskis in the Classroom:** Provided a whole-school, hands-on learning experience focused on environmental and place-based learning.

- **Staff Wellness and Collaboration:** Promoted staff belonging, professional agency, collective problem-solving, and generosity among colleagues.
- **Data-Informed Practices:** Used assessment evidence, student profiles, observations, and progress monitoring to refine academic and social-emotional supports.
- **Student Leadership and Agency:** Supported student-led kindness, service, and peer-connection initiatives.

SUCCESS

- **Authentic and Innovative Learning:** Engaged students in entrepreneurial fairs, STEM challenges, maker experiences, outdoor learning, and the Panther Learning Garden.
- **Deep and Transferable Learning:** Used concept-based and interdisciplinary learning to strengthen critical thinking, collaboration, problem-solving, and real-world application.
- **Literacy and Numeracy Growth:** Applied high-yield practices, consistent assessment cycles, collaborative analysis, and targeted interventions across English and French programs.
- **Family Numeracy:** Extended numeracy learning beyond the classroom through an engaging and accessible Family Numeracy Night.
- **Learning Through the Arts:** The Calgary Opera partnership integrated music, drama, language, storytelling, and identity while allowing students to contribute to the school's 50th-anniversary legacy.
- **Cultural Responsiveness:** Integrated First Nations, Métis, and Inuit perspectives through curriculum, land acknowledgements, school events, and place-based learning.
- **Career and Community Connections:** Connected students with community experts and future pathways through the arts, service, environmental stewardship, and community partnerships.
- **Professional Learning:** Advanced staff learning through PLCs, instructional coaching, mentorship, and collaborative inquiry.
- **Student Achievement and Growth:** Monitored growth through classroom evidence, local and provincial assessments, and assurance measures.
- **A Coherent Story:** These initiatives connected belonging, partnerships, responsive supports, authentic learning, and student success. Students are better positioned to engage and succeed when they feel safe, known, supported, and rooted in their community.

EDUCATION & CHILDCARE ASSURANCE MEASURES REPORT SUMMARY

Alberta Education & Childcare 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.

AECA Summary by Stakeholder Group(Parents/Students/Staff)

ASSURANCE MEASURES OVERALL	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2022-2023 (School)	86.5%	87.7%	92.1%	90.6%	62.8%	72.8%	71.0%
2022-2023 (Prov)	84.4%	80.3%	88.1%	84.7%	80.6%	79.1%	75.2%
2023-2024 (School)	84.7%	79.8%	91.5%	84.5%	62.5%	66.7%	74.0%
2023-2024 (Prov)	83.7%	79.4%	87.6%	84.0%	79.9%	79.5%	75.8%
2024-2025 (School)	80.1%	75.3%	94.7%	81.1%	70.1%	87.0%	65.3%
2024-2025 (Prov)	83.9%	79.8%	87.7%	84.4%	80.1%	80.0%	76.6%
2025-2026 (School)	83.4%	80.5%	91.1%	84.3%	66.1%	78.5%	70.2%
2025-2026 (Prov)	84.2%	81.2%	87.8%	85.8%	79.5%	79.9%	76.3%



Engagement



Support



Success

Evaluation (Achievement)	Intermediate	High	Very High	Intermediate	Very Low	High	Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2022-2023	93%	92%	94%	86%	70%	71%	48%
2023-2024	89%	91%	86%	93%	80%	73%	70%
2024-2025	91%	92%	88%	92%	76%	74%	78%
2025-2026	82%	89%	80%	93%	71%	75%	63%
Evaluation	High	Very High	High	Very High	High	High	Intermediate

OUR STORY OF ENGAGEMENT

At École Percy Pegler, engagement is woven into the daily life of our school. We believe that strong relationships, meaningful communication, and shared responsibility create the conditions in which students, staff, and families can thrive. By intentionally seeking and valuing diverse perspectives, we ensure that our school's direction reflects the strengths, needs, and aspirations of our community.

Students, staff, families, and community partners are invited to contribute through a variety of formal and informal opportunities. School Council, the Student Matters team, staff collaboration, family feedback, weekly newsletters, school events, and ongoing conversations provide multiple ways for voices to be heard. These opportunities help shape school priorities, strengthen student supports, and guide decisions about learning, well-being, belonging, and community programming.

Our communication practices are open, responsive, and collaborative. Digital communication tools, regular meetings, feedback opportunities, and face-to-face connections support a two-way exchange of information. Rather than simply sharing



decisions, we strive to involve partners in meaningful dialogue, listen carefully to their perspectives, and communicate how feedback has informed our actions. We continue to explore accessible and inclusive ways for all families and community members to participate.

Celebrating our flourishing community is an important part of our engagement story. Student growth, learning experiences, school initiatives, and community partnerships are highlighted through newsletters, assemblies, social media, visual displays, and special events. Student-led initiatives, including Panther News Network, provide authentic opportunities for students to share their voices, celebrate the accomplishments of others, and build a strong sense of identity and pride in our school. Open houses, celebrations, performances, and community events further strengthen connections among students, families, staff, and partners.

Engagement also drives continuous improvement. Staff collaborate in professional learning communities to examine evidence of student learning, reflect on current practices, share effective approaches, and respond to emerging needs. Feedback from students, staff, and families is considered alongside school-based and divisional data to help us evaluate our progress and identify meaningful next steps. These ongoing feedback loops support responsive decision-making and help ensure that engagement leads to visible action.

Through professional learning, mentorship, shared leadership, and collaborative problem-solving, we continue to build the collective capacity of our school community. Every voice contributes to our growth, and every partnership helps strengthen the inclusive, connected, and forward-looking culture that defines École Percy Pegler. Together, we are creating a school community in which people feel informed, valued, heard, and empowered to make a positive difference.

93%

of parents positively indicate that our school is Safe, Caring, and Welcoming.
(FSD Assurance Survey)

91.1%

of stakeholders indicate Education Quality as positive.
(Alberta Education and Child Care Assurance Survey)

89%

of parents indicate that citizenship in our school is Very High.
(FSD Assurance Survey)

84.3%

of parents positively indicate that our school is Safe, Caring, and Welcoming.
(Alberta Education and Child Care Assurance Survey)

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR ENGAGEMENT

Alberta Education & Childcare 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	School Improvement
2025-2026 (School)	78.5%	78.5%	70.2%
2025-2026 (Prov)	79.9%	79.9%	76.3%
Evaluation (Achievement)	High	High	Low
Evaluation (Improvement)	Maintained	Maintained	Maintained

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

Assurance Measures	Education Quality	Parental Involvement	School Improvement
2025-2026	80%	75%	63%
Evaluation	High	High	Intermediate

OUTCOMES TO CONSIDER

Education Quality

- Your child clearly understands what they are expected to learn at school
- Your child finds schoolwork challenging
- Your child finds schoolwork interesting
- Your child is learning what they need to know
- The quality of education your child is receiving at school

Parental Involvement

- To what extent are you involved in decisions about your child's overall education
- To what extent are you involved in decisions about your child's school
- Your input into decisions about your child's school is considered
- The opportunities to be involved in decisions about your child's overall education
- The opportunities to be involved in decisions about your child's school

School Improvement

- Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
Strategy 1: Ongoing Opportunities: Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways. • Invite Board of Trustees, FSD staff members, Employee Advisory Groups, School Councils, parents, Student Advisory Groups, and community partners to participate in school engagement opportunities. • Continue our work with School Council to strengthen parent involvement and shared decision-making. • Share weekly newsletters with families to keep them informed and engaged. • Improve and formalize the feedback loop	High
Strategy 2: Collaborative Communication: Provide a continuous feedback loop to inform, consult, and empower partners in education. • Continue team meetings where teachers, support staff, and administration can openly discuss student progress, challenges, and strategies. • Involve all stakeholders—teachers, students, parents, and community partners—in discussions about school policies, and student support initiatives. • Use digital platforms like email, shared documents, or school communication apps to provide updates, share resources, and solicit feedback from the school community. • Encourage collaboration by forming committees or working groups that focus on social-emotional learning, curriculum enhancement, or extracurricular activities.	High
Strategy 3: Celebrate our Community: Provide assurance that engagements with partners in education are contributing to positive change in our learning community. • Highlight and share success stories from students, staff, and community partners that demonstrate impact on the school culture and learning environment. • Organize community events—such as assemblies, fairs, or open houses—to celebrate milestones and achievements together. • Empower students to take the lead in organizing and hosting school events that celebrate learning, culture, and connection. • Create visual displays (e.g., murals, photo collages, progress charts) that showcase growth and transformation across the school. • Publicly thank and recognize the contributions of parents, local businesses, and community members who support the school. • Provide ongoing updates to stakeholders that clearly communicate how their engagement is leading to visible, positive outcomes.	High

DATA ANALYSIS

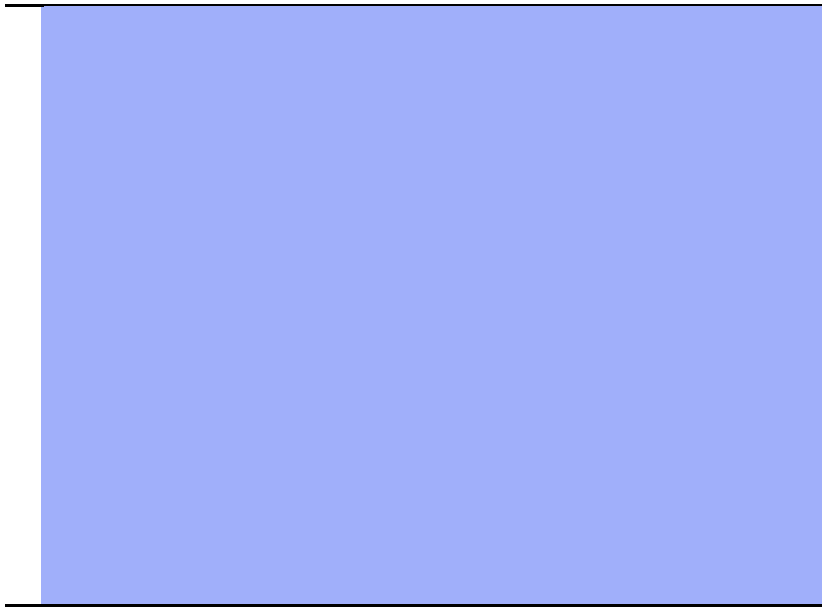
In telling our story of engagement we looked at the progress we made in advancing our goals of stakeholder engagement and continuous improvement. We looked at the data we gathered from both the Alberta Education & Childcare and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in our school.

