



2024 – 2029 EDUCATION PLAN YEAR 3

École Percy Pegler School

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ÉCOLE PERCY PEGLER SCHOOL

EDUCATION PLAN 2024 - 2029 (YEAR 3)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

[View our 2024-2025 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

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

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

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

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

[Truth and Reconciliation for Learner Success Toolkit in Foothills School Division](#)

OUR VISION

Engagement, Support and Success for each learner

OUR MISSION

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

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

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

OUR DIVISION

- Board of Trustees

Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All
- Accountability and Assurance

Alberta Education & Childcare and Foothills School Division

Goal Alignment

Systems Thinking

ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS		
ALBERTA EDUCATION & CHILDCARE OUTCOMES	FOOTHILLS SCHOOL DIVISION GOALS	ASSURANCE DOMAINS
Ministry of Education & Childcare Business Plan 2024-2027	Foothills School Division Education Plan 2024-2029	Alberta Education & Childcare Funding Manual 2026-2027
- Alberta’s students are successful - First Nations, Métis, and Inuit students in Alberta are successful - Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy - Alberta’s K-12 education system and workforce are well-managed	- Learning that transfers - Numeracy and literacy - Wellness and wellbeing - Continuum of supports - First Nations, Métis, and Inuit student success - Innovation and design - Learning that transfers - Excellence in teaching, learning, and leading - Stakeholder engagement and communications - Continuous improvement and assurance	- Student growth & achievement - Learning support - Student growth & achievement - Learning support - Student growth & achievement - Teaching and leading - Local and societal context - Local and societal context - Governance

SCHOOL COUNCILS REGULATION

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

OUR GOALS & ASSURANCE MEASURES		
ENGAGEMENT	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).	

OUR SCHOOL

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

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

A SNAPSHOT OF OUR COMMUNITY:

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

A WHOLE-CHILD APPROACH TO EDUCATION:

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

LEARNING THAT INSPIRES:

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

CLUBS AND EXTRACURRICULARS:

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

PANTHER PRIDE – ROOTED IN BELONGING:

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

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



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance stakeholder engagement and communications by:

- **Ongoing Opportunities: Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.**
 - Invite Board of Trustees, FSD staff members, Employee Advisory Groups, School Councils, parents, Student Advisory Groups, and **community members to partner** in school engagement and **decision-making** opportunities.
 - Continue our work with School Council to strengthen parent involvement and shared decision-making.
 - Share weekly newsletters **to ensure families are informed and able to engage meaningfully with school learning and events.**
 - Improve and formalize the feedback loop with our Students Matter team through consistent monthly meetings.
 - **Clearly communicate what engagement looks like and how families can contribute as essential partners in learning (e.g., providing input, supporting learning at home, participating in decision-making, volunteering, attending events).**
 - **Create opportunities for students and families to engage together in the learning process (e.g., student-led conferences, learning showcases, and school events that highlight student voice and growth).**
- **Collaborative Communication: Provide a continuous feedback loop to inform, consult, and empower partners in education.**
 - Continue team meetings where teachers, support staff, and administration can openly discuss student progress, challenges, and strategies.
 - Involve all stakeholders—teachers, students, parents, and community partners—in discussions about school policies, and student support initiatives.
 - Use digital platforms like email, shared documents, or school communication apps to provide updates, share resources, and solicit feedback from the school community.
 - **Encourage** collaboration by forming committees or working groups that focus on **social-emotional learning**, curriculum enhancement, or extracurricular activities.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Parent Involvement (AECA):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AECA):** 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 (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

- Provide families with practical, accessible strategies and resources that support their role as essential partners in their child’s learning (e.g., literacy, numeracy, and social-emotional development).
- **Celebrate our Community: Provide assurance that engagements with partners in education are contributing to positive change in our learning community.**
 - Highlight and share success stories from students, staff, and community partners that demonstrate impact on the school culture and learning environment.
 - Organize community events—such as assemblies, fairs, or open houses—to celebrate milestones and achievements together.
 - Empower students to take the lead in organizing and hosting school events that celebrate learning, culture, and connection.
 - Create visual displays (e.g., murals, photo collages, progress charts) that showcase growth and transformation across the school.
 - Publicly thank and recognize the contributions of parents, local businesses, and community members who support the school.
 - Provide ongoing updates to stakeholders that clearly communicate how their engagement is leading to visible, positive outcomes.
 - Share regular “You said, we did” updates through newsletters, School Council meetings, and student voice initiatives to demonstrate how feedback is leading to meaningful change.

