



2024 – 2025 École Percy Pegler School ANNUAL EDUCATION RESULTS

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REPORT

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ANNUAL EDUCATION RESULTS REPORT 2024-2025

Welcome to our Annual Education Results Report (AERR) for 2024-2025. 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.

School Education Plan - Year 1

LAND ACKNOWLEDGEMENT

As Panthers, we gather today on the traditional land of the Blackfoot people, including the Siksika, Piikani, and Kainai Nations, as well as the Tsuut'ina Nation and the Îvârhe Nakoda First Nations. We also acknowledge the Otipemisiwak Métis Government of Alberta and the families who have lived along these foothills for generations.



Here in Okotoks, beside the Sheep River and under the wide prairie sky, we are learning, playing, and growing on land that has carried stories, knowledge, and footsteps long before our school existed.

As an elementary community, we honour the spirit, life, and lessons this land teaches us every day—lessons of respect, courage, kindness, and connection. We learn from the past so we can grow into Panthers who lead with purpose, pride, and possibility.

We are grateful to be Panthers on this land.



PURPOSE

Education at the centre of a flourishing community.



Engagement, Support, and Success for each learner.



VISION



MISSION

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



PRIORITIES

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

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

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

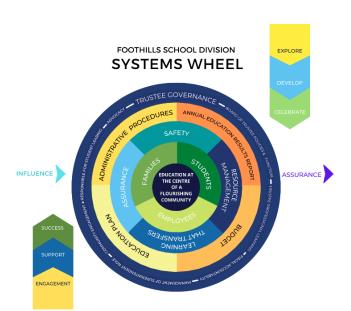
Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All



SYSTEM THINKING, ASSURANCE AND ACCOUNTABILITY

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.



Our journey begins with systems thinking, which drives our actions. We explore new strategies and perspectives to create positive change. This helps us understand complexity, embrace change, and thrive in new situations. Innovation requires us to be curious, learn continuously, and improve. We aim to make positive changes by enhancing educational excellence.

Systems thinking is key to how we view the world, recognizing interrelationships, cycles, connections, and patterns over time. This approach has helped us build a shared vision, address opportunities, focus on team learning, understand our strengths, and strive for continuous growth. It has led us to place education at the centre of a flourishing community, influencing our actions, strategies, structures, and systems. We are a very strong school division integrated within the community, making decisions with engagement, support, and success for all.

This approach helps us see patterns and connections, align our actions, and advance our goals. Our Foothills School Division Systems Wheel illustrates the interconnected pieces of our system. External factors like provincial funding, the Education Act, and

community voices, as well as internal influences like governance, procedures, and budgets, shape our system. Our outputs, such as the AERR, Capital Plan, and successful students, tell our story of interconnectedness.

Our approach to systems thinking and interconnectedness directly contributes to our flourishing learning community. This holistic approach allows us to build a shared vision and embrace opportunities together, fostering learning and continuous growth. By placing education at the heart of our community, we promote that our actions, strategies, and structures are aligned with our goal of creating a thriving educational environment.

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division's Education Plan and Annual Education Results Report (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD AP 100: Education Plan and Annual Education Results Report and AP 101: Annual Education Results Report. Our five-year fixed education plan is aligned with Alberta Education's Business Plan 2024-2027 and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in AP 118: Annual Assurance Actions and AP 102: School Annual Education Plan Results Report. Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

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.



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

| ALBERTA EDUCATION OUTCOMES | FOOTHILLS SCHOOL DIVISION GOALS | ASSURANCE DOMAINS |
|--|--|--|
| Education Ministry Business Plan 2024-27 | Foothills School Division Education Plan 2024-29 | Alberta Education Funding Manual 2024-25 |
| Alberta's students are successful | Learning that transfersNumeracy and literacyWellness and wellbeingContinuum of supports | Student growth & achievementLearning support |
| First Nations, Métis, and Inuit students in Alberta are successful | First Nations, Métis, and Inuit student success | Student growth & achievementLearning 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 & achievementTeaching and leadingLocal and societal context |
| Alberta's K-12 education system and workforce are well-managed | Stakeholder engagement and communicationsContinuous improvement and assurance | Local and societal contextGovernance |



OUR GOALS & ASSURANCE MEASURES

| ENGAGEMENT | SUPPORT | SUCCESS |
|----------------------------|-------------------|--------------------------------|
| Local and Societal Context | Learning Supports | Student Growth and Achievement |

Goal

 Advance Stakeholder Engagement and Communications

Assurance Measure

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

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.

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.

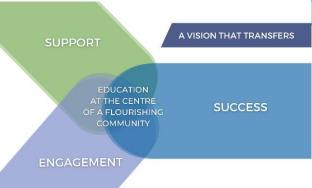
Governance

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.



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).













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 460 students and 42 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

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

- **Strengthened Communication and Collaboration:** Ongoing, meaningful engagement opportunities with parents, students, staff, trustees, and community partners through newsletters, Student Matters meetings, and school council.
- Inclusive Decision-Making: Stakeholders actively involved in shaping school priorities, policies, and student supports.
- **Celebrating Community:** Recognition of contributions through newsletters, assemblies, and social media; events such as fairs, open houses, and student-led initiatives (e.g., Panther News Network).
- Student Voice: Student Matters team provides input on wellness, connection, and school improvement.
- Feedback Loops: Surveys and reflection sessions inform decisions and showcase impact.
- Collaborative Professional Culture: Staff participate in PLCs and mentorship opportunities focused on continuous improvement and shared leadership.

Support

- **Whole-Child Focus:** Student well-being guided by the Circle of Courage values—Belonging, Independence, Mastery, and Generosity.
- Safe and Caring Environment: Inclusive practices and peer mentorship foster belonging and respect.
- **Continuum of Supports:** Social-emotional learning, mental health access, regulation spaces, and academic supports tailored to student profiles.
- Staff Wellness and Collaboration: Emphasis on professional agency, staff belonging, and acts of generosity among colleagues.
- **Community Partnerships:** Collaboration with families, FSL counselor, and local organizations to extend support beyond the classroom.
- **Data-Informed Practices:** Regular assessment, monitoring, and refinement of supports for social-emotional and academic growth.
- **Student Leadership and Agency:** Opportunities for students to lead initiatives, promote kindness, and support peers through programs like Snow Angels and bake sales.

Success

- Innovation and Design: Hands-on, real-world learning through entrepreneurial fairs, STEM challenges, and maker spaces.
- Career Education: Partnerships with community experts to connect learning to future pathways.
- **Deep Learning and Transfer:** Concept-based, interdisciplinary projects fostering critical thinking and real-world application.
- **Literacy and Numeracy Excellence:** Use of high-yield practices, consistent assessment cycles, and targeted interventions across English and French programs.
- Cultural Responsiveness: Integration of First Nations, Métis, and Inuit perspectives across curriculum and school events.
- Professional Learning: Ongoing development through Project Zero, collaborative inquiry, and instructional coaching.
- **Student Achievement:** Continuous growth on local and provincial assessments, DELF, and assurance measures reflecting engagement, citizenship, and lifelong learning.