The data told us that:

- Education quality was the strongest of the three measures, with 91.1% positive responses on the provincial survey and 80% on the FSD parent survey.
- Parental involvement held steady, rising from 74% to 75% on the FSD survey. School improvement was the clearest area for growth.
- School Council, Student Matters, and Family Numeracy Night gave families and students different ways to engage. Our next step is to show more clearly how their feedback shapes school decisions.

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: Evidence-informed decision-making: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps. • Schedule regular meetings where staff analyze student performance data, behavioral trends, and other relevant evidence. • Implement ongoing assessment practices—formative assessments, student surveys, and observation records—to collect real-time data on student learning and well-being. • Use multiple data sources—common provincial assessments, classroom-based assessments, and student feedback—to provide a comprehensive view of student progress and school effectiveness. • Foster a collaborative culture where teachers and staff work together to interpret data and inform instructional decisions. • Develop and regularly update action plans that are responsive to data insights. ○ Examples: PLCs and Student Agency Notebook. • Maintain feedback loops where data is shared with all stakeholders, including students, parents, and community partners, to promote transparency and shared responsibility. • Provide targeted professional development to build staff capacity in gathering, analyzing, and using evidence effectively. • Monitor and evaluate the impact of decisions and interventions through ongoing reflections and check-ins	High
Strategy 2: Engagement: Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants. • Continue using diverse communication channels (emails, newsletters, social media, and face-to-face meetings) to keep students, parents, teachers, and community partners informed and engaged. • Offer multiple avenues for involvement—from formal committees to informal feedback sessions—tailored to individuals' availability and interest. • Adapt engagement strategies to suit the evolving needs of participants, ensuring relevance and accessibility. • Seek regular feedback on engagement practices and adjust based on participant input to ensure the processes remain meaningful. • Recognize and celebrate the contributions and successes that result from authentic, effective engagement.	High
Strategy 3: Learning and Capacity Building: In assurance, reflection on learning is critical. Because the provision of assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.	

- Provide ongoing, targeted professional development aligned with school and system goals for continuous improvement.
- Continue professional learning communities (PLCs) where staff collaborate to share practices, address challenges, and grow collectively.
- Implement mentorship and coaching programs to support professional growth and foster leadership development.
- Host structured reflection sessions for staff to examine their practices, assess impact, and receive constructive feedback (e.g., through reviewing student work, lesson plans, or classroom observations).
- Ensure that all staff have access to a rich array of resources, including teaching materials, research articles, and technology tools.
- Engage students in school improvement efforts (e.g., Student Matters), encouraging ownership and agency.
- Celebrate achievements that result from capacity-building efforts to reinforce progress and motivate further growth.
- Intentionally develop leadership capacity at all levels by offering staff opportunities to lead initiatives and influence change.
- Promote equitable and inclusive learning environments by acknowledging and responding to the diverse learning needs of all students.



OUR STORY OF SUPPORT

At École Percy Pegler, supporting the whole child is a shared responsibility that shapes every aspect of our school community. Our commitment to belonging, independence, mastery, and generosity guides us in creating a safe, caring, inclusive, and responsive environment where students and staff feel known, valued, and supported.

We recognize that well-being and learning are deeply connected. Students are better positioned to flourish when they feel a strong sense of belonging, have trusted relationships, and know that caring adults are available to support them. Inclusive classroom practices, peer connections, mentorship opportunities, student leadership, and school-wide activities help students develop positive relationships and a meaningful connection to their school community.

Students are encouraged to build independence by developing self-awareness, self-advocacy, and ownership of their learning. They are provided with opportunities to set goals, make responsible choices, take on leadership roles, and contribute to the life of the school. Mastery is fostered by celebrating growth, perseverance, skill development, and the willingness to learn from challenges. Generosity is demonstrated through everyday acts of kindness, service, and care, including initiatives such as Snow Angels, classroom projects, and student-led contributions that strengthen our school and the broader community.

Our continuum of supports allows us to respond to the social, emotional, physical, behavioural, and academic needs of each learner. Universal practices create supportive conditions for all students, while targeted and individualized strategies provide additional assistance when needed. Through regular assessment, collaborative problem-solving, learner profiles, individualized planning, and ongoing monitoring, staff identify student strengths, recognize emerging needs, and adjust supports accordingly. Access to mental health, wellness, nutrition, and specialized learning resources further strengthens our ability to respond proactively and compassionately.

Collaboration is central to this work. Teachers, support staff, school leaders, families, divisional specialists, and community partners contribute their perspectives and expertise to develop coordinated approaches that support the whole child. Families are valued as essential partners who bring important knowledge about their children.



93%

of parents indicate that École Percy Pegler School is Very High in Safe and Caring.
(FSD Assurance Survey)

86%

of students indicate that Ecole Percy Pegler School is Very High in Internal Resilience.
(FSD SOS-Q Survey)

86%

of students indicate that Ecole Percy Pegler School is Very High in Peer Relations.
(FSD SOS-Q Survey)

86%

of students indicate that Ecole Percy Pegler School is Very High in Safe and Caring.
(FSD SOS-Q Survey)

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

Open communication and shared planning help create greater consistency between home, school, and community supports.

Our commitment to support also includes the adults who care for and teach our students each day. We intentionally foster a professional culture in which staff experience connection, autonomy, trust, and purpose. Collaboration, professional growth planning, mentorship, shared leadership, and wellness initiatives provide opportunities for staff to learn from one another, strengthen their practice, and contribute their expertise. By supporting staff well-being and collective capacity, we strengthen the learning environment for every student.

At École Percy Pegler, support is not a separate program or the responsibility of one person. It is an ongoing, collective commitment reflected in our relationships, practices, and decisions. Together, we create a community where every Panther feels safe, seen, connected, and capable of growing toward their fullest potential.

RESULTS ANALYSIS FOR SUPPORT

Alberta Education & Childcare 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 (students 'at risk')
2025-2026 (School)	84.3%	66.1%
2025-2026 (Prov)	85.8%	79.5%
Evaluation (Achievement)	Intermediate	Very Low
Evaluation (Improvement)	Maintained	Maintained

FSD Assurance Survey (Parent): 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 (students 'at risk')
2025-2026	93%	71%
Evaluation	Very High	High

FSD SOS-Q Survey (Student) (**S**tudent **O**rientation to **S**chool **Q**uestionnaire)**:** 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					
	Safe & Caring	**External Resilience**	**Self Confidence**	**Internal Resilience**	**Peer Relations**
2025-2026	86%	77%	68%	86%	86%
Evaluation	Very High	High	Intermediate	Very High	Very High

OUTCOMES TO CONSIDER

Access to Supports and Services

- At school, there are appropriate supports and services available to your child to help with their learning
- When your child needs it, teachers at your child's school are available to help them
- You can get the support you need from the school to help your child be successful in their learning
- Your child can get help at school with problems that are not related to
- Your child can easily access programs and services at school to get help with

Program of Studies: At-Risk Students

- When your child needs it, teachers at your child's school are available to help them
- Your child can easily access programs and services at school to get help with schoolwork
- Your child can get help at school with problems that are not related to schoolwork

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

WELLNESS AND WELL-BEING	EVALUATION

Strategy 1: Continue to promote healthy school cultures through student well-being using the lens of Belonging, Independence, Mastery and Generosity.
• **Belonging:**
  ○ Maintain an environment where every student feels welcomed, accepted, and valued. Celebrate diverse cultures, backgrounds, and abilities through assemblies, classroom activities, and school events.
  ○ Maintain peer mentorship programs where older students support and guide younger ones, fostering a sense of community and connection.
  ○ Maintain safe spaces—such as student clubs, regulation spaces, or affinity groups—where students can connect, share experiences, and feel supported.
• **Independence:**
  ○ Encourage student ownership of learning and school experiences through student-led initiatives, clubs, or projects.
  ○ Continue personalized learning plans that allow students to set goals, explore interests, and pursue individualized learning paths aligned with their strengths.
  ○ Provide opportunities for leadership development, such as participation in Student Matters, decision-making groups, or leading classroom activities.
• **Mastery:**
  ○ Cultivate a growth mindset by celebrating effort, resilience, and learning milestones of all sizes.
  ○ Offer extracurricular and enrichment activities (e.g., coding clubs, art classes, sports teams) that help students build specific academic, artistic, or athletic skills.
  ○ Provide ongoing, constructive feedback and use assessment as a tool for learning. Help students reflect on strengths and areas for growth, and view challenges as learning opportunities.
• **Generosity:**
  ○ Integrate community service into school experiences through volunteer opportunities, fundraising efforts, and service-learning projects (e.g., Snow Angels, bake sales).
  ○ Publicly recognize and celebrate acts of kindness, service, and generosity among students.
	High

Strategy 2: Continue to promote healthy school cultures through staff wellness using the lens of Belonging, Independence, Mastery and Generosity.	