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
 - Schedule regular meetings where staff analyze student performance data, behavioral trends, and other relevant evidence.
 - Implement ongoing assessment practices—formative assessments, student surveys, and observation records—to collect real-time data on student learning and well-being.
 - Use multiple data sources—common provincial assessments, classroom-based assessments, and student feedback—to provide a comprehensive view of student progress and school effectiveness.
 - Foster a collaborative culture where teachers and staff work together to interpret data and inform instructional decisions.
 - Develop and regularly update action plans that are responsive to data insights.
 - Examples: PLCs and Student Agency Notebook.

- Maintain feedback loops where data is shared with all stakeholders, including students, parents, and community partners, to promote transparency and shared responsibility.
- Provide targeted professional development to build staff capacity in gathering, analyzing, and using evidence effectively.
- Monitor and evaluate the impact of decisions and interventions through ongoing reflections and check-ins.
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purpose of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
 - Use diverse and responsive communication channels (emails, newsletters, social media, and face-to-face meetings) to keep all partners informed and engaged.
 - Offer multiple avenues for involvement—from formal committees to informal feedback sessions—tailored to individuals’ availability and interest.
 - Adapt engagement strategies to suit the evolving needs of participants, ensuring relevance and accessibility.
 - Seek regular feedback on engagement practices and adjust based on participant input to ensure the processes remain meaningful.
 - Recognize and celebrate the contributions and successes that result from authentic, effective engagement.
 - Intentionally reduce barriers to engagement by ensuring opportunities are flexible, accessible, and responsive to the diverse needs of families, enabling all parents to participate as essential partners in their child’s learning.
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Provide ongoing, targeted professional development aligned with school and system goals for continuous improvement.
 - Continue professional learning communities (PLCs) where staff collaborate to share practices, address challenges, and grow collectively.
 - Implement mentorship and coaching programs to support professional growth and foster leadership development.
 - Host structured reflection sessions for staff to examine their practices, assess impact, and receive constructive feedback (e.g., through reviewing student work, lesson plans, or classroom observations).



- Ensure that all staff have access to a rich array of resources, including teaching materials, research articles, and technology tools.
- Engage students in school improvement efforts (e.g., Student Matters), encouraging ownership and agency.
- Celebrate achievements that result from capacity-building efforts to reinforce progress and motivate further growth.
- Intentionally develop leadership capacity at all levels by offering staff opportunities to lead initiatives and influence change.
 - Promote equitable and inclusive learning environments by acknowledging and responding to the diverse learning needs of all students.

8 Goals, Outcomes, Indicators, Measures, Details

8 4 Year Data Trends and Key Insights

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance wellness and well-being by:

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

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Safe & Caring (AECA):** 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 (AECA):** 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 (AECA):** 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.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.

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



Advance a continuum of supports by:

- **Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.**
 - Regularly assess students' social, emotional, physical, and academic needs using a variety of tools such as surveys, observations, academic assessments, and feedback from teachers, parents, and the students themselves.
 - Develop and continually update inclusive learning plans (ILPs) **based on these assessments.**
 - Expand Social-Emotional Learning (SEL) programs that teach emotional regulation, empathy, resilience, and interpersonal skills, integrated into curriculum and school-wide practices.
 - Incorporate wellness programming, including daily physical activities, nutrition education, and access to school health services.
 - Encourage participation in sports, outdoor learning, and physical activity to support physical development.
 - **Provide families with resources and strategies to support student well-being and regulation at home, ensuring consistency between school and home environments.**
 - **Provide proactive and responsive access to mental health supports, including early intervention strategies, targeted supports, and connections to specialized services.**
 - Enhance student support teams composed of teachers, counselors, learning coaches, administrators, and additional relevant staff to coordinate and personalize interventions.
 - **Actively gather and respond to student voice related to well-being, safety, and sense of belonging to inform and refine supports and interventions.**
 - Engage parents and community partners in developing and refining support strategies. Maintain regular communication with families about student progress and next steps.
 - Implement a system for regular monitoring of student progress across social, emotional, physical, and academic domains. Use this data to inform adjustments to support strategies and interventions.
 - Encourage feedback from students, staff, and families on the effectiveness of current supports. Use this input to refine practices and adapt the continuum to changing student needs.
 - **Monitor and reflect on well-being data (e.g., student surveys, attendance, and behavioural trends) to evaluate the impact of supports and inform responsive next steps.**