EDUCATION ASSURANCE MEASURES REPORT SUMMARY

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

| Assurance Measures Overall | Student Learning Engagement | Citizenship | Education Quality | Safe, Caring & Welcoming | Access to Supports | Parental Involvement | School Improvement |
|----------------------------|-----------------------------------|---------------------------|----------------------|-----------------------------|-----------------------|-------------------------|-----------------------|
| 2021-2022 (School) | 87.5% | 93.8% | 93.5% | 96.8% | 79.9% | 79.6% | 80.1 |
| 2021-2022 (Prov) | 85.1 | 81.4 | 89 | 86.1 | 81.6 | 78.8 | 74.2 |
| 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% | 76.6 |
| Evaluation (Achievement) | Very Low | Intermediate | Very High | Low | Very Low | Very High | Low |
| Evaluation (Improvement) | Declined | Declined Significantly | Maintained | Declined | Maintained | Improved | Declined |

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 |
|--------------------|-----------------------------------|-------------|----------------------|-----------------------------|-----------------------|-------------------------|-----------------------|
| 2021-2022 | 96 | 94 | 97 | 91 | 82 | 79 | 56 |
| 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% |
| Evaluation | Very High | Very High | Very High | Very High | High | High | High |

OUR STORY OF ENGAGEMENT

At École Percy Pegler, engagement is at the heart of everything we do. We believe that meaningful communication and collaboration with our students, staff, families, and community partners create the foundation for a thriving learning environment. Through ongoing opportunities such as School Council, weekly newsletters, and our Student Matters team, we invite all voices to contribute to shaping our shared

Our approach to communication is collaborative and transparent. Regular meetings, open feedback systems, and digital communication tools ensure that information flows both ways—informing, consulting, and empowering all partners in education. We value inclusive decision-making and create spaces where teachers, parents, and students can work together on school priorities, student supports, and community

We take pride in celebrating our flourishing community by recognizing and sharing the positive impact of these partnerships. Success stories are showcased through newsletters, assemblies, and social media, while events like open houses and fairs bring our community together to celebrate student growth and achievement. Visual displays and student-led initiatives, such as Panther News Network, capture our collective progress and pride.

Our engagement story is also one of continuous improvement. Decisions are informed by evidence, collaboration, and reflection. Staff work together in professional learning communities to analyze student data, share effective practices, and respond to emerging needs. Feedback loops connect all stakeholders—students, staff, and families—ensuring that our actions lead to meaningful change.

Through professional learning, mentorship, and shared leadership, we continue to build capacity for growth and innovation. Every member of our community—students, staff, and partners alike—plays an essential role in shaping the dynamic, inclusive, and forward-looking culture that defines École Percy Pegler.

Engagement Opportunities & Resources

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



91%

of parents indicate the **Student Learning** Engagement is positive.

(FSD Assurance Survey)

92%

of parents positively indicate that our school is Safe, Caring, and Welcoming.

(FSD Assurance Survey)

94.7%

of stakeholders indicate the Quality of Education is positive.

(Alberta Education Assurance Survey)

87%

of stakeholders indicate Parent Involvement is positive.

(Alberta Education Assurance Survey)

| | MFI | |
|--|-----|--|
| | | |
| | | |

| GOALS | OUTCOMES | INDICATORS | MEASURES |
|---|---|--|---|
| Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner. | Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement: What stakeholders were involved? How they were engaged? How their input informed local priorities? School boards actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding. | Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement. Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. | Parent Involvement (AEAM): Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. School Improvement (AEAM): Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. |

Advance evidence-based continuous improvement and assurance

Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.

- Establish a system of accountability practices which include guiding principles for assurance at a division and school level.
- Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement.
- Sustained culture of continuous improvement and collective responsibility.
- A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity.
- Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
- Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.
- Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
- Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.
- Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance.

- Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement (explore, develop, take action, and evaluate).
- The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.
- FSD provides accountability to the Department of Education that we are fulfilling our responsibilities of providing education programs for K-12 students.
- FSD provides assurance to local stakeholders and the public that we are fulfilling our responsibilities and that students are successful.
- AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.
- Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and excellence.

Stakeholder Engagement:
 Increase/maintain participation
 of stakeholders to inform
 decisions

FSD Assurance Survey:

Increase/maintain percentage of parents satisfied with Assurance Measures.

RESULTS ANALYSIS FOR ENGAGEMENT

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

| Provincial Performance Measure | Education Quality | Parental Involvement | School Improvement |
|--------------------------------|-------------------|----------------------|--------------------|
| 2024-2025 (School) | 94.7% | 87% | 65.3% |
| 2024-2025 (Prov) | 87.7% | 80% | 76.6% |
| Evaluation (Achievement) | Very High | Very High | Low |
| Evaluation (Improvement) | Maintained | Improved | Declined |

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 |
|--------------------|-------------------|----------------------|--------------------|
| 2024-2025 | 88% | 74% | 78% |
| Evaluation | Very High | High | High |

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

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

| STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS | EVALUATION |
|--|------------|
| Strategy 1: 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. Continue our work with our School Council, weekly newsletters to families to improve and formalize the feedback loop with our Students' Matters team through monthly meetings. | High |
| Strategy 2: Provide a continuous feedback loop to inform, consult, and empower partners in education. Routine team meetings where teachers, support staff, and administration can openly discuss student progress, challenges, and strategies. Involving all stakeholders—teachers, students, parents, and community partners—in discussions about school policies, and student support initiatives. Utilizing digital platforms like email, shared documents, or school communication apps to provide updates, share resources, and solicit feedback from the school community. Implementing formal feedback mechanisms, such as surveys, suggestion boxes, or focus groups, to gather input from students, parents, and staff on school programs and practices. Encouraging collaboration by forming committees or working groups that focus on specific areas like student well-being, curriculum enhancement, or extracurricular activities. Acknowledging and celebrating the contributions of all partners, whether through recognition events, newsletters, or informal shout-outs. | High |
| Strategy 3: Provide assurance that engagements with partners in education are contributing to positive change in our learning community. Regularly highlight and share success stories from students, teachers, and community partners that demonstrate positive impacts on the learning environment. This will be done through mediums like school newsletters, social media, or bulletin boards showcasing student achievements, innovative projects, and successful collaborations. Organize events such as assemblies, fairs, or open houses where students, families, and community members can come together to celebrate milestones and achievements. These events may include performances, project exhibitions, and recognition ceremonies that reflect the collective efforts of the school community. | High |

- Create visual displays around the school, such as photo collages, murals, or progress charts, that illustrate the growth and positive changes within the school community. This may include beforeand-after comparisons, timelines of initiatives, or student artwork that reflects their learning journey.
- Hold regular reflection sessions where students, staff, and community members can discuss the impact of their efforts and share their experiences. These sessions will be a space to express gratitude, acknowledge challenges overcome, and collectively plan future goals.
- Publicly thank and recognize the contributions of parents, local businesses, and other community partners who have played a role in the school's success. This may be done through letters, plaques, or features in school communications, ensuring that their efforts are appreciated and visible to all.
- Empower students to take the lead in organizing and running events that celebrate their learning community. This may involve students planning assemblies, leading school tours, or creating videos (PNN) that capture the positive changes they see in their school.
- Provide ongoing updates to the school community that clearly demonstrate how partnerships and engagements are leading to tangible improvements. This may be in the form of reports, newsletters, or presentations that outline specific achievements and future goals.