DATA ANALYSIS

In telling our story of support we look at the progress we made in advancing our goals of wellness and well-being and continuum of supports. We looked at the data from both the Alberta Education & Childcare (All students grades 4-12, parents grades 4, 7, and 10, and all teachers) and FSD Assurance Surveys (All parents) in the specific areas of safe and caring and access to supports as well as SOS-Q measures of safe and caring, external resilience, self-confidence, internal resilience, and peer relations for our students in grades 4 through 12.

This data told us that we needed to:

- Strengthen our Continuum of Supports by refining how student strengths and needs are identified, discussed, supported, monitored, and responded to across academic, social-emotional, physical, and behavioral areas.
- Respond earlier and more collaboratively to student needs through student support structures that bring teachers, administration, learning supports, families, and other professionals together to identify appropriate strategies and interventions.
- Increase access to social-emotional and mental-health supports through social-emotional learning, regulation spaces, individualized planning, and access to the Family School Liaison Counsellor and community-based supports.
- Strengthen safe, caring and inclusive learning environments through relationship-based practices focused on ensuring students feel known, valued, respected, and connected to their school community.
- Build student belonging, agency, and connection by creating opportunities for students to lead kindness, service, and peer-connection initiatives and participate meaningfully in the school community.
- Expand opportunities that support whole-child wellness through physical activity, outdoor and experiential learning, including the Panther Learning Garden, outdoor classroom, and Kananaskis in the Classroom experiences.
- Strengthen partnerships with families and community agencies by working collaboratively with families, the Family School Liaison Counsellor, McMan, Rowan House, and local organizations to respond to student and family needs.

- **Belonging:**
  - Foster a school culture where all staff feel valued, respected, and included.
  - Create opportunities for staff to connect and collaborate in both formal and informal settings.
  - Maintain open lines of communication where staff can share concerns, ideas, and feedback, including regular check-ins and peer support groups.
  - Embed specific workplace wellness components that support mental health promotion and prevention.
- **Independence:**
  - Encourage staff to take ownership of their professional development by supporting innovation in teaching practices and classroom strategies.
  - Support staff in creating and pursuing individualized professional growth plans aligned with personal goals and interests.
- **Mastery:**
  - Provide opportunities for staff to learn about co-regulation and the role they play in supporting student regulation.
  - Offer ongoing learning opportunities through workshops, seminars, peer observations, and PLCs to refine and deepen professional skills.
  - Implement mentorship and coaching programs to support skill building, collaboration, and professional confidence.
  - Recognize and celebrate staff expertise and achievements through awards, meeting shout-outs, or school communications.
- **Generosity:**
  - Promote a culture where staff share ideas, resources, and strategies—supported by platforms, collaborative projects, or informal sharing opportunities.
  - Recognize and celebrate acts of kindness and support among staff (e.g., thank-you boards, appreciation days, recognition programs).
  - Encourage staff to participate in service or school-wide initiatives that benefit others, including volunteering, student mentoring, or charity involvement—fostering a greater sense of community and purpose.

CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students. • Regularly assess students' social, emotional, physical, and academic needs using a variety of tools such as surveys, observations, academic assessments, and feedback from teachers, parents, and the students themselves.	High

- Use evidence to adjust our practice by bringing together assessment information, student profiles, observations, progress monitoring, student and family feedback, and school-level evidence to determine next steps for students.
- Build staff capacity to respond effectively through PLCs, professional dialogue, collaborative problem-solving, examination of student evidence, and continued professional learning focused on student needs.

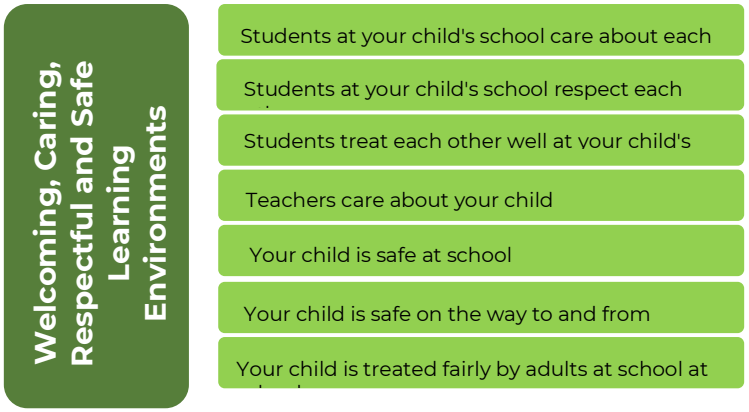
    - Develop and continually update inclusive learning plans (ILPs) based on these assessments. — Intermediate
- Expand Social-Emotional Learning (SEL) programs that teach emotional regulation, empathy, resilience, and interpersonal skills, integrated into curriculum and school-wide practices.
    - Incorporate wellness programming, including daily physical activities, nutrition education, and access to school health services.
    - Encourage participation in sports, outdoor learning, and physical activity to support physical development.
- Provide access to mental health supports, such as family school liaison counselors, psychologists, and social workers, to address emotional and psychological well-being.
- Enhance student support teams composed of teachers, counselors, learning coaches, administrators, and additional relevant staff to coordinate and personalize interventions.
- Engage parents and community partners in developing and refining support strategies. Maintain regular communication with families about student progress and next steps.
- Implement a system for regular monitoring of student progress across social, emotional, physical, and academic domains. Use this data to inform adjustments to support strategies and interventions.
- Encourage feedback from students, staff, and families on the effectiveness of current supports. Use this input to refine practices and adapt the continuum to changing student needs.
- Ensure classroom environments are inclusive and accessible, with accommodations for diverse learners and a culture of respect and acceptance.
- Continue fostering a school climate that prioritizes student safety, belonging, and overall well-being.

Strategy 2: Continued collaboration with all stakeholders to support student success

- Hold regular meetings with stakeholders, including teachers, parents, students, and community partners. Use newsletters, emails, and online platforms to keep everyone informed about school initiatives, progress, and events.
- Develop and communicate a shared vision and measurable goals for student success that align with the school's mission and values. — High
- Revisit and revise goals based on stakeholder feedback and student outcomes to remain responsive to evolving needs.
- Partner with local businesses, non-profits, and community organizations to enhance learning opportunities and provide additional resources or services (e.g., mental health, tutoring, extracurriculars).
- Share workshops and resources to help parents and families support their children's learning at home.

- Organize family-centered events that build relationships and strengthen them home-school connection (e.g., family fun nights, cultural celebrations, academic showcases).
- Empower student voice through councils, focus groups, peer mentoring, and leadership roles in initiatives and decision-making processes.
    - Regularly gather and act on student feedback via surveys and discussions to inform school decisions and ensure student perspectives are valued.
- Implement a continuous improvement cycle to assess the effectiveness of collaborative efforts. Use evidence and feedback to guide ongoing refinements.
- Use data from assessments, feedback tools, and community input to support informed decision-making and ensure that collaboration leads to positive outcomes for students.

OUTCOMES TO CONSIDER



OUR STORY OF SUCCESS

INNOVATION AND DESIGN LEARNING THAT TRANSFERS

At École Percy Pegler, success is reflected not only in what students know, but also in how confidently and thoughtfully they apply their learning in new situations. Innovation, design, and deep learning are embedded in experiences that encourage students to ask meaningful questions, investigate authentic challenges, test ideas, and use their knowledge to make a positive contribution.

Students engage in purposeful, hands-on learning through opportunities such as entrepreneurial fairs, STEM challenges, maker space projects, outdoor learning, and interdisciplinary inquiry. These experiences invite students to identify problems, generate ideas, design and test solutions, respond to feedback, and refine their thinking. Throughout this process, students learn that productive struggle, reflection, and revision are important parts of learning and innovation.

Teachers intentionally design learning that moves beyond the development of isolated skills. Concept-based instruction helps students explore important ideas and recognize connections across subjects, contexts, and experiences. By applying learning from mathematics, science, literacy, the arts, and other disciplines to relevant questions and real-world situations, students build a deeper understanding of both the curriculum and the world around them.

Our Explore nature-based learning program extends this approach beyond the classroom. Place-based and experiential learning provide opportunities for students to develop curiosity, environmental stewardship, independence, and a stronger connection to their community. The natural environment becomes a meaningful setting in which students can observe, inquire, collaborate, solve problems, and apply their learning in authentic ways.

Student agency is an important part of learning that transfers. Students are encouraged to make choices, pursue questions, set goals, and communicate their understanding in varied ways. They develop greater awareness of themselves as learners by reflecting on their progress, identifying strengths, responding to feedback, and determining meaningful next steps. Opportunities to collaborate, lead, create, and share learning with authentic audiences further strengthen students' confidence and sense of purpose.

Assessment supports this process by making learning visible and guiding continued growth. Teachers gather ongoing evidence through observations, conversations, and student work to understand progress and respond to individual needs. Students participate through goal-setting, self-assessment, peer feedback, and reflection, helping them understand both what they are learning and how they can continue to improve.