- Ensure classroom environments are inclusive and accessible, with accommodations for diverse learners and a culture of respect and acceptance.
- Continue fostering a school climate that prioritizes student safety, belonging, and overall well-being.
- **Continue collaboration with all stakeholders to support student success**
 - Hold regular meetings with stakeholders, including teachers, parents, students, and community partners. Use newsletters, emails, and online platforms to keep everyone informed about school initiatives, progress, and events.
 - Develop and communicate a shared vision and measurable goals for student success that align with the school's mission and values.
 - Revisit and revise goals based on stakeholder feedback and student outcomes to remain responsive to evolving needs.
 - Partner with local businesses, non-profits, and community organizations to enhance learning opportunities and provide additional resources or services (e.g., mental health, tutoring, extracurriculars).
 - Share workshops and resources to help parents and families support their children's learning at home.
 - Organize family-centered events that build relationships and strengthen the home-school connection (e.g., family fun nights, cultural celebrations, academic showcases).
 - Empower student voice through councils, focus groups, peer mentoring, and leadership roles in initiatives and decision-making processes.
 - Regularly gather and act on student feedback via surveys and discussions to inform school decisions and ensure student perspectives are valued.
 - Implement a continuous improvement cycle to assess the effectiveness of collaborative efforts. Use evidence and feedback to guide ongoing refinements.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance innovation and design by:

- **Embed deep and transferable learning through the Framework for Innovation and Design (including Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies) to enhance design thinking and career exploration for all students.**
 - Enhance Career and Technology Foundations (CTF) programming by engaging students in interdisciplinary learning challenges across curricular and occupational areas as outlined in the CTF curriculum.
 - Incorporate Maker-centered learning principles that promote creativity, prototyping, iteration, and reflection across subjects.
 - Leverage artificial intelligence tools, such as the “CTF Challenge Idea Generator,” to inspire design thinking, enhance planning, and support students in exploring career connections.
 - Integrate real-world problem solving and design challenges within classroom activities to build transferable skills such as critical thinking, creativity, and collaboration.
 - Ensure equitable access to innovation and design opportunities so all students can engage in hands-on, creative, and career-connected learning experiences.
 - Teach students to use digital tools, including artificial intelligence, safely, ethically, and responsibly as part of their learning.
- **Advance Career Education to provide students with real-world, developmentally appropriate learning experiences that prepare them for their future.**
 - Invite parents, professionals, and community members to visit classrooms and speak about their careers, helping students build awareness of diverse pathways.
 - Engage students in age-appropriate entrepreneurial experiences (e.g., Entrepreneurial Fair) to promote financial literacy, innovation, and real-world problem-solving.
 - Incorporate STEM challenges where students collaboratively solve real-world problems through experimentation, design, and iteration, introducing them to careers in science, technology, engineering, and math.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AECA):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AECA):** 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 (AECA):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AECA):** 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 (AECA):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