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 and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in Foothills School Division. The data told us that

- 92% of parents rate Percy Pegler as a safe and caring school.
- 78% of parents rate School Improvement positively
- 94.7% of parents rate Education Quality as very high, and 87% rate Parental Involvement as very high. Both of which are higher than the provincial averages.
- 84% of parents report their child has access to supports and services when needed.

| CONTINUOUS IMPROVEMENT AND ASSURANCE | EVALUATION |
|--|--------------|
| Strategy 1: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps. • Regularly schedule meetings where staff analyze student performance data, behavioral trends, and other relevant metrics. These meetings focus on interpreting the data to make informed decisions about instructional strategies, interventions, and resource allocation. • Implement continuous assessment practices, such as formative assessments, student surveys, and observation records, to gather real-time data on student learning and well-being. This ongoing evidence collection helps identify areas needing attention and informs adjustments to teaching practices or support services. • Encourage the use of multiple data sources—such as common provincial assessments, classroom assessments, and student feedback—to provide a comprehensive view of student progress and school effectiveness. • Foster a culture of collaboration where teachers and staff work together to analyze and interpret data. This could involve professional learning communities (PLCs) where educators share insights, discuss trends, and plan collective responses to the evidence. • Develop action plans that are directly informed by the evidence collected. These plans should be dynamic, allowing for adjustments based on ongoing data. For example, if assessments done early in the year, reveal gaps in certain areas, the plan can be modified to address those needs promptly. • PLC Connection and Student Agency Notebook • Establish feedback loops where data is not only collected and analyzed but also shared with all stakeholders, including students, parents, and community partners. • Offer targeted professional development opportunities that equip staff with the skills to effectively gather, analyze, and use evidence. • Continuously monitor the impact of decisions and interventions through regular check-ins and reflections. • Engage students in the process by involving them in discussions | Intermediate |
| Strategy 2: 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. • Establish multiple communication channels, such as emails, newsletters, social media groups, and face-to-face meetings, to | High |

- ensure all education partners—students, parents, teachers, and community members—are kept informed and can easily contribute their perspectives.
- Offer various ways for education partners to get involved, ranging from formal committees to informal feedback sessions, ensuring that everyone has a chance to contribute according to their availability and interest.
- Adapt engagement strategies to meet the specific needs of the participants
- Continuously seek feedback from all participants on the effectiveness of the engagement processes. Use this feedback to adjust, ensuring that engagement remains meaningful and relevant.
- Recognize and celebrate the efforts and successes that result from effective engagement.

Strategy 3: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

- Offer ongoing, targeted professional development that equips staff with the skills and knowledge needed for continuous improvement.
- Professional learning communities (PLCs) where teachers, administrators, and support staff regularly meet to share best practices, discuss challenges, and learn from each other-fostering a culture of collaborative problem-solving and collective growth, driving capacity building.
- Implement mentorship and coaching programs where experienced staff guide and support less experienced colleagues.
- Regular reflection sessions where staff can analyze their practices, discuss outcomes, and receive feedback: reviewing lesson plans, student work, 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 the process of school improvement initiatives (Student Matters).
- Recognize and celebrate the progress and achievements made through capacity-building efforts. This may include showcasing successful projects, highlighting individual or team accomplishments in staff meetings, or organizing events that celebrate collective growth and improvement.
- Focus on developing leadership capacity at all levels, providing opportunities for teachers and staff to take on leadership roles in various initiatives.





OUR STORY OF SUPPORT

At École Percy Pegler, we are deeply committed to nurturing the whole child through a culture of belonging, independence, mastery, and generosity. These quiding principles shape our approach to creating a safe, caring, and inclusive environment where every student and staff member feels valued and supported.

We recognize that student success is built upon well-being. Our school fosters belonging through inclusive classrooms, peer mentorship, and opportunities for students to connect with caring adults and one another. Students are encouraged to develop independence by taking ownership of their learning and leadership roles within our community, while mastery is celebrated through the development of skills, perseverance, and a growth mindset. Acts of generosity—whether through service projects like Snow Angels or classroom initiatives—reflect our collective spirit of kindness and community care.

Support extends to our staff as well. We intentionally cultivate a professional culture where teachers and support staff experience belonging, autonomy, and purpose. empowered to innovate, share expertise, and uplift one another.

Our continuum of supports ensures that every learner's social, emotional, physical, and academic needs are met. Regular assessments, team collaboration, and access to mental health and wellness resources allow us to respond proactively to student needs. Parents and community partners play an essential role in this process, joining us in a shared mission to help each child flourish.

At École Percy Pegler, support is not a program—it is a shared commitment. Together, we create a school where every Panther feels safe, seen, and capable of reaching their fullest potential.

Support Opportunities & Resources

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



94.7%

of parents indicate the **Education Quality is Very** High.

(Alberta Education Assurance Survey)

87%

of parents indicate Parent Involvement is Verv High.

(Alberta Education Assurance Survey)

92%

of parents indicate that École Percy Pegler School is Very High in Safe and Caring.

(FSD Assurance Survey)

92%

of students indicate that École Percy Pegler School is Very High in Safe and Caring.

(FSD SOS-Q Survey)

CREATE WELCOMING, SAFE, CARING, INCLUSIVE AND RESPECTFUL ENVIRONMENTS THAT ARE TRAUMA INFORMED AND RESPONSIVE TO THE NEEDS OF STUDENTS AND SUPPORT

| GOALS | OUTCOMES | INDICATORS | MEASURES |
|---|--|---|---|
| Advance wellness and well-being Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being. | All stakeholders contribute to a welcoming, caring, respectful and safe school environment. Wrap around services and supports enhance healthy school environments for student wellbeing and staff wellness. Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience. Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments. | Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement. Measures indicate that students and staff respect one another and take responsibility for their own actions. Measures indicate that students and staff have choice and strive for excellence within a healthy school environment. Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment. | Safe & Caring (AEAM): Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. Program Access (AEAM): Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. Students at Risk (AEAM): Increase/maintain the percentage of |
| Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context. | A robust continuum of supports ensures student success. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Learners demonstrate understanding and respect for the uniqueness of all learners. Learning environments are welcoming, caring, respectful and safe. Structures and systems support learning and meet the needs of students, families, staff, and communities. Learners access continuum of supports. Wrap around services and supports enhance conditions required for optimal learning. Education partners fulfil their respective roles for a shared understanding of an inclusive education system. All stakeholders work collaboratively to support student learning. | Measures indicate that each learner has access to programs, services, and strategies within the continuum of supports that are consistent with the principles of inclusive learning. Continuum of Supports is visible and accessible. Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe. | Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. • SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. |