91.1%

of parents indicate that Quality of Education is Very High.
(Alberta Education and Child Care Assurance Survey)

89.1%

of parents indicate the Program of Studies is Very High.
(Alberta Education and Child Care Assurance Survey)

89%

of parents indicate that Citizenship is Very High.
(FSD Assurance Survey)

92%

of students indicate that there are High Expectations of themselves.
(FSD Intellectual Engagement Survey)

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

Professional collaboration also strengthens innovation and student success. Within professional learning communities, educators examine evidence of learning, share effective practices, explore new approaches, and collaboratively plan responsive next steps. This ongoing cycle of inquiry, implementation, reflection, and refinement supports consistent, meaningful learning experiences across the school.

Through innovative teaching, authentic assessment, and intentionally designed learning experiences, students develop the creativity, critical thinking, collaboration, communication, adaptability, and problem-solving skills needed to navigate an evolving world. Our goal is for every Panther to leave each learning experience with knowledge and skills they can transfer confidently, purposefully, and responsibly to new challenges, future learning, and life beyond the classroom.

RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

Alberta Education & Childcare 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
2025-2026 (School)	89.1%	83.6%	80.5%	91.1%	81.7%	83.4%
2025-2026 (Prov)	83.4%	84.2%	81.2%	87.8%	81.2%	84.2%
Evaluation (Achievement)	Very High	High	High	Very High	High	Intermediate
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained

FSD Assurance Survey: 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
2025-2026	87%	81%	89%	80%	82%	82%
Evaluation	**Very High**	**High**	**Very High**	**High**	**High**	**High**

Alberta Education & Childcare Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion		Transition Rate (6 years)	Rutherford Scholarship	Exam Participation (4 or more Diploma)
		3-Year	5-Year			
2023-2024 (School)	N/A	N/A	N/A	N/A	N/A	N/A
2023-2024 (Prov)	N/A	N/A	N/A	N/A	N/A	N/A
Evaluation (Achievement)	N/A	N/A	N/A	N/A	N/A	N/A
Evaluation (Improvement)	N/A	N/A	N/A	N/A	N/A	N/A

OUTCOMES TO CONSIDER

Life-Long Learning

- High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime
- Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime

Satisfaction with Program Access

- The specialized supports and services your child is receiving enables them to be a successful learner
- Your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write
- Your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)
- Your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)
- Your child can access the following services in a timely manner at school when needed: School Library services

FSD Intellectual Engagement Survey: Measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). Measures 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**	**Support**	**ELA/FLA/SS**	**Math/Science**	**CTS/CTF**
2025-2026	92%	71%	80%	87%	82%	56%	62%	40%
Evaluation	Very High	High	High	Very High	High	Low	Intermediate	Very Low

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Embed deep and transferable learning through the Framework for Innovation and Design (including Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies) to enhance design thinking and career exploration for all students. • Enhance Career and Technology Foundations (CTF) programming by engaging students in interdisciplinary learning challenges across curricular and occupational areas as outlined in the CTF curriculum. • Incorporate Maker-centered learning principles that promote creativity, prototyping, iteration, and reflection across subjects. • Leverage artificial intelligence tools, such as the "CTF Challenge Idea Generator," to inspire design thinking, deepen learning, and help students explore career connections. • Integrate real-world problem solving and design challenges within classroom activities to build transferable skills such as critical thinking, creativity, and collaboration.	Intermediate
Strategy 2: Advance Career Education to provide students with real world experiences that prepare them for their future. • Invite parents, professionals, and community members to visit classrooms and speak about their careers, helping students build awareness of diverse pathways. • Engage students in age-appropriate entrepreneurial experiences (e.g., Entrepreneurial Fair) to promote financial literacy, innovation, and real-world problem-solving. • Incorporate STEM challenges where students collaboratively solve real-world problems through experimentation, design, and iteration, introducing them to careers in science, technology, engineering, and math. • Emphasize essential workplace and life skills such as teamwork, communication, resilience, leadership, and responsibility through both classroom and school-wide initiatives. ○ Provide leadership opportunities in class or through school events to support self-efficacy and student agency. • Offer a range of experiences for students to explore personal interests, career pathways, and well-being as they prepare for future next steps.	High
Strategy 3: 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. • Build partnerships with local businesses, post-secondary institutions, and community organizations to co-design learning opportunities, provide guest speakers, and contribute resources or sponsorships.	High

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education & Childcare and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, life-long learning, and student learning engagement and the Intellectual Engagement Survey in the areas of High Expectations, Relevance, Rigor, Effort, Support, and Intellectual Engagement in ELA/FLA/SS, Math/Science, and CTS/CTF.

This data told us that we need to:

- Build on strong expectations and student effort by increasing opportunities for deeper intellectual engagement. Students demonstrate strong expectations, effort, rigor, and support, so our next step is to intentionally design learning experiences that move students from participation toward deeper curiosity, sustained thinking, problem-solving, and immersion in learning.
- Continue expanding authentic, hands-on learning experiences through entrepreneurial fairs, STEM challenges, maker experiences, outdoor learning, and the Panther Learning Garden. These experiences provide students with opportunities to create, investigate, collaborate, test ideas, solve problems, and apply their learning beyond traditional classroom tasks.
- Strengthen CTF and maker-centered learning, particularly in response to the lower intellectual-engagement result in CTF. Learning experiences should increasingly involve meaningful design challenges, experimentation, prototyping, iteration, reflection, and authentic problems connected to student interests and future possibilities.
- Increase the relevance of learning by connecting curriculum to authentic contexts. We need to continue designing learning around real-world questions, community issues, student interests, outdoor and place-based experiences, and meaningful problems that help students understand why their learning matters.
- Expand interdisciplinary and concept-based learning so students can make connections across literacy, numeracy, science, social studies, the arts, CTF, and other areas rather than experiencing learning as isolated subjects.
- Increase student voice, choice, and agency in the learning process by providing opportunities for students to pursue questions, make

- Invite professionals and community leaders to speak with students or collaborate on in-class projects that highlight real-world applications of learning.
- Implement mentorship programs where students are paired with professionals or older peers who share their interests and can guide career exploration.
- Continue project-based learning (PBL) experiences connected to industry and community needs, enabling students to apply their learning in authentic contexts.
- Maintain extracurricular or after-school clubs focused on career exploration and applied skills, such as robotics, makerspace, or environmental initiatives.
- Host community events and showcases where students present projects and career-connected learning to a wider audience.
- Embed real-world problems into curricular tasks to foster critical thinking, collaboration, and career-readiness in meaningful and authentic ways.

LEARNING THAT TRANSFERS	EVALUATION

Strategy 1: Learning will be designed through conceptual understanding, empowering student agency, and addressing complex problems over time to optimize student learning.
• Conceptual Understanding
  ○ Develop rich tasks that are meaningful to students and allow for thoughtful responses that connect curricular concepts to life beyond school (e.g., real-real learning, project-based learning, and tasks with rich, decision-making questions).
  ○ Apply a conceptual lens to unit design to uncover enduring understandings and help students recognize patterns, connections, and generalizations.
  ○ Use instructional strategies that promote deep conceptual understanding, such as:
  ▪ Concept attainment, concept mapping, and concept formation
  ▪ Thinking routines and organizers
  ▪ Tasks that build a culture of thinking and genuine collaborative learning
  ▪ Integrate tools and strategies that simultaneously support conceptual learning and literacy/numeracy development.
• Student Agency
  ○ Design learning tasks that allow students to apply conceptual learning in meaningful, authentic contexts.
  ○ Balance student voice and choice with teacher guidance to maintain engagement and promote deep learning.
  ○ Select and implement tools that empower all students to build competencies, skills, and dispositions to drive their own learning.
	High

decisions, set goals, create, lead, reflect on their progress, and demonstrate understanding in different ways.

- Continue connecting learning to careers and life beyond school. Entrepreneurial experiences, STEM learning, community experts, environmental stewardship, the arts, service, and community partnerships provide age-appropriate opportunities for K-6 students to see how their knowledge, skills, interests, and competencies connect to future possibilities.

- Use assessment to strengthen learning rather than simply measure it. Teachers will continue gathering triangulated evidence through observations, conversations, and student work while involving students in goal-setting, self-assessment, reflection, feedback, and identifying next steps.