- Emphasize essential workplace and life skills such as teamwork, communication, resilience, leadership, and responsibility through both classroom and school-wide initiatives.
 - Provide leadership opportunities in class or through school events to support self-efficacy and student agency.
- Offer a range of experiences for students to explore personal interests, career pathways, and well-being as they prepare for future next steps.
- **Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.**
 - Build partnerships with local businesses, post-secondary institutions, and community organizations to co-design learning opportunities, provide guest speakers, and contribute resources or sponsorships.
 - Implement mentorship programs where students are paired with professionals or older peers who share their interests and can guide career exploration.
 - Continue project-based learning (PBL) experiences connected to industry and community needs, enabling students to apply their learning in authentic contexts.
 - Maintain extracurricular or after-school clubs focused on career exploration and applied skills, such as robotics, makerspace, or environmental initiatives.
 - Host community events and showcases where students present projects and career-connected learning to a wider audience.
 - Embed real-world problems into curricular tasks to foster critical thinking, collaboration, and career-readiness in meaningful and authentic ways.
- **Monitor and reflect on the impact of innovation and design practices through student feedback, assessment evidence, and engagement data to inform ongoing refinement.**

Advance learning that transfers by:

- **Learning will be designed through conceptual understanding, empowering student agency, and addressing complex problems over time to optimize student learning.**
 - **Conceptual Understanding:**
 - Develop rich tasks that are meaningful to students and allow for thoughtful responses that connect curricular concepts to life beyond school (e.g., real-world learning, project-based learning, and tasks with rich, decision-making questions).

- Apply a conceptual lens to unit design to uncover enduring understandings and help students recognize patterns, connections, and generalizations.
 - Use instructional strategies that promote deep conceptual understanding, such as:
 - Concept attainment, concept mapping, and concept formation
 - Thinking routines and organizers
 - Tasks that build a culture of thinking and genuine collaborative learning
 - Integrate tools and strategies that simultaneously support conceptual learning and literacy/numeracy development. Student Agency.
- Student Agency:
 - Design learning tasks that allow students to apply conceptual learning in meaningful, authentic contexts.
 - Balance student voice and choice with teacher guidance to maintain engagement and promote deep learning.
 - Select and implement tools that empower all students to build competencies, skills, and dispositions to drive their own learning.
 - Use evidence from observations, conversations, and reflective tools—alongside final products—to assess student learning over time.
- Complex Problems Over Time:
 - Routinely invite students to reflect on their learning using tools such as Thoughtbooks or Learning Launches.
 - Carefully sequence learning to scaffold deep understanding and skill development.
 - Design authentic assessment tasks (critical challenges) that require problem-solving of real-world or novel issues.
 - Use planning approaches such as design thinking, problem-based learning, or learning cascades to create coherent, connected learning centered on a throughline question.
 - Design learning so students envision diverse and meaningful applications of their learning in future careers and life contexts.
 - Provide opportunities for students to apply their learning in new and unfamiliar contexts to strengthen transfer of understanding.
- **Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum, as well as new curriculum (SS K-6) and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.**
 - Conceptual Understanding:

- Design learning that emphasizes enduring understandings and connects conceptual thinking to broader studies.
- Explicitly teach concepts using active engagement strategies that support thinking, collaboration, and disciplinary literacy/numeracy.
- Use the learning cycles in Curriculum Corner to support planning, connection, and agency.
- Develop interdisciplinary projects and tasks requiring the application of conceptual understanding.
- Make thinking visible and promote the transfer of conceptual knowledge through meaningful tasks.
- **Student Agency**
 - Engage students as active participants in their learning through practices that promote goal-setting, reflection, and competency development.
 - Use rich assessment tasks and provide explicit instruction to support competency growth.
 - Co-create or clarify success criteria and encourage students to track their thinking over time.
 - Provide tools that foster reflective thinking and build autonomy in how students approach problems or tasks. Complex Problems over Time
- **Complex Problems Over Time:**
 - Present rich, driving tasks early in the learning cycle and return to them throughout, using iterative approaches like design thinking or problem-based learning.
 - Use assessment tasks as ongoing learning tools, not just endpoints.
 - Plan interdisciplinary learning that bridges subject areas and connects to real-world applications.
 - Provide opportunities for students to connect their learning to career pathways and future life roles.
- **Strategy 3: Utilize effective assessment, evaluation, and reporting strategies from the FSD System of Reporting to facilitate deep and transferable learning, while effectively conveying student progress.**
 - Use high-impact, research-based assessment, grading, and reporting strategies alongside the FSD Communication and Reporting Tool (CaRT).
 - Design assessments that measure understanding of key concepts and the ability to apply knowledge in new, real-world contexts.
 - Develop interdisciplinary assessment tasks that integrate literacy, numeracy, and critical thinking.