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

| Provincial Performance Measures | Safe and Caring | Access to Supports and Services (students 'at risk') |
|---------------------------------|-----------------|--|
| 2024-2025 (School) | 84% | 70.1% |
| 2024-2025 (Prov) | 87.3% | 80.1% |
| Evaluation (Achievement) | Intermediate | Very Low |
| Evaluation (Improvement) | Declined | 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') | | |
|---------------------------------|-----------------|--|--|--|
| 2024-2025 | 92% | 76% | | |
| Evaluation | Very High | High | | |

FSD SOS-Q Survey (Student) (Student Orientation to School Questionnaire): This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

| above national norm | | | | | | | | |
|---------------------|---------------|----------------|---------|------|-----------|--|--|--|
| | Safe & Caring | Peer Relations | | | | | | |
| 2024-2025 | 92% | 73% | 77% 82% | | 86% | | | |
| Evaluation | Very High | High | High | 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

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

| WELLNE | SS AND WELL-BEING | EVALUATION |
|--------------------------|---|------------|
| | Continue to promote healthy school cultures through | |
| student we and Genero | ell-being using the lens of Belonging, Independence, Mastery osity. | |
| Belong | ging: | |
| 0 | Create an environment where every student feels welcomed, accepted, and valued. This includes celebrating diverse cultures, backgrounds, and abilities through assemblies, classroom activities, and school events. Establish peer mentorship programs where older students support and guide younger ones, fostering a sense of community and connection. Develop safe spaces, such as student clubs or regulation space, where students can connect, share their experiences, | |
| | and feel supported by their peers and staff. | |
| • Indepe | endence: | |
| 0 | Encourage students to take ownership of their learning and school experience by supporting student-led initiatives, clubs, or projects. | |
| 0 | Implement personalized learning plans that allow students to set their own goals, choose projects that interest them, and pursue learning paths that align with their passions and strengths. | High |
| 0 | Provide students with opportunities to develop leadership skills, such as serving on Student Matters, participating in decision-making processes, or leading class discussions. | |
| Master | ry: | |
| 0 | Cultivate a growth mindset by emphasizing effort and resilience. Celebrate students' improvements and learning milestones, no matter how small. | |
| 0 | Offer workshops and extracurricular activities that help students build specific skills, whether academic, artistic, or athletic. These may include coding clubs, art classes, or sports teams that challenge students to develop and refine their abilities. | |
| 0 | Provide ongoing, constructive feedback that helps students understand their strengths and areas for growth. Use assessments as a tool for learning rather than just | |

evaluation, encouraging students to see challenges as opportunities for mastery.

Generosity:

- Integrate community service into the school curriculum, allowing students to contribute to their communities through volunteering, fundraising, or service-learning projects.
 - Snow Angels, bake sales, etc.
- Publicly recognize and celebrate acts of kindness, generosity, and service within the school community.

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

Belonging:

- Foster a school culture where all staff feel valued, respected, and included. This may be achieved by celebrating diverse backgrounds, experiences, and contributions through staff appreciation events, cultural celebrations, and inclusive practices.
- Create opportunities for staff to connect and collaborate in both formal and informal settings. This may include regular team-building activities, social gatherings, and designated spaces for staff to relax and interact during breaks.
- Establish open lines of communication where staff can freely express concerns, share ideas, and provide feedback.
 Regular check-ins with administration and peer support groups can help ensure that everyone feels heard and supported.

Independence:

- Encourage staff to take ownership of their professional development and classroom practices by allowing them the freedom to innovate and experiment with new teaching methods, curricula, and classroom management strategies.
- Support staff in creating individualized professional growth plans that align with their career goals and interests.

Masterv:

- Offer ongoing professional development opportunities that allow staff to build and refine their skills. This may involve workshops, seminars, peer observation, or participation in professional learning communities (PLCs) that focus on specific areas of interest or expertise.
- Implement mentorship and peer coaching programs where experienced staff can support their colleagues in mastering new skills, navigating challenges, and achieving their professional goals.
- o Regularly recognize and celebrate the expertise and achievements of staff members. This could be done through

Intermediate

awards, shout-outs in meetings, or featuring their successes in school communications.

Generosity:

- Encourage a culture where staff willingly share resources, ideas, and strategies with one another. This may be facilitated through resource-sharing platforms, collaborative projects, or informal knowledge-sharing sessions.
- Promote and recognize acts of kindness, support, and generosity among staff members. This may involve setting up a "thank you" board, organizing appreciation days, or creating a staff recognition program that highlights individuals who go above and beyond to help others.
- Encourage staff to engage in community service or school-wide initiatives that benefit others, such as volunteering, mentoring students, or participating in charity events. These activities foster a sense of purpose and connection to the broader community.

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.

- Data-Informed Support Systems:
 - 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.
 - Personalized Learning Plans: Develop and continually update inclusive learning plans (ILPs) for students.
- Holistic Support Programs:
 - Social-Emotional Learning (SEL) Programs: Expand SEL programs that teach students critical skills like emotional regulation, empathy, resilience, and interpersonal skills.
 These programs can be integrated into the curriculum and supported through school-wide initiatives.
 - Incorporate programs that promote physical well-being, such as daily physical activities, nutrition education, and access to school health services. Encourage participation in sports, outdoor activities, and other forms of physical exercise.
 - Provide access to mental health resources, including school counselors, psychologists, and social workers, to support students' emotional and psychological well-being.
- Collaborative Support Teams:
 - Enhance student support teams that include teachers, counselors, learning coach, administrators, and other relevant staff.

Intermediat

- Engage parents and community partners in the support process. Regularly communicate with families about their children's progress and involve them in developing and refining support strategies.
- Monitoring and Refinement:
 - 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.
 - o Encourage feedback from students, staff, and parents about the effectiveness of the supports in place. Use this feedback to refine and improve the continuum of supports, ensuring that it evolves to meet the changing needs of the student population.
- Inclusive and Safe Learning Environments:
 - Ensure that classroom environments are inclusive and accessible to all students. This includes making physical accommodations, adapting materials for diverse learners, and fostering a culture of acceptance and respect.
 - Continue to build a school climate that prioritizes safety, well-being, and respect for all students.

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

- Ongoing Communication:
 - 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, student progress, and upcoming events.
 - Create opportunities for open dialogue through town halls and parent-teacher conferences, where stakeholders can share their perspectives, ask questions, and provide input.
- Shared Vision and Goals:
 - Develop and communicate a shared vision and set of goals for student success that all stakeholders can rally around.
 Ensure that these goals are clearly defined, measurable, and aligned with the school's mission and values.
 - Regularly revisit and adjust goals based on stakeholder feedback and student outcomes, ensuring that the school's efforts are responsive to the evolving needs of the community.
- Community Partnerships:
 - Partner with local businesses, non-profits, and other community organizations to enhance educational opportunities, provide resources, and support student learning. Examples include after-school programs, internships, or guest speakers.
 - Leverage community resources to address gaps in student support, such as mental health services, tutoring, or extracurricular activities.