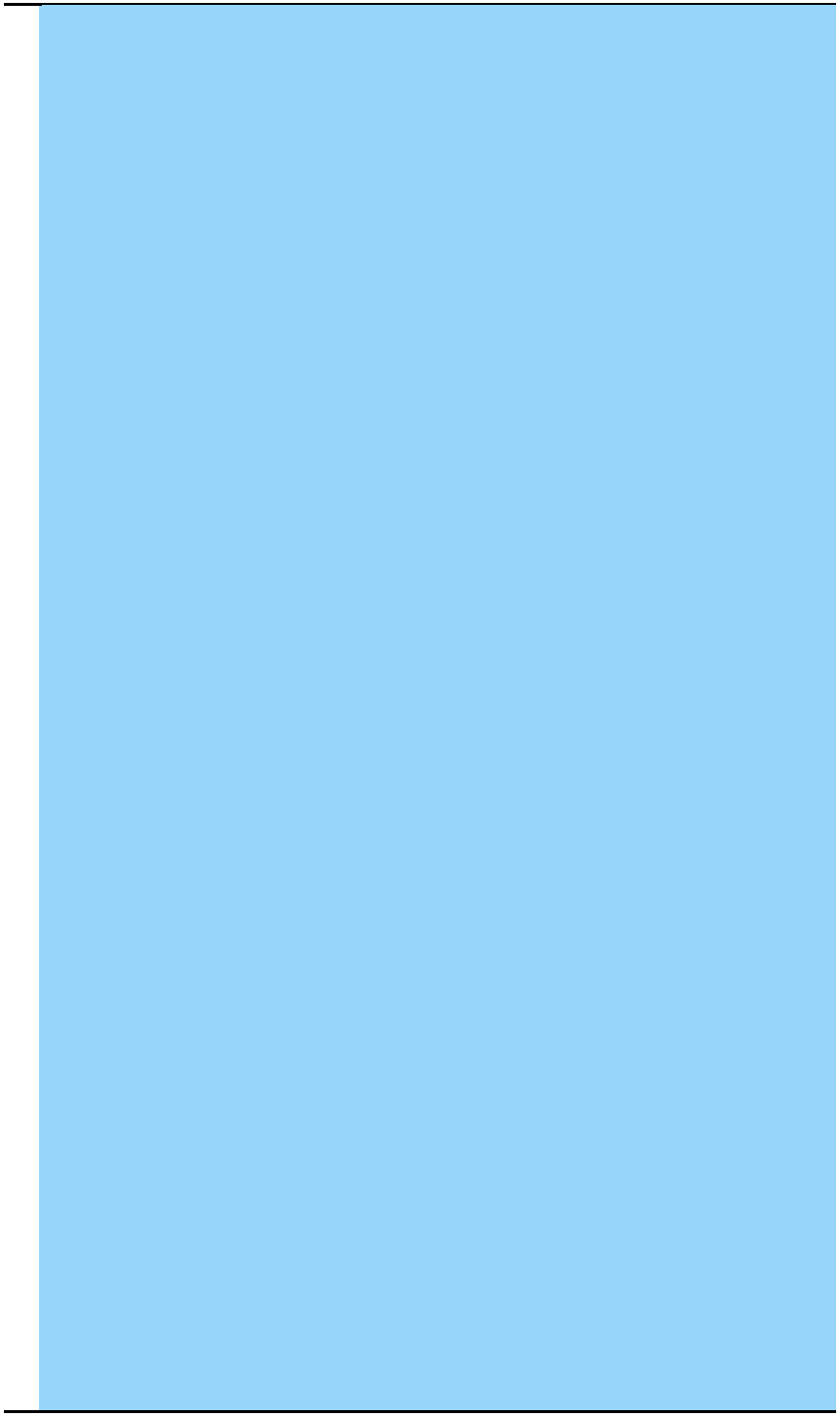
- Build teacher capacity through PLCs and collaborative inquiry by examining evidence of student learning, sharing effective practices, exploring innovative approaches, and collaboratively designing responsive next steps.

    - Use evidence from observations, conversations, and reflective tools—alongside final products—to assess student learning over time.
- Complex Problems Over Time
    - Routinely invite students to reflect on their learning using tools such as Thoughtbooks or Learning Launches.
    - Carefully sequence learning to scaffold deep understanding and skill development.
    - Design authentic assessment tasks (critical challenges) that require problem-solving of real-world or novel issues.
    - Use planning approaches such as design thinking, problem-based learning, or learning cascades to create coherent, connected learning centered on a throughline question.
    - Design learning so students envision diverse and meaningful applications of their learning in future careers and life contexts.

Strategy 2: Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum, as well as new curriculum (SS K-6) and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.

- Conceptual Understanding
    - Design learning that emphasizes enduring understandings and connects conceptual thinking to broader studies.
    - Explicitly teach concepts using active engagement strategies that support thinking, collaboration, and disciplinary literacy/numeracy.
    - Use the learning cycles in Curriculum Corner to support planning, connection, and agency.
    - Develop interdisciplinary projects and tasks requiring the application of conceptual understanding.
        - Make thinking visible and promote the transfer of conceptual knowledge through meaningful tasks.
- Student Agency
    - Engage students as active participants in their learning through practices that promote goal-setting, reflection, and competency development.
    - Use rich assessment tasks and provide explicit instruction to support competency growth.
    - Co-create or clarify success criteria and encourage students to track their thinking over time.
    - Provide tools that foster reflective thinking and build autonomy in how students approach problems or tasks.
- Complex Problems Over Time
    - Present rich, driving tasks early in the learning cycle and return to them throughout, using iterative approaches like design thinking or problem-based learning.
    - Use assessment tasks as ongoing learning tools, not just endpoints.

High

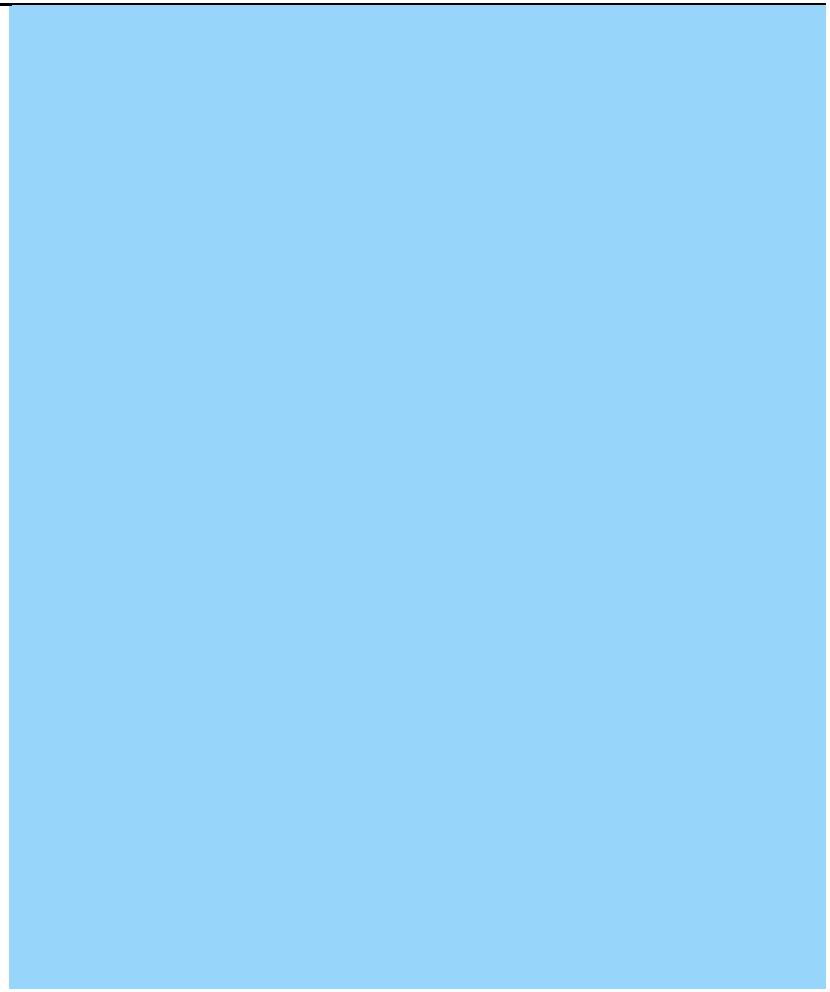


- Plan interdisciplinary learning that bridges subject areas and connects to real-world applications.
- Provide opportunities for students to connect their learning to career pathways and future life roles.

Strategy 3: Utilize effective assessment, evaluation, and reporting strategies from the FSD System of Reporting to facilitate deep and transferable learning, while effectively conveying student progress.

- Use high-impact, research-based assessment, grading, and reporting strategies alongside the FSD Communication and Reporting Tool (CaRT).
- Design assessments that measure understanding of key concepts and the ability to apply knowledge in new, real-world contexts.
- Develop interdisciplinary assessment tasks that integrate literacy, numeracy, and critical thinking.
- Use self-assessment tools that support student reflection and goal-setting.
- Involve students in understanding and using rubrics or co-creating success criteria.
    - Utilize the detailed literacy and numeracy rubrics created by FSD.
- Ensure assessments reflect triangulated evidence—observations, conversations, and products—for a holistic picture of student learning.
- Involve students in articulating their strengths, areas for growth, and next steps.
- Analyze assessment data regularly to identify trends, plan interventions, and improve instructional practices.
- Include narrative feedback that clearly communicates student progress to parents and students.
- Schedule parent-teacher conferences that review student learning using data and descriptive feedback.

High



OUR STORY OF SUCCESS

LITERACY AND NUMERACY

At École Percy Pegler, strong literacy and numeracy skills provide the foundation for learning, confidence, and future success. We are committed to ensuring that every student develops the knowledge, strategies, and habits of mind needed to communicate effectively, think critically, reason mathematically, and solve problems with purpose.

Across our English and French programs, teachers use evidence-informed practices to provide responsive and engaging instruction. Explicit teaching, modelling, guided practice, purposeful questioning, and differentiated learning opportunities help students build essential skills while receiving the appropriate level of challenge and support. Students are encouraged to explain their thinking, make connections, take risks, and apply their learning in increasingly complex and meaningful contexts.

Assessment is an ongoing part of the learning process. Teachers gather evidence through observations, conversations, student work, and formal assessments to identify strengths, recognize emerging needs, and determine appropriate next steps. Regular analysis of this evidence informs classroom instruction and helps staff provide timely, targeted, and individualized support through our continuum of supports. Student progress is monitored over time so that strategies and interventions can be adjusted in response to each learner's growth.