- Use self-assessment tools that support student reflection and goal-setting.
- Involve students in understanding and using rubrics or co-creating success criteria.
 - Utilise the detailed literacy and numeracy rubrics created by FSD.
- Ensure assessments reflect triangulated evidence—observations, conversations, and products—for a holistic picture of student learning.
- Involve students in articulating their strengths, areas for growth, and next steps.
- Analyze assessment data regularly to identify trends, plan interventions, and improve instructional practices.
- Include narrative feedback that clearly communicates student progress to parents and students.
- Schedule parent-teacher conferences that review student learning using data and descriptive feedback.

∞ Goals, Outcomes, Indicators, Measures, Details

∞ 4 Year Data Trends and Key Insights

GOAL & STRATEGIES

Advance literacy and numeracy by:

- **Advance the use and consistent application of all provincial and local assessment measures (assessments in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.**
 - Foster a school-wide culture that prioritizes and uses assessment data for decision-making.
 - Regularly evaluate and refine assessment practices to enhance their effectiveness.
 - Analyze local and provincial data to improve student learning and inform enhancements to the continuum of supports.
 - Use PLC meetings for teachers to plan targeted interventions and strategies.
 - Implement high-yield strategies for identified at-risk students.
 - Design instructional practices for deep and transferable learning
 - Use intervention resources and strategies that align with the literacy and numeracy continuum of supports.
 - Create individualized learning goals and plans informed by assessment results.
 - Provide families with strategies and resources to support literacy and numeracy development at home.
 - Engage students in reflecting on their literacy and numeracy growth by using feedback and assessment data to set goals, monitor progress, and take increasing ownership of their learning.
- **Use high-yield principles and practices within English, English as an additional language, and French literacy and numeracy to support transfer of knowledge and skills within subject areas and across all subjects for student growth and achievement.**
 - Literacy and Numeracy Integration
 - Ensure that the implementation and advancement of literacy and numeracy programming is grounded in current research and evidence.
 - Establish systems and structures to support programming across all grade levels and subjects.
 - Design interdisciplinary lessons that integrate literacy and numeracy to promote application in diverse contexts.
 - Use common assessments to evaluate effectiveness, adjust instruction, and track student progress.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **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:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

- Set clear goals for skill development and create personalized learning plans that support transfer across subjects.
- Provide professional learning and foster collaboration to build shared understanding and capacity.
- Ensure equitable access to high-quality literacy and numeracy instruction through differentiated supports and inclusive classroom practices.
- Advance effective literacy programming based on key principles:
 - Design for Complexity: Move beyond isolated skills toward cross-disciplinary, layered literacy development.
 - Explicit and Systematic: Provide structured instruction that includes modelling, guided practice, and feedback from simple to complex.
 - Contextualized: Teach and practice concepts in varied, relevant contexts to deepen understanding.
 - Authentic: Connect learning to real experiences and students' backgrounds to enhance relevance and engagement.
 - Embodied: Incorporate physical movement, manipulatives, song, and group interactions to support whole-body learning.
- Advance effective numeracy programming based on key principles:
 - Numeracy Mindset Matters: Cultivate positive mathematical identities and confidence through feedback, language, and actions.
 - Number Flexibility and Fluency: Build automaticity using flexible strategies, concrete materials, visual models, and symbolic representations.
 - Balanced Instruction: Integrate conceptual understanding, procedural fluency, and declarative knowledge over time.
 - Developing Mathematicians: Create authentic, meaningful experiences rooted in prior knowledge that connect and deepen over time.
 - Balanced Assessment and Evaluation: Use diverse, reliable, and ongoing assessments that guide instruction and measure deep understanding.
- Advance effective French Immersion language instruction through:
 - Explicit instruction in phonics, spelling, and sound manipulation (K–4) to support literacy development.
 - A structured, sequential progression for developing oral language through authentic interactions.
 - Comprehension strategies that follow a logical, scaffolded process.