High

- Parent and Family Engagement:
 - We share workshops and resources to help parents and families support their children's learning at home.
 - Organize family-centered events that encourage participation and strengthen the home-school connection, such as family fun nights, cultural celebrations, or academic showcases.
- Student Voice and Agency:
 - Create platforms for students to express their opinions, lead initiatives, and participate in decision-making processes.
 Student councils, focus groups, or peer mentoring programs can empower students to take an active role in their education.
 - Regularly gather and act on student feedback through surveys and discussions, ensuring that their voices are heard and valued in shaping school policies and practices.
- Continuous Improvement:
 - Implement a continuous improvement cycle where the effectiveness of collaborative efforts is regularly evaluated, and adjustments are made based on data, feedback, and changing needs.
 - Use data from assessments, surveys, and other sources to inform decision-making and ensure that the collaboration is effectively supporting student success.

OUTCOMES TO CONSIDER

Welcoming, Caring, Respectful and Safe earning Environments Students at your child's school care about each other

Students at your child's school respect each other

Students treat each other well at your child's school

Teachers care about your child

Your child is safe at school

Your child is safe on the way to and from school

Your child is treated fairly by adults at school at school

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(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:

- 84% of students and 92% of parents rate the school as safe and caring
- 86% of students indicate very high levels of positive peer relationships among students according to the survey data.
- Percy Pegler students report being above the national norm in the following areas: Safe and Caring, External Resilience, Self Confidence, Internal Resilience, and Peer Relations

OUR STORY OF SUCCESS: Innovation and Design Learning that Transfers

At École Percy Pegler, innovation and deep learning go hand in hand. We believe students learn best when they are engaged in meaningful, hands-on experiences that connect their classroom learning to the real world. Through entrepreneurial fairs, STEM challenges, and our maker space, students explore authentic problems, design creative solutions, and develop the confidence to take risks as innovators.

Teachers design learning experiences that promote reflection, inquiry, and transfer of knowledge across disciplines. Concept-based instruction encourages students to explore big ideas that link subjects and contexts—helping them see how what they learn in math, science, and the arts connects to their daily lives and future aspirations. Our Explore nature-based learning program, for example, extends this mindset beyond classroom walls, inspiring curiosity and stewardship through authentic, place-based inquiry.

Assessment at École Percy Pegler is a tool for growth. Students set goals, self-assess, and reflect on their progress, while teachers use ongoing evidence and data-informed dialogue to refine instruction and support individual needs. Within collaborative professional learning communities (PLCs), educators share strategies, analyze results, and plan next steps to ensure that learning is deep, transferable, and connected.

Through innovative teaching and authentic learning opportunities, our students are building the essential skills of creativity, critical thinking, and collaboration—preparing them to lead with curiosity, confidence, and purpose.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers



100%

of parents indicate Work Preparation is Excellent.

(Alberta Education Assurance Survey)

92.9%

of parents indicate that Life-Long is Very High.

(Alberta Education Assurance Survey)

91%

of parents indicate that Student Learning Engagement is Very High.

(FSD Assurance Survey)

92%

of parents indicate that Citizenship is Very High.

(FSD Assurance Survey)

STUDENT GROWTH AND ACHIEVEMENT INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

| GOALS | OUTCOMES | INDICATORS | MEASURES | | |
|--|---|--|--|--|--|
| Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future. | Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy. Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce. Provide career education programming that enables students to explore and experience various occupations. Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries. Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce. Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. Student experiences are designed for deep and transferrable learning. Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures. Learners demonstrate the competencies to prepare them for their future. Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. | Measures indicate learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. FSD collaborates with community, industry, and education partners to support student success. Learners demonstrate transfer of learning through a variety of off campus and learning opportunities including Work Experience, Registered Apprenticeship Program, Green Certificate, Skilled Trades opportunities and Post-Secondary Dual Credit partnerships. Measures indicate that learners are intellectually engaged in their learning. | Student Learning Engagement (AEAM): Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school. Program of Studies (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. Work Preparation (AEAM): Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. Citizenship (AEAM): Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | | |

Advance learning for transfer

 Designing for and advancing learning for transfer where students engage with complex problems and have the opportunity to apply knowledge, skills and understandings in authentic situations and contexts over time.

- Learners will be able to explore and develop their skills and passions and achieve their highest potential through the curriculum.
- Learners form conceptual understandings.
- Learners are agents of their learning.
- Learners are allowed to live with complex problems over time.
- Learners will have high quality learning experiences.
- Students will be well prepared for their future while remaining current and relevant in the local and global contexts.
- Learners apply knowledge, understanding and skills in authentic contexts and situations.
- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
- Students demonstrate understanding and respect for the uniqueness of all learners.
- Students demonstrate the combination of knowledge, skills and attitudes of learner competencies to learn, live and work as they face new challenges and develop solutions to the problems of today, while imagining and creating a new tomorrow.

- Principles of Deep and
 Transferable Learning are
 evident in classroom
 practice and positively
 impact student growth
 and achievement.
- Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.
- Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.
- Learners demonstrate transfer of learning.
- High quality learning opportunities and experiences.
- Measures indicate parents, teachers, and students see improved student learning engagement at school.
- Measures indicate that learners are intellectually engaged in subject area learning.
- Measures indicate that students demonstrate learning competencies and the knowledge, skills, and attitudes necessary for lifelong learning.

- Overall Quality of
 Education (AEAM):
 Increase/maintain
 percentage of teachers,
 parents and students
 satisfied with the overall
 quality of basic education.
- Lifelong Learning (AEAM):
 Increase/maintain
 percentage of teachers and
 parents satisfied that
 students demonstrate the
 knowledge, skills, and
 attitudes necessary for
 lifelong learning.
- Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM): Growth and Improvement shown in each area.
- FSD Assurance Survey: Increase/maintain percentage of parents satisfied with Assurance Measures.
- Engagement Survey:
 Increase/maintain
 percentage of students who
 chose to agree or strongly
 agree in 50% of questions in
 Grades 4-12 in the areas:
 High Expectations,
 Relevance, Rigor, Effort, Lose
 Track of Time (ELA, Math,
 Social Studies, Science,

CTF/CTS).