Students are active participants in this process. Through goal-setting, self-assessment, reflection, and descriptive feedback, they develop a clearer understanding of themselves as readers, writers, communicators, and mathematical thinkers. Celebrating progress, perseverance, and productive struggle helps students build confidence and recognize that literacy and numeracy development are ongoing journeys.

Literacy and numeracy are intentionally embedded throughout all areas of learning. Students use literacy skills to interpret information, communicate ideas, engage with diverse perspectives, and demonstrate understanding. They apply numeracy skills to recognize patterns, analyze information, estimate, measure, reason, and solve authentic problems. Real-world tasks, interdisciplinary inquiry, outdoor learning, STEM experiences, and entrepreneurial projects help students understand how these foundational competencies connect to daily life and learning beyond the classroom.

Professional collaboration strengthens the consistency and effectiveness of our practices. Within professional learning communities, educators examine student evidence, share successful strategies, calibrate expectations, and collaboratively plan responsive next steps. This collective approach supports greater continuity across



75%

of students indicate that they understand Partitioning Quantities to Form Fraction
(Alberta Education Screening Assessment)

88%

of students indicate that they understand Unitizing Quantities and Comparing Units to the Whole
(Alberta Education Screening Assessment)

84%

of parents indicate that the Literacy Skills that their child is learning are useful.
(FSD Assurance Survey 2026)

89%

of parents indicate that the Numeracy Skills that their child is learning are useful.
(FSD Assurance Survey 2026)

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

grade levels and programs while building staff capacity to respond to the diverse strengths and needs of learners.

By combining effective instruction, meaningful assessment, responsive intervention, and authentic opportunities to apply learning, we help every Panther develop confidence, competence, and curiosity. Our goal is for students to become capable readers, writers, communicators, mathematical thinkers, and problem-solvers who can use their learning independently and purposefully in school, in their communities, and in the future.

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts				Math				Social Studies				Sciences							
Course	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30	
Level (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2025-2026 (School)	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	N/A	N/A
2025-2026 (Prov)	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	N/A	N/A
Evaluation (Achievement)	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	N/A	N/A
Evaluation (Improvement)	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	N/A	N/A

VL – Very Low L – Low I – Intermediate H – High VH – Very High

Diploma Exams	Français / French Language Arts		Etudes Sociales	
Course	30-1		30-1	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence
2025-2026 (School)	N/A	N/A	N/A	N/A
2025-2026 (Prov)	N/A	N/A	N/A	N/A
Evaluation (Achievement)	N/A	N/A	N/A	N/A
Evaluation (Improvement)	N/A	N/A	N/A	N/A

Did you know?

A score of 50% or more is classified as an ***Acceptable*** achievement

A score of 80% or more is classified as an ***Excellence*** achievement

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement (%)	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**
2025-2026 (School)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2025-2026 (Prov)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Evaluation (Achievement)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Evaluation (Improvement)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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**
2025-2026 (School)	72.9	3.4	57.5	6.7	N/A	N/A	39.1	10.3	60	0
2025-2026 (Prov)	71.3	8.9	52	18	N/A	N/A	65.9	21.4	81.8	10.4
Evaluation (Achievement)	VL	VL	VL	VL	N/A	N/A	VL	VL	VL	VL
Evaluation (Improvement)	Declined	Declined	Improved	Declined	N/A	N/A	N/A	N/A	N/A	N/A

AECA Measures for English Language Learners

Performance Measure	High School Completion		Provincial Achievement Tests		Diploma Examinations	
	3-year Completion	**5-Year Completion**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**
2025-2026 (School)	N/A	N/A	N/A	N/A		
2025-2026 (Prov)	N/A	N/A	N/A	N/A		
Evaluation (Achievement)	N/A	N/A	N/A	N/A		
Evaluation (Improvement)	N/A	N/A	N/A	N/A		

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) students requiring additional supports as of September assessment	Kindergarten	Grade 1	Grade 2	Grade 3
2025-2026	4	1	5	7

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) students requiring additional supports as of September assessment	Kindergarten	Grade 1	Grade 2	Grade 3
2025-2026	8	14	8	7

Common Literacy/Numeracy Assessments: Local Measures

% of Students meeting Standard

Common Numeracy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	73%	53%	50%	N/A	N/A	N/A
Evaluation	High	Low	Low	N/A	N/A	N/A

Common Literacy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	N/A	N/A	N/A
2025-2026	82%	70%	81%	N/A	N/A	N/A
Evaluation	High	High	High	N/A	N/A	N/A

Common French Immersion Language Assessment: Grade 9 & 12 DELF	Grade 9	Grade 12
2024-2025	N/A	N/A
2025-2026	N/A	N/A
Evaluation	N/A	N/A

Did you know?

As defined by Alberta Education & Childcare, **Literacy** involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning, using oral, written, visual, and multimedia sources.

Learn more about Literacy

As defined by Alberta Education & Childcare, **Numeracy** involves acquiring and applying the mathematical knowledge and skills needed to engage with quantitative and spatial information in a variety of situations.

Learn more about Numeracy

OUTCOMES TO CONSIDER

Student Learning Engagement

- The literacy skills your child is learning at school are useful
- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Program of Studies

How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:

- Another Language
- Art
- Drama
- Health
- Music
- Technology

- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Citizenship

- Your child is encouraged at school to be involved in activities that help the community
- Students at your child's school follow the rules
- Students at your child's school help each other when they can
- Students at your child's school respect each other
- Your child is encouraged at school to try their best

Access to Supports and Services

- At school, there are appropriate supports and services available to your child to help with their learning
- When your child needs it, teachers at your child's school are available to help them
- You can get the support you need from the school to help your child be successful in their learning
- Your child can easily access programs and services at school to get help with schoolwork
- Your child can get help at school with problems that are not related to schoolwork

Work Preparation

- Your child is taught attitudes and behaviours to be successful at work when they leave school







STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

LITERACY AND NUMERACY	EVALUATION

Strategy 1: Advance the use and consistent application of all provincial and local assessment measures (assessments in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.
• Foster a school-wide culture that prioritizes and uses assessment data for decision-making.
  ○ Regularly evaluate and refine assessment practices to enhance their effectiveness.
  ○ Analyze local and provincial data to improve student learning and inform enhancements to the continuum of supports.
  ○ Use PLC meetings for teachers to plan targeted interventions and strategies.
• Implement high-yield strategies for identified at-risk students.
  ○ Design instructional practices for deep and transferable learning
  ○ Use intervention resources and strategies that align with the literacy and numeracy continuum of supports.
  ○ Create individualized learning goals and plans informed by assessment results.
  ○ Provide constructive feedback and involve parents in understanding student progress and support strategies.
	Intermediate

Strategy 2: Use high-yield principles and practices within English, English as an additional language, and French literacy and numeracy to support transfer of knowledge and skills within subject areas and across all subjects for student growth and achievement.
• Literacy and Numeracy Integration
  ○ Ensure that the implementation and advancement of literacy and numeracy programming is grounded in current research and evidence.
  ○ Establish systems and structures to support programming across all grade levels and subjects.
  ○ Design interdisciplinary lessons that integrate literacy and numeracy to promote application in diverse contexts.
  ○ Use common assessments to evaluate effectiveness, adjust instruction, and track student progress.
  ○ Set clear goals for skill development and create personalized learning plans that support transfer across subjects.
  ○ Provide professional learning and foster collaboration to build shared understanding and capacity.
• Advance effective literacy programming based on key principles:
	Intermediate

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3, analyzing results from the Grade literacy assessment and the MIPI numeracy assessment. We also analyze results of Grade 6 and Grade 9 Provincial Achievement Tests and Grade 12 Diploma Exams.

This data told us that:

- Literacy is an area of continuous growth. In 2025–26, the percentage of students meeting the standard on the common literacy assessment was 82% in Grade 4, 70% in Grade 5, and 81% in Grade 6, with all three grades evaluated as High.
- Early literacy results indicate that early intervention are important to maintain students' progress through the grades.
- Early numeracy screening suggests a need for early, responsive numeracy intervention before gaps become more established.
- Grade 6 provincial results
- reinforce the need for action. Grade 6 Mathematics achievement was 44.4% acceptable and 5.6% excellence, compared with provincial results of 61.5% and 21.2% respectively. English Language Arts was stronger at 76.8% acceptable, although still below the provincial 82.4%, with excellence at 3.6% compared with 10.3% provincially.
- Overall interpretation
- I would capture the data story for your AERR this way:
- Our data indicates that literacy continues to be an area of relative strength, supported by strong common assessment results and early identification of students requiring intervention. Numeracy represents a priority area for growth, particularly in Grades 5 and 6, where local and provincial results indicate a need for more consistent, targeted instruction and intervention. The data reinforces the importance of using PLCs to examine student evidence, identify specific skill gaps, implement high-yield literacy and numeracy practices, and monitor the impact of interventions through our Continuum of Supports.