- Integration of grammar instruction in a clear, holistic, and sequential way that supports second-language acquisition.
- Advance effective English as an additional language (EAL) instruction through:
 - Culturally responsive intake processes and the use of translation when needed to build relationships and support planning.
 - Initial English language proficiency assessments to guide programming using Alberta Education Benchmarks 2.0.
 - Differentiated classroom assessments and instruction aligned with students' language proficiency levels and goals.
 - Ongoing benchmarking (as per Inclusive Education Calendar) to guide instruction, set goals, and report progress.
 - Effective language development strategies including:
 - Explicit language instruction
 - Culturally responsive pedagogy
 - Inclusive environments
 - Scaffolding tools (visuals, graphic organizers, gestures, modelling)
- **Advance the development and application of English, English as an additional language, and French literacy and numeracy resources and programming to support student growth and achievement.**
 - Provide targeted professional learning to support the development and use of high-yield strategies, including:
 - Literacy centers
 - Thinking routines
 - Intervention frameworks and best practices
 - Leverage Artificial Intelligence (AI) in Literacy and Numeracy
 - Use AI to support personalized learning, identify learning gaps, and provide targeted feedback while ensuring responsible and appropriate use.
 - Use tools and strategies to provide real-time feedback to students and educators to inform instruction and enhance learning outcomes.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

GOAL & STRATEGIES

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.

- **Professional Learning and Foundational Knowledge**
 - Promote and support all school staff and students in acquiring and applying foundational knowledge about First Nations, Métis, and Inuit peoples for the benefit of all students. This includes teaching about:
 - Treaties and agreements with First Nations
 - Legislation and agreements negotiated with Métis
 - Residential schools and their legacy
 - Provide ongoing training for educators on culturally responsive teaching methods and the specific needs and strengths of First Nations, Métis, and Inuit students.
 - Implement professional learning to support the application of Indigenous perspectives, ways of knowing, and worldviews across all curricular subjects using concepts such as:
 - Medicine Wheel teachings
 - Circle of Courage philosophy
 - 7 Grandfather Teachings / Character education
 - Land-based learning
 - Etuaptmumk (Two-Eyed Seeing)
 - Indigenous arts, ceremony, and traditional languages
- **Programs and Instructional Practices**
 - Integrate Indigenous perspectives, histories, and values into the curriculum using authentic resources created by Indigenous educators and communities.
 - Create or enhance programming that supports the cultural and academic needs of Indigenous students, such as:
 - Language revitalization programs
 - Mentorship and leadership opportunities
 - Extracurricular activities that celebrate Indigenous cultures
 - Develop inclusive, trauma-informed practices that affirm and reflect Indigenous identities, histories, and cultures.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in 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 for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate 3 and 5 Years (AECA):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **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.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.

- Seek and respond to the perspectives of First Nations, Métis, and Inuit students to inform programming, supports, and school practices.
- Community and Cultural Connections
 - Enhance opportunities for Indigenous focused programming including:
 - Land-based learning spaces
 - Reconciliation projects
 - Learning partnerships with Elders, knowledge keepers and cultural advisors
 - Cultural celebrations and recognizing significant dates (i.e. Sept 30, May 5, and June 21)
 - Implement meaningful land acknowledgements during events and celebrations that:
 - Recognize and name the local First Peoples using traditional names
 - Acknowledge positionality and personal connection to the land
 - Include commitments to reconciliation and next steps
 - Integrate content beyond a scripted statement
- Policy and Anti-Racism
 - Implement district-wide policies and practices that address the unique needs of First Nations, Métis, and Inuit students, such as culturally relevant curricula and specialized programs.
 - Address and challenge anti-Indigenous racism and stereotypes within the local context by promoting equity, inclusion, and representation in all aspects of school life.