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

| Provincial Performance Measures Program of Studies | | Work Preparation | Citizenship | Quality of Education | Life-Long Learning | Student Learning Engagement |
|--|----------------------|------------------|------------------------|----------------------|--------------------|--------------------------------|
| 2024-2025 (School) | 96.4% | 100% | 75.3% | 94.7% | 92.9% | 80.1% |
| 2024-2025 (Prov) | 25 (Prov) 83% | | 79.8% | 87.7% | 80.8% | 83.9% |
| Evaluation (Achievement) | Very High | Very High | Intermediate | Very High | Very High | Very Low |
| Evaluation (Improvement) | Improved | Excellent | Declined Significantly | Maintained | Improved | Declined |

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 Citizens | | Citizenship | Quality of Education | Life-Long Learning | Student Learning Engagement |
|---------------------------------|--|------|-------------|----------------------|--------------------|--------------------------------|
| 2024-2025 90% | | 79% | 92% | 88% | 78% | 91% |
| Evaluation | Very High | High | Very High | Very High | High | Very High |

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.

| | | | | | | | g Agree or Strongly A e I am engaged in the | |
|---|-----------|--------------|------|------|------------|--------------|--|----------|
| Performance Measures High Expectations Relevance Rigor Effort Support | | | | | ELA/FLA/SS | Math/Science | CTS/CTF | |
| 2024-2025 | 87% | 65% | 73% | 81% | 72% | 42% | 70% | 43% |
| Evaluation | Very High | Intermediate | High | High | High | Very Low | High | Very Low |

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

| INNOVATION AND DESIGN | EVALUATION |
|---|------------|
| Strategy 1: Advance Career Education to provide students with real world experiences that prepare them for their future. Career Exploration Activities: Invite parents, community members, and professionals to visit classrooms and talk about their jobs. Hands-On Projects: Engage students in simple, age-appropriate business projects. Incorporate STEM (Science, Technology, Engineering, and Math) challenges where students solve real-world problems through design and experimentation. These projects encourage critical thinking and introduce students to careers in engineering, science, and technology. Community and Parent Engagement: Develop partnerships with local businesses that provide resources, guest speakers, or sponsorships for career education activities. Essential Life Skills: Emphasize activities that build essential skills like teamwork, communication, and problem-solving, which are essential for any career. Give students leadership roles within the classroom or in school-wide activities, helping them build confidence and responsibility | High |
| Strategy 2: Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps. • Local Community Partnerships: • Invite local professionals and community leaders to speak with students about their careers and daily work • Partner with community organizations for in-class projects or activities. • Hands-On Experiential Learning: • Implement project-based learning initiatives where students work on real-world problems or projects related to various fields of interest. • Mentorship and Career Exploration: • Develop mentorship programs where students are paired with professionals or older students in fields they are interested in. • Create after-school or extracurricular clubs focused on career exploration. | High |

- Community Projects:
 - o Host community events where students can showcase their work and projects related to their career interests.
- Real-World Problem Solving:
 - Incorporate real-world problems into the curriculum that require students to apply critical thinking and problem-solving skills.

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 and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, lifelong 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:

- Life-long learning is rated at 92.9%, significantly above the provincial result of 80.8%, placing the school in the "Very High" category with an overall rating of "Improved."
- Students are exceptionally well prepared for future learning, reflected in a 100% Work Preparation rating compared to the provincial 83.7%. This strong performance earns the school a "Very High" and "Excellent" overall rating.
- Based on the Alberta Education Assurance Survey, Percy Pegler ranked above the provincial average in the following areas: Program of Studies, Work Preparation, Quality of Education, and Life-Long Learning

| LEARNING THAT TRANSFERS | EVALUATION |
|--|------------|
| Strategy 1: Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning. • Curriculum Familiarity: • Teachers thoroughly understand and use the learning cycles in Curriculum Corner to support connection and student agency. • Teachers use their knowledge of curriculum and pedagogy to adapt lessons based on students' needs, ensuring that instruction is both challenging and accessible. • Incorporating Deep Learning: • Engage students in exploring fundamental concepts through essential questions, promoting a deep understanding of how these concepts apply across different contexts. • Develop projects that center around key concepts, allowing students to apply their understanding in practical and meaningful ways. • Engaging and Relevant Activities: • Create learning activities that connect to real-world scenarios, helping students see the relevance of their learning. • Plan interdisciplinary projects that integrate multiple subjects, such as a history and art project where students create historical dioramas. • Student-Centered Instruction: • Use teaching strategies that promote active learning, such as hands-on activities, discussions, and collaborative work. • Provide students with choices in how they demonstrate their learning, allowing them to take ownership of their projects and presentations. | High |
| Strategy 2: Utilize high impact assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning. Ongoing Feedback: Use regular, informal assessments. Incorporate self-assessment tools where students reflect on their own learning and set personal goals. Design assessments that require students to apply their knowledge to real-world scenarios. Use tasks that integrate multiple subjects. Utilise the detailed literacy and numeracy rubrics created by FSD. Involve students in developing or understanding rubrics so they know what is expected. Regularly analyze assessment data to identify trends and areas for improvement. | High |

- Use data to inform targeted interventions for students who need additional support.
- Include narrative comments that provide specific insights into student strengths, areas for growth, and next steps.
- Schedule regular parent-teacher conferences to discuss student progress and review assessment data.
- Design assessments that not only test knowledge but also measure students' understanding of key concepts and their ability to apply them in different contexts.
- Develop assessments that require students to use critical thinking and problem-solving skills.
- Ensure that assessments evaluate students' ability to transfer skills and knowledge to new situations.
- Design assessments that connect skills and knowledge across different subjects, helping students see the relevance of what they are learning in various contexts.



OUR STORY OF SUCCESS: LITERACY AND NUMERACY

Strong literacy and numeracy foundations are essential for student success. At École Percy Pegler, we advance these skills through evidence-based instruction, purposeful assessment, and responsive support. Teachers use high-yield strategies, such as explicit instruction, guided practice, and differentiation, to meet diverse learner needs across both English and French programs.

Regular analysis of assessment data informs classroom practices and interventions. Students set personal goals, receive clear feedback, and engage with real-world literacy and numeracy tasks that make learning relevant and empowering. Collaborative PLC work ensures that effective strategies are shared and consistent across grade levels.

By embedding literacy and numeracy into every area of learning, we build confidence, competence, and curiosity—ensuring that every Panther is prepared to read, reason, and problem-solve with purpose.

Evidence of Success & Resources

- **Principles of Practice for French Immersion**
- **Principles of Practice for Literacy**
- **Principles of Practice for Numeracy and Mathematics**



87% of students indicate they have Very High **Expectations.**

(FSD Intellectual Engagement Survey)

81% of students indicate that effort improves achievement.