    - Design for Complexity: Move beyond isolated skills toward cross-disciplinary, layered literacy development.
    - Explicit and Systematic: Provide structured instruction that includes modelling, guided practice, and feedback from simple to complex.
    - Contextualized: Teach and practice concepts in varied, relevant contexts to deepen understanding.
    - Authentic: Connect learning to real experiences and students' backgrounds to enhance relevance and engagement.
    - Embodied: Incorporate physical movement, manipulatives, song, and group interactions to support whole-body learning.
- Advance effective numeracy programming based on key principles:
    - Numeracy Mindset Matters: Cultivate positive mathematical identities and confidence through feedback, language, and actions.
    - Number Flexibility and Fluency: Build automaticity using flexible strategies, concrete materials, visual models, and symbolic representations.
    - Balanced Instruction: Integrate conceptual understanding, procedural fluency, and declarative knowledge over time.
    - Developing Mathematicians: Create authentic, meaningful experiences rooted in prior knowledge that connect and deepen over time.
    - Balanced Assessment and Evaluation: Use diverse, reliable, and ongoing assessments that guide instruction and measure deep understanding.
- Advance effective French Immersion language instruction through:
    - Explicit instruction in phonics, spelling, and sound manipulation (K–4) to support literacy development.
    - A structured, sequential progression for developing oral language through authentic interactions.
    - Comprehension strategies that follow a logical, scaffolded process.
    - Integration of grammar instruction in a clear, holistic, and sequential way that supports second-language acquisition.
- Advance effective English as an additional language (EAL) instruction through:
    - Culturally responsive intake processes and the use of translation when needed to build relationships and support planning.
    - Initial English language proficiency assessments to guide programming using Alberta Education Benchmarks 2.0.
    - Differentiated classroom assessments and instruction aligned with students' language proficiency levels and goals.
    - Ongoing benchmarking (as per Inclusive Education Calendar) to guide instruction, set goals, and report progress.
    - Effective language development strategies including:
        - Explicit language instruction
        - Culturally responsive pedagogy

- Inclusive environments
- Scaffolding tools (visuals, graphic organizers, gestures, modelling)

Strategy 3: Advance the development and application of English, English as an additional language, and French literacy and numeracy resources and programming to support student growth and achievement.

- Provide targeted professional learning to support the development and use of high yield strategies, including:
    - Literacy centers
    - Building thinking classrooms
    - Intervention frameworks and best practices
- Leverage Artificial Intelligence (AI) in Literacy and Numeracy
    - Use AI to personalize learning experiences based on student needs.
    - Identify learning gaps and offer targeted supports.
    - Provide real-time feedback to students and educators to inform instruction and enhance learning outcomes.

Intermediate



OUR STORY OF SUCCESS

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

At École Percy Pegler, we are committed to honouring the histories, cultures, languages, perspectives, and ongoing contributions of First Nations, Métis, and Inuit peoples. We recognize that advancing reconciliation and supporting the success and well-being of Indigenous students are shared responsibilities that require humility, continuous learning, authentic relationships, and meaningful action.

Indigenous perspectives are intentionally woven throughout learning rather than limited to specific dates or events. Through storytelling, literature, art, music, land-based experiences, and cross-curricular inquiry, students develop a deeper understanding of Indigenous ways of knowing, being, and learning. These opportunities encourage students to consider the importance of land, identity, community, relationships, and responsibility while building respect for the diversity of First Nations, Métis, and Inuit experiences.

Place-based and outdoor learning provide meaningful opportunities for students to deepen their connections to the land and local community. Students are encouraged to learn through observation, inquiry, reflection, and experience, while developing an understanding of stewardship and reciprocity. When appropriate, local knowledge and community voices enrich learning and help ensure that Indigenous perspectives are approached respectfully and authentically.

Staff engage in ongoing professional learning to strengthen their understanding of Indigenous histories, contemporary realities, reconciliation, and culturally responsive teaching practices. This learning supports educators in thoughtfully selecting resources, addressing misconceptions, and creating classroom environments that honour diverse identities and perspectives. Through collaboration and reflection, staff continue to examine their practices and identify meaningful next steps.

Relationships with Indigenous students, families, communities, and partners are central to this work. We value family knowledge and student voice, and we seek to create respectful opportunities for dialogue, partnership, and shared learning. By listening carefully and responding to identified strengths and needs, we aim to provide supports that nurture academic growth, cultural identity, well-being, and a strong sense of belonging.



100%

of First Nations, Métis, and Inuit students indicate they feel safe and cared for.
(SOS-Q Student Survey)

100%

of First Nations, Métis, and Inuit students indicate they have Very High Internal and External Resilience.
(SOS-Q Student Survey)

100%

of First Nations, Métis, and Inuit students in Grade 4 and 6 achieved acceptable standards on the common numeracy assessments.
(EICS)

100%

of First Nations, Métis, and Inuit students indicate that school Relevance is Very High.
(FSD Intellectual Engagement Survey)

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

Our commitment to Indigenous student success is also reflected in how we monitor progress and respond to evidence. Staff consider achievement, engagement, attendance, well-being, and student experience to identify strengths, recognize barriers, and provide timely support. This helps ensure that actions are responsive to individual learners and contribute to greater equity in educational experiences and outcomes.

School-wide learning, visual art, student projects, assemblies, and community experiences provide opportunities to recognize and celebrate the strength, resilience, diversity, and contributions of Indigenous peoples. These experiences build understanding among all learners while ensuring that Indigenous cultures are represented with care, depth, and respect.

Through sustained learning, authentic partnership, and responsive action, we continue to advance reconciliation and strengthen outcomes for First Nations, Métis, and Inuit students. Our goal is for every Indigenous student at École Percy Pegler to feel known, valued, represented, and proud of who they are, while experiencing the support and opportunities needed to flourish.

RESULTS ANALYSIS
FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Activities that support the implementation of the Truth and Reconciliation Commission recommendations	• We brought Indigenous perspectives into everyday learning through storytelling, literature, the arts, and land-based inquiry. Staff also engaged in professional learning on Indigenous histories, reconciliation, and culturally responsive teaching.
Strategies, activities, programs, and their corresponding impact (assessed by local and provincial measures on First Nations, Métis, and Inuit students' education outcomes and results).	• We used student surveys and classroom assessments to guide supports. All assessed First Nations, Métis, and Inuit students in Grades 4–6 met the local reading comprehension standard, and numeracy results improved in Grades 5 and 6. Comfort sharing culture rose from 20% to 86%, while 57% reported seeing culture reflected across subjects. Provincial achievement results were not available for a school-level comparison.

AECA Measures for FNMI Students

Performance Measure	High School Completion		Provincial Achievement Tests		Diploma Examinations	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2025-2026 (School)	N/A	N/A	N/A	N/A		
2025-2026 (Prov)	N/A	N/A	N/A	N/A		
Evaluation (Achievement)	N/A	N/A	N/A	N/A		
Evaluation (Improvement)	N/A	N/A	N/A	N/A		

SOS-Q Student Survey (**S**tudent **O**rientation to **S**chool **Q**uestionnaire): **First Nations, Métis, and Inuit Students**

Above National Norm					
Performance Measure	**Safe & Caring**	**External Resilience**	**Self Confidence**	**Internal Resilience**	**Peer Relations**
2025-2026	100%	100%	100%	100%	100%
Evaluation	**Very High**	**Very High**	**Very High**	**Very High**	**Very High**

Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

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"

Common Literacy/Numeracy Assessments: Local Measures

Common Numeracy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	100%	75%	100%	N/A	N/A	N/A
Evaluation	Very High	High	Very High	N/A	N/A	N/A

Common Literacy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	82%	70%	81%	N/A	N/A	N/A
Evaluation	High	High	High	N/A	N/A	N/A

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2025-2026	81%	100%	71%	93%	71%	64%	29%
Evaluation	High	Very High	High	Very High	High	Intermediate	Low

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree																		
Performance Measures	**Cultural Belonging**		**Comfortable Sharing Culture**		**Encouraged and Accepted Sharing Culture**		**School Priority of Truth and Reconciliation**		**Personal Importance of Truth and Reconciliation**		**Cultural Infusion Across All Subject Areas**		**Understand Multiple Perspectives**		**Understand Truth and Reconciliation**		**Teachers Share Indigenous Perspectives**	
All 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
2025-2026	70%	71%	82%	86%	74%	86%	68%	71%	81%	100%	72%	57%	58%	86%	55%	71%	69%	86%
Evaluation	H	H	H	VH	H	VH	I	H	H	VH	H	L	L	VH	L	H	I	VH

VL – Very Low L – Low I – Intermediate H – High VH – Very High

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION

Strategy 1: Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
• Professional Learning and Foundational Knowledge
  ○ Promote and support all school staff and students in acquiring and applying foundational knowledge about First Nations, Métis, and Inuit peoples for the benefit of all students. This includes teaching about:
  ▪ Treaties and agreements with First Nations
  ▪ Legislation and agreements negotiated with Métis
  ▪ Residential schools and their legacy
  ○ Provide ongoing training for educators on culturally responsive teaching methods and the specific needs and strengths of First Nations, Métis, and Inuit students.
  ○ Implement professional learning to support the application of Indigenous perspectives, ways of knowing, and worldviews across all curricular subjects using concepts such as:
  ▪ Medicine Wheel teachings
  ▪ Circle of Courage philosophy
  ▪ 7 Grandfather Teachings / Character education
  ▪ Land-based learning
  ▪ Etuaptmumk (Two-Eyed Seeing)
  ▪ Indigenous arts, ceremony, and traditional languages
• Programs and Instructional Practices
  ○ Integrate Indigenous perspectives, histories, and values into the curriculum using authentic resources created by Indigenous educators and communities.
  ○ Create or enhance programming that supports the cultural and academic needs of Indigenous students, such as:
  ▪ Language revitalization programs
  ▪ Mentorship and leadership opportunities
  ▪ Extracurricular activities that celebrate Indigenous cultures
  ○ Develop inclusive, trauma-informed practices that affirm and reflect Indigenous identities, histories, and cultures.
• Community and Cultural Connections
  ○ Enhance opportunities for Indigenous focused programming including:
  ▪ Land-based learning spaces
  ▪ Reconciliation projects
  ▪ Learning partnerships with Elders, knowledge keepers and cultural advisors
  ▪ Cultural celebrations and recognizing significant dates (i.e. Sept 30, May 5, and June 21)
	High

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of First Nations, Métis, and Inuit Student Success. We looked at the data from the SOS-Q Survey, Intellectual Engagement Survey, Math Intervention Programming Instrument, the Grade Literacy Assessment, the Cultural Perspectives Student Survey, and AECA Measures for First Nation, Metis and Inuit students.