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

- Data-Driven Support
 - Continue to assess and analyze data to identify and address disparities in educational outcomes between self-identified First Nations, Métis, and Inuit students and their peers.
 - Develop and implement targeted academic interventions and wraparound supports (e.g., tutoring, counseling, culturally responsive academic strategies).
- Partnerships and Engagement
 - Work in respectful, reciprocal partnerships with First Nations, Métis, and Inuit families, communities, and organizations to co-inform learning, supports, and school practices.

- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

- Build partnerships with local Indigenous organizations for additional support and resources.
- School Culture and Belonging
 - Foster a sense of belonging through the intentional development of safe and welcoming school cultures.
 - Advance, share, and celebrate First Nations, Métis, and Inuit cultural knowledge and identity throughout the year—not only on recognized days such as September 30 and June 21.

Support the implementation of Truth and Reconciliation Commission recommendations.

- **Education and Awareness**
 - Educate staff and students about the TRC recommendations and the history and contributions of First Nations, Métis, and Inuit peoples.
 - Promote and celebrate Indigenous cultures through school events, art, literature, and performances, fostering a more inclusive and respectful environment.
- **Curriculum and Pedagogy**
 - Enhance and embed Indigenous perspectives and worldviews within all curricular subjects.
 - Build educator capacity through targeted professional learning that deepens understanding and supports the implementation of TRC-related educational commitments.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

GOAL & STRATEGIES

Advance excellence in teaching, learning, and leading by:

- **Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.**
 - Engage in Professional Learning Communities (PLCs) where teachers regularly meet to:
 - Discuss pedagogy
 - Share instructional strategies
 - Analyze student data and plan responsive instruction
 - Facilitate ongoing professional development and collaboration among staff to:
 - Share best practices
 - Learn from each other
 - Build personal and collective capacity
 - Promote collaboration across roles—teachers, counselors, support staff—to ensure a holistic approach to supporting student success.
 - **Provide professional learning to enhance the implementation of curriculum, including:**
 - New curriculum content
 - Instructional strategies
 - Assessment practices
 - **Support teachers in growing their professional practice to respond to the diverse learning needs of students and deepen understanding of effective pedagogy and curriculum.**
 - **Align professional learning and instructional practice with improved student engagement, achievement, and well-being outcomes.**
 - **Support staff well-being and sustainable professional practice to ensure ongoing growth, collaboration, and effectiveness.**
- **Continue to develop and demonstrate a professional body of knowledge and provide instructional leadership.**
 - Support teacher engagement in ongoing professional learning aligned with system priorities, including:
 - New K–6 curriculum implementation
 - K–6 Social Studies curriculum
 - Social-emotional learning (e.g., **Mind Up**)
 - Provide professional learning and resources to integrate Indigenous perspectives and histories across all subject areas.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AECA):** 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 Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

- Offer training to enhance cultural competence and strengthen staff capacity to teach in ways that reflect diverse student experiences.
- Build relationships with Indigenous communities by:
 - Involving Elders and knowledge keepers in school activities
 - Creating opportunities for cultural celebration and recognition
 - Strengthening community-based partnerships to support instruction
- Develop leadership capacity across the school by providing opportunities for staff to lead, collaborate, and influence teaching and learning practices.
- **Enhance inclusive learning environments where high quality teaching, learning, and leading occur.**
 - Analyze achievement and engagement data to:
 - Identify opportunity gaps
 - Inform targeted supports, interventions, and programs
 - Provide ongoing professional development focused on:
 - Differentiated instruction
 - Inclusive and culturally responsive teaching
 - Intervention strategies for addressing behavioral and academic challenges
 - Promote student success in inclusive, safe, caring, and welcoming learning environments by:
 - Using a continuum of supports tailored to student needs
 - Employing positive behavior supports, restorative practices, and trauma-informed approaches
 - Engage families and communities as partners in learning, and empower students to participate actively in shaping their educational experience.
 - Ensure that teachers and leaders continue to develop foundational knowledge and understanding of First Nations, Métis, and Inuit, in alignment with inclusive practices and Truth and Reconciliation.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights




Foothills
SCHOOL DIVISION