(FSD Intellectual Engagement Survey)

STUDENT GROWTH AND ACHIEVEMENT LITERACY AND NUMERACY

| GOALS | OUTCOMES | INDICATORS | MEASURES |
|---|---|--|--|
| Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success. | Learners are literate and numerate. Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives. Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills. Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success. Balanced literacy and numeracy programming advances student growth and achievement. Learners have high quality learning experiences in literacy and numeracy. Learners apply knowledge, understanding and skills in authentic contexts and situations for deep and transferrable learning. | Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy. Learners demonstrate transfer of learning. High quality learning opportunities and experiences support literacy and numeracy. | Learning Outcomes (PAT & Diploma): Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science. Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams. Provincial Literacy and Numeracy Assessments: |

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

with Program Satisfaction 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

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

% Previous Results (4-Year Data Trends and Key Insights)

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

| Provincial Achievement Tests | English Lar | nguage Arts | Ма | ath | Social : | Studies | Scie | nce | French Lan | guage Arts |
|---------------------------------|-------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Achievement | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence |
| 2024-25 (School) | N/A | N/A | N/A | N/A | 50% | 3.8% | N/A | N/A | N/A | N/A |
| 2024-25 (Prov) | N/A | N/A | N/A | N/A | 64.1% | 18.5% | N/A | N/A | N/A | N/A |
| Evaluation (Achievement) | N/A | N/A | N/A | N/A | Very Low | Very Low | N/A | N/A | N/A | N/A |
| Evaluation (Improvement) | N/A | N/A | N/A | N/A | Maintained | Maintained | 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 at risk | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--|--------------|---------|---------|---------|
| 2024-2025 | | 3 | 6 | 14 |

| Provincial Numeracy Assessment: | | | | |
|--|--------------|---------|---------|---------|
| Kindergarten to Grade 3 (KTT) Students at risk | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
| 2024-2025 | | 19 | 7 | 10 |

| Common Literacy/Numeracy Assessments: Local Measures | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|--|--|
| Common Numeracy Assessment: Grade 4 – 9 EICS | 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 | | |
| 2024-2025 | 74% | 68% | 74% | N/A | N/A | N/A | | |
| Evaluation | High | Low | High | N/A | N/A | N/A | | |

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

| 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. Systematic Use of Assessments: Implement a consistent schedule for provincial and local assessments in English and French literacy and numeracy. Informing Teacher Practice: Regularly review and analyze assessment data to identify student needs and trends. Provide training on interpreting assessment data and applying it to instruction. Use PLC meetings for teachers to plan targeted interventions and strategies. School-Based Interventions: Develop and implement interventions based on assessment results, such as additional support programs for literacy or numeracy. Allocate resources strategically to address identified needs from assessment data. Supporting Student Growth and Achievement: Create individualized learning goals and plans based on assessment results. Provide constructive feedback to students and involve parents in understanding progress and strategies for support. Enhancing School-Wide Practices: Foster a school-wide culture that prioritizes and uses assessment data for decision-making. Regularly evaluate and refine assessment practices to enhance their effectiveness. | Intermediate |
| Strategy 2: Advance system-wide use of high-yield principles and practices within English and French literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement. | |
| Consistently use effective strategies like explicit instruction and differentiated teaching in both English and French literacy and numeracy. | Intermediate |

- Design lessons that integrate literacy and numeracy skills into other subjects, promoting skill transfer and application in various contexts.
- Provide regular training on high-yield practices and foster collaboration among teachers to share effective strategies.
- Use common literacy and numeracy assessments to track the effectiveness of strategies and adjust instruction as needed based on student progress.
- Set clear goals for skill development and create personalized learning plans to apply literacy and numeracy skills across subjects.
- Ensure high-yield principles are applied consistently across all grade levels and subjects, supported by school-wide initiatives.



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:

- 3 Grade 1 students were identified as At Risk in foundational literacy development.
- 6 Grade 2 students were identified as At Risk.
- 14 Grade 3 students were identified as At Risk, suggesting the greatest literacy vulnerabilities appear by the transition to upper elementary.
- 19 students were identified as At Risk in numeracy across Grades 1–3.
- Grade 4 students achieved 74%, reflecting strong understanding of grade-level numeracy outcomes.
- Grade 5 students achieved 68%, indicating a slight dip in performance and an area for targeted instructional focus.
- Grade 6 students achieved 74%, showing achievement rebounds by the end of elementary.

OUR STORY OF SUCCESS: FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

We are proud to honour the histories, cultures, and contributions of First Nations, Métis, and Inuit peoples within our school community. Advancing Indigenous student success and reconciliation is a shared responsibility that we approach with respect, authenticity, and partnership.

Our classrooms integrate Indigenous perspectives across the curriculum, drawing on local knowledge, storytelling, and land-based learning to deepen understanding and connection. Staff engage in ongoing professional learning to strengthen cultural competence and ensure instruction reflects the values of inclusion and respect.

We work collaboratively with Indigenous families and communities to support student achievement and well-being. School events, art, and celebrations showcase the beauty and strength of Indigenous cultures, building awareness and appreciation among all learners. Through this work, we continue to close gaps in achievement while nurturing pride, identity, and belonging for every Indigenous student in our care.

Evidence of Success & Resources

- Foothills School Division's Truth and Reconciliation for Learner Success Toolkit
- Indigenous Learning
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics



89%

of First Nations, Métis, and Inuit students indicate they feel Safe and Cared for.

(SOS-Q Student Survey)

89%

of First Nations, Métis, and Inuit students indicate they have Self-Confidence.

(SOS-Q Student Survey)

93%

of First Nations, Métis, and Inuit students have High Expectations.

(Intellectual Engagement Survey)

89%

Of First Nations, Métis, and Inuit students indicate they have positive Peer Relations.

(SOS-Q Student Survey)

| FIRST NATIONS, MÉTIS, A | AND INUIT STUDENT SUCC | ESS | |
|--|--|--|------------------------------------|
| GOALS | OUTCOMES | INDICATORS | MEASURES |
| Advance First Nations, Métis, and Inuit student success Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community. | First Nations, Métis and Inuit learners are successful. Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and Truth and Reconciliation. Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. Enhance relationshipbuilding between Indigenous communities and schools through community-based supports. Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students. Support partners to gather, analyze and share Indigenous education data to monitor student success. The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement. | Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success. Measures indicate all learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. Measures indicate improvements in attendance, achievement, and high school completion. Learners share positive experiences and conditions for success. Learners experience respectful and reciprocal relationships with their school community. | Learning Outcomes (PAT & Diploma): |

SOS-Q Student Survey (Student Orientation to School Questionnaire): First Nations, Métis, and Inuit Students

| Above National Norm | | | | | | | | | | |
|---------------------|----------------|--------------|-----------|--------------|-----------|--|--|--|--|--|
| Performance Measure | Peer Relations | | | | | | | | | |
| 2024-2025 | 89% | 67% | 89% | 67% | 89% | | | | | |
| Evaluation | Very High | Intermediate | Very High | Intermediate | 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" | | | |
|---|-----------|-----|--------------|------|----------|--|------|--|--|
| Performance Measures | | | | | | | | | |
| 2024-2025 | 93% | 58% | 60% | 73% | 30% | 50% | 80% | | |
| Evaluation | Very High | Low | Intermediate | High | Very Low | Low | High | | |
| | | | | | | | | | |

| Common Literacy/Numeracy Assessments: Local Measures | | | | | | | | | |
|--|-----------|----------|--------------|---------|---------|---------|--|--|--|
| Common Numeracy Assessment: Grade 4 – 9 EICS | 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 | | | |
| 2024-2025 | 100% | 0% | 67% | N/A | N/A | N/A | | | |
| Evaluation | Very High | Very Low | Intermediate | N/A | N/A | N/A | | | |

| Cultural Perspectives Survey | | | | | | | | | | | | | | | | | | |
|--|---|------|--|-----|-----|-----|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | % Students (4-12) Reporting Agree or Strongly Agree | | | | | | | | | | | | | | | | | |
| Performance Cultural Belonging Culture Encouraged and Accepted Sharing Culture Sharing Culture Personal Belonging Sharing Culture Sharing Culture Personal Importance of Truth and Reconciliation Reconci | | | | | | | enous | | | | | | | | | | | |
| 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 |
| 2024-2025 | 64% | 63% | 56% | 20% | 55% | 80% | 64% | 40% | 78% | 80% | 66% | 60% | 76% | 60% | 71% | 60% | 82% | 60% |
| Evaluation | T | 1 | L | VL | L | VH | I | VL | Н | VH | I | - 1 | Н | - 1 | Н | - 1 | VH | I |
| | _ | VL - | VL - Very Low L - Low I - Intermediate H - High VH - Very High | | | | | | | | | | | | | | | |