This data told us that:

- **Well-being improved.** All SOS-Q respondents scored above the national norm on the five reported measures, including safety, resilience, self-confidence, and peer relationships.
- **Literacy was a strength, and numeracy improved.** All assessed First Nations, Métis, and Inuit students in Grades 4–6 met the reading comprehension standard. Numeracy results improved in Grades 5 and 6 and remained strong in Grade 4.
- **Learning felt more relevant, but deep engagement varied.** Relevance rose from 58% to 100%, and effort rose from 73% to 93%. Deep engagement remained uneven across subjects.
- **More students felt comfortable sharing their culture.** That measure rose from 20% to 86% among self-identified Indigenous respondents. Still, only 57% reported seeing culture reflected across subject areas, highlighting an opportunity for more consistent integration

    - Implement meaningful land acknowledgements during events and celebrations that:
        - Recognize and name the local First Peoples using traditional names
        - Acknowledge positionality and personal connection to the land
        - Include commitments to reconciliation and next steps
        - Integrate content beyond a scripted statement
- Policy and Anti-Racism
    - Implement district-wide policies and practices that address the unique needs of First Nations, Métis, and Inuit students, such as culturally relevant curricula and specialized programs.
    - Dismantle anti-Indigenous racism and stereotypes within the local context by promoting equity, inclusion, and representation in all aspects of school life.

Strategy 2: Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.

- Data-Driven Support
    - Continue to assess and analyze data to identify and address disparities in educational outcomes between self-identified First Nations, Métis, and Inuit students and their peers.
    - Develop and implement targeted academic interventions and wraparound supports (e.g., tutoring, counseling, culturally responsive academic strategies).
- Partnerships and Engagement
    - Work closely with First Nations, Métis, and Inuit communities to understand their needs and incorporate their input into school policies and practices.
    - Build partnerships with local Indigenous organizations for additional support and resources.
- School Culture and Belonging
    - Foster a sense of belonging through the intentional development of safe and welcoming school cultures.
    - Advance, share, and celebrate First Nations, Métis, and Inuit cultural knowledge and identity throughout the year—not only on recognized days such as September 30 and June 21.

High

Strategy 3: Support the implementation of Truth and Reconciliation Commission recommendations.

- Education and Awareness
    - Educate staff and students about the TRC recommendations and the history and contributions of First Nations, Métis, and Inuit peoples.
    - Promote and celebrate Indigenous cultures through school events, art, literature, and performances, fostering a more inclusive and respectful environment.
- Curriculum and Pedagogy

High

- Enhance and embed Indigenous perspectives and worldviews within all curricular subjects.
- Build educator capacity through targeted professional learning that deepens understanding and supports the implementation of TRC-related educational commitments



OUR STORY OF SUCCESS

TEACHING, LEARNING & LEADING

At École Percy Pegler, excellence in teaching, learning, and leading is grounded in a shared commitment to continuous growth and student success. We believe that when educators learn collaboratively, reflect purposefully, and respond to evidence, they create meaningful and inclusive learning experiences in which every student can flourish.

Our educators approach their work as lifelong learners. Through professional learning communities, mentorship, professional growth planning, and targeted professional development, staff deepen their knowledge, examine their practice, and build collective capacity. Learning connected to curriculum design, concept-based instruction, assessment, and differentiated teaching supports educators in designing responsive experiences that promote curiosity, thinking, engagement, and the transfer of learning.

Evidence of student learning plays an important role in guiding instructional decisions. Teachers use observations, conversations, student work, assessment results, and knowledge of individual learners to identify strengths and areas of need. Through collaborative inquiry, staff analyze this evidence, share effective practices, plan responsive next steps, and monitor the impact of instructional strategies and supports. This ongoing cycle of learning, implementation, reflection, and refinement helps ensure that professional learning translates into improved experiences and outcomes for students.

Collaboration extends across roles. Teachers, educational assistants, support staff, specialists, and school leaders contribute their expertise to build a coordinated and holistic approach to student learning and well-being. Regular communication and shared problem-solving strengthen consistency, support the continuum of supports, and help staff respond proactively to the diverse academic, social, emotional, and behavioural needs of learners.

Leadership is cultivated throughout our school. Staff members are encouraged to share their strengths, lead initiatives, mentor colleagues, contribute to school priorities, and participate in meaningful decision-making. School leaders foster trust, professional autonomy, and collective responsibility by creating opportunities for shared leadership and purposeful collaboration. This approach honours the expertise within our staff while building confidence and capacity across the school community.



86%

of staff indicate there is Clarity of Vision, Mission, and Values.
(FSD Professional Learning Survey)

100%

of staff indicate Professional Learning Communities have impact.
(FSD Professional Learning Survey)

88%

of staff indicate there is Professional Learning and Collaborative Culture.
(FSD Professional Learning Survey)

84%

of staff indicate there is a Professional Body of Knowledge.
(FSD Professional Learning Survey)

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

Student voice and agency also contribute to teaching and learning. By listening to students, providing opportunities for choice, and encouraging reflection and goal-setting, educators gain valuable insight into student experiences and needs. These perspectives help shape learning environments that are relevant, responsive, and empowering.

At École Percy Pegler, teaching, learning, and leading are interconnected. When educators work with curiosity, compassion, and intention, they model the growth mindset, perseverance, and reflective practice they seek to inspire in students. Together, we continue to strengthen a culture of collective efficacy in which adults and students learn from one another, embrace new possibilities, and contribute with confidence and purpose.

RESULTS ANALYSIS FOR TEACHING AND LEADING

FSD Professional Learning Survey: 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	In-service jurisdiction needs Provincial Measure	
					School	Prov
2025-2026	**86%**	**88%**	**100%**	**84%**	77.3%	81.0%
Evaluation	**Very High**	**Very High**	**Very High**	**High**	Low	Maintained

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

TEACHING, LEARNING, AND LEADING	EVALUATION

Strategy 1: Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.
• Engage in Professional Learning Communities (PLCs) where teachers regularly meet to:
  ○ Discuss pedagogy
  ○ Share instructional strategies
  ○ Analyze student data and plan responsive instruction
• Facilitate ongoing professional development and collaboration among staff to:
  ○ Share best practices
  ○ Learn from each other
  ○ Build personal and collective capacity
• Promote collaboration across roles—teachers, counselors, support staff—to ensure a holistic approach to supporting student success.
• Provide professional learning to enhance the implementation of curriculum, including:
  ○ New curriculum content
  ○ Instructional strategies
  ○ Assessment practices
• Support teachers in growing their professional practice to respond to the diverse learning needs of students and deepen understanding of effective pedagogy and curriculum.
	High

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of Teaching, Learning, and Leading. We looked at the data from the AECA and our FSD Professional Learning Survey.

This data told us that:

- **Professional Learning Communities were a strength.** All respondents to the FSD Professional Learning Survey reported that PLCs had an impact, and 88% rated the professional learning and collaborative culture positively.
- **Better aligning professional learning with staff needs is an area for growth.** Our next step is to use staff feedback to target professional learning while building on strong PLC collaboration

Strategy 2: Develop and demonstrate a professional body of knowledge and provide instructional leadership.

- Support teacher engagement in ongoing professional learning aligned with system priorities, including:
  - New K–6 curriculum implementation
  - K–6 Social Studies curriculum
  - Social-emotional learning (e.g., RULER)
- Provide professional learning and resources to integrate Indigenous perspectives and histories across all subject areas.
- Offer training to enhance cultural competence and strengthen staff capacity to teach in ways that reflect diverse student experiences.
- Build relationships with Indigenous communities by:
  - Involving Elders and knowledge keepers in school activities
  - Creating opportunities for cultural celebration and recognition
  - Strengthening community-based partnerships to support instruction

High

Strategy 3: Enhance inclusive learning environments where high-quality teaching, learning, and leading occur.

- Analyze achievement and engagement data to:
  - Identify opportunity gaps
  - Inform targeted supports, interventions, and programs
- Provide ongoing professional development focused on:
  - Differentiated instruction
  - Inclusive and culturally responsive teaching
  - Intervention strategies for addressing behavioral and academic challenges
- Promote student success in inclusive, safe, caring, and welcoming learning environments by:
  - Using a continuum of supports tailored to student needs
  - Employing positive behavior supports, restorative practices, and trauma-informed approaches
- Engage families and communities as partners in learning and empower students to participate actively in shaping their educational experience.
- Ensure that teachers and leaders continue to develop foundational knowledge and understanding of First Nations, Métis, and Inuit, in alignment with inclusive practices and Truth and Reconciliation.

High

Foothills SCHOOL DIVISION