

## OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS FROM NOV 2024 DR. MORRIS GIBSON SCHOOL

### Key Insights for Engagement

#### Advance Stakeholder Engagement and Communications

##### Areas of Strength

- Student Matters committee promotes leadership and community in our school
- Community stakeholder such as parents are actively engaged in school council, volunteering, participating in events and providing voice when requested
- School communication serves the school community
- Community engagement is present in the school through curricular and non-curricular events

##### Areas for Growth

- Engagement of staff in school leadership team. More frequency to gather staff voice/feedback.
- Staff's awareness of the support systems available to them to support students.

##### Next Steps

- Build student leadership capacity through the Student Matters Team.
- Build a school leadership team as representatives to build relevant professional development and ensure responsive support to all staff members.
- Continually seek out parent feedback, with regards to our school's direction through ongoing feedback, and celebrate school council achievements and initiatives.
- Collaborate with local agencies to support mental health and well-being.

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<p><b>Key Insights for Engagement</b></p>
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<p><b>Advance Continuous Improvement and Assurance</b></p>
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<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Shared Leadership Team input to strategies and direction of the school</li> <li>• Social media and newsletter are both effective tools in promoting and engaging community members</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Staff involvement with educational planning and result reporting</li> </ul>
	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.</li> <li>• 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.</li> <li>• Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.</li> </ul>

	<ul style="list-style-type: none"> <li>• Share and collaborate with staff to advance the understanding of our school goals to improve student academic and social-emotional growth.</li> <li>• Share via social media, school website, and classroom communication engagement opportunities to community members.</li> <li>• Establishing a school culture committee to build connections and support Positive Behavior Supports through Hawk Time celebrations.</li> </ul>
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Key Insights for Support	
Advance Wellness and Wellbeing	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Dr Morris Gibson School as a Safe and Caring school is prevalent in multiple data sources.</li> <li>• Students' attitudes about Peer relations are positive.</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• SOS-Q data shows a decline in external resilience for students.</li> <li>• Collaboration with the larger FSD learning services team to advance our school goals.</li> </ul>
	<b>Next Steps</b>

	<ul style="list-style-type: none"> <li>• Build on our school’s understanding regarding trauma informed, inclusive, and wellness practices to support each student in our care while leveraging partnerships with divisional supports and outside agencies.</li> </ul>
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Key Insights for Support	
Advance our Continuum of Supports	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• An increased awareness of how we access support and services</li> <li>• Relationships with outside agencies.</li> <li>• Staff capacity to know which resources to access to support at risk students.</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Collaboration with more outside agencies.</li> <li>• Continue to build capacity through collaborative response.</li> <li>• An increase in awareness and understanding of assessment practices that inform what types of learning supports are required for learners.</li> </ul>
	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Strengthen our universal strategies and leverage outside agencies to support our continuum of support.</li> <li>• Build on our school-based continuum of support to assist in helping teachers, students, and community</li> </ul>

	<p>members find strategies to support their needs.</p> <ul style="list-style-type: none"> <li>• Establish a collaborative response team to support learners and strengthen our continuum of supports</li> <li>• Analyze and collaborate with the Shared Leadership Team when exposed to survey, feedback, and data results to focus on relative strengths and next steps. This includes building capacity in the shared leadership team in their understanding of the AERR and its connection to educational planning.</li> </ul>
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Key Insights for Success	
Advance Innovation and Design	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Camp Chief Hector provides a shared experience for our grade 6 students in building communication and cooperative group skills, while enhancing curriculum objectives.</li> <li>• Strong entrepreneurial interest in our students as our Student Market continues to grow.</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Build capacity and understanding around Design and Innovation Framework for learning with regards to CTF (Staff and Students).</li> <li>• <a href="#">Advance Career Technology Foundations in grades 5-6.</a></li> </ul>

	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Advance staff capacity for implementation of the Framework for Innovation and Design: Learning for Transfer -Implementation of Maker-centered Learning, Career and Technology Foundations and My Blueprint within Dr. Morris Gibson School as a strategy for engagement and exposing students to a greater breadth of possible careers.</li> <li>• Establish a student driven school-based business to support <b>FSD design and innovation framework.</b></li> <li>• Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in entrepreneurship through Student Markets.</li> </ul>
<p><b>Advance Learning that Transfers</b></p>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Purposeful assemblies that promote positive behavior support and school culture and connection (Hawk Time).</li> <li>• Leadership Team’s understanding in the design principles of deep and transferrable learning.</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Within our communities of practice, curriculum and design for learning, we use learning cycles and promote design principles of deep and transferrable learning. Although, as educators, we feel this is an area for growth, parents reported that they feel this is a strength for our school. They report seeing</li> </ul>

	evidence of the application of learning in authentic settings and engagement in learning beyond the classroom.
	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• incorporating Design and Innovation in collaboration with teacher, EA, and Learning Commons Facilitator.</li> <li>• Focusing Professional Learning on the 3 Principles of Deep and Transferrable learning (FSD Guide to Success) through Communities of Practice.</li> <li>• Investigate the Learning Cycles K-6 with a focus on conceptual understanding.</li> </ul>
<b>Advance Literacy and Numeracy</b>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Targeted Literacy and Numeracy groups were supported by Alberta Education through the literacy support provincial grant.</li> <li>• Targeted interventions supported learning (LLI and precision reading).</li> <li>• Provincial Achievement results report a high level of excellence with no students below the acceptable standard, provincially.</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Structure a collaborative response model.</li> <li>• Consistency of level A assessments in classrooms for literacy and numeracy.</li> <li>• Leverage the curriculum corner to support new curriculum implementation.</li> </ul>

	<b>Next Steps</b> <ul style="list-style-type: none"><li>• Leverage the FSD Staff Learning Link and the Curriculum Corner to support new curriculum implementation.</li><li>• Develop a common understanding of data points and level A (classroom based) assessments that can guide instruction in literacy and numeracy.</li><li>• <i>Systematic and effective</i> use of school-based tools and resources that support student thinking and develop literacy and numeracy skills.</li></ul>
<b>Advance First Nations, Métis, and Inuit Student Success</b>	
<b>Areas of Strength</b> <ul style="list-style-type: none"><li>• Indigenous students are reporting that they are comfortable sharing their culture at school.</li><li>• Students value and understand the importance of truth and reconciliation in education.</li><li>• Relationships and connections with indigenous community members have strengthened.</li></ul>	<b>Areas for Growth</b> <ul style="list-style-type: none"><li>• Move to more embedded instructional practices to address the systematic gap for Indigenous students. (Eg. Cultural infusion in all subject areas and teachers sharing indigenous perspectives).</li><li>• Sharing cultural perspectives needs to be encouraged with all students.</li></ul>
	<b>Next Steps</b> <ul style="list-style-type: none"><li>• Improve education outcomes for First Nations, Métis, and Inuit Students</li></ul>



	<p>through system, program, and instructional supports.</p> <ul style="list-style-type: none"> <li>• Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.</li> <li>• Support the implementation of Truth and Reconciliation Commission recommendations.</li> <li>• Incorporating the Land Acknowledgement