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 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. 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. Create or enhance programs that focus on the cultural and academic needs of these students, including language programs, mentorship opportunities, and extracurricular activities that celebrate Indigenous cultures. Instructional Practices: Integrate Indigenous perspectives, histories, and values into the curriculum and teaching practices. Use resources created by Indigenous educators and communities to ensure authenticity and respect. Provide ongoing training for educators on culturally responsive teaching methods and the specific needs and strengths of First Nations, Métis, and Inuit students. | High |
| Strategy 2: Address the systemic education gap for self-identified First Nations, Métis, and Inuit students. Regularly assess and analyze data to identify and address gaps in educational outcomes between self-identified First Nations, Métis, and Inuit students and their peers. Develop and implement targeted interventions and support services to close these gaps, such as tutoring, counseling, and academic support tailored to these students. 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. | Intermediate |
| Strategy 3: Support the implementation of Truth and Reconciliation Commission recommendations. • Educate staff and students about the TRC recommendations and the history and contributions of First Nations, Métis, and Inuit peoples. | Intermediate |

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 AEA Measures for First Nation, Metis and Inuit students. This data told us that:

- 93% of First Nations, Métis, and Inuit students report teachers have high expectations, exceeding the overall student rate of 87%.
- 58% of First Nations, Métis, and Inuit students find their learning connected to real life, compared to 65% overall.
- 63% of FNMI students report a strong sense of cultural belonging.

 Promote and celebrate Indigenous cultures through school events, art, literature, and performances, fostering a more inclusive and respectful environment.



OUR STORY OF SUCCESS: **TEACHING, LEARNING & LEADING**

Excellence in teaching, learning, and leading defines who we are at École Percy Pegler. Our educators are lifelong learners who continually reflect, collaborate, and refine their practice to ensure that every student experiences success.

Professional learning communities (PLCs), mentorship, and targeted professional development provide opportunities for staff to deepen their knowledge and grow together. Whether through Project Zero, curriculum design, or differentiated instruction, teachers lead with curiosity and compassion, modeling the very learning we seek to inspire in our students.

Cross-role collaboration among teachers, educational assistants, and support staff ensures a holistic approach to student success. Leaders empower others by sharing responsibility, building capacity, and fostering a culture of trust and collective efficacy.

At École Percy Pegler, we believe that when teachers and leaders learn with intention, students thrive. Together, we continue to grow a community of learners who teach, lead, and live with purpose.

Evidence of Success & Resources

- **Innovation and Design**
- **Learning that Transfers**
- **Truth and Reconciliation for Learner Success**
- Indigenous Learning
- Principles of Practice for French Immersion
- **Principles of Practice for Literacy**
- **Principles of Practice for Numeracy and Mathematics**



83%

of staff indicate there is a **Professional Learning** and Collaborative Culture.

(FSD Professional Learning Survey)

| TEACHING, LEARNING | S AND LEADING GOALS | | |
|---|---|--|---|
| GOALS | OUTCOMES | INDICATORS | MEASURES |
| Advance excellence in teaching, learning, and leading Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts. | Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement. Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. Collaborating with other teachers and leaders to build personal and professional capacities and expertise. Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. Improved systemic use of foundational principles of instruction, assessment and a common language of pedagogy. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Build professional capacity and a commitment to continuous improvement. Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. Building the capacity of teachers to respond to the learning needs of all students. Teachers and leaders are accountable to a standard of professional conduct and a standard of professional conduct and a standard of professional practice. | Advance excellence in teaching, learning, and leading Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts. | In-service jurisdiction needs (AEAM): Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. FSD Teacher Survey: teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement. |

RESULTS ANALYSIS FOR TEACHING AND LEADING

% Previous Results (4-Year Data Trends and Key Insights)

| New FSD Profession schools and across the | In-service jurisdiction needs Provincial Measure | | | | | |
|---|---|------|-----|------|-------|---------|
| | Clarity of Vision, Mission, and Values Professional Learning and Professional Learning Professional Body of Collaborative Culture Communities Knowledge | | | | | |
| 2024-2025 | 61% | 83% | 46% | 75% | 83.1% | 81.7% |
| Evaluation | Low | High | Low | High | Inter | mediate |

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

| TEACHING AND LEADING | EVALUATION |
|---|--------------|
| Strategy 1: Support the implementation of Truth and Reconciliation Commission recommendations. Include Indigenous perspectives and histories in the curriculum and provide staff training on cultural competence. Build partnerships with Indigenous communities, involve leaders in school activities, and celebrate Indigenous cultures through school events. | Intermediate |
| Strategy 2: Address the systemic education gap for self-identified First Nation, Métis, and Inuit students. Analyze achievement data to identify gaps and implement targeted support services and programs. Offer programs and resources specifically for First Nation, Métis, and Inuit students, including tutoring and personalized learning plans. Engage families and communities in the educational process and empower students to participate in school initiatives. | High |
| Strategy 3: Professional Development for Staff to Support Student Learning: Provide ongoing professional development for teachers and staff on differentiated instruction, inclusive practices, and culturally responsive teaching. Train staff in specific intervention strategies for addressing behavioral challenges and academic difficulties. This may include workshops on restorative practices, trauma-informed teaching, or evidence-based academic interventions. Teachers participate in professional development workshops and training sessions (Project Zero). Engage in professional learning communities (PLCs) where teachers regularly meet to discuss pedagogy, share strategies, and analyze student data. Facilitate ongoing professional development and collaboration among staff, encouraging them to share best practices, learn from each other, and work together to meet the diverse needs of students. Promote collaboration across different roles within the school, such as teachers, counselors, and support staff, to ensure a holistic approach to student success. | 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 AEAM and our FSD Professional Learning Survey. This data told us that:

- 83.1% of staff on the Alberta Education Assurance Measure report above the provincial average in professional learning
- 83% of staff report a high level of professional learning and collaborative culture within the school.
- 61% of staff feel the school has a clear vision for learning and improvement.
- 46% of staff believe PLC time is used effectively for collaborative learning and improvement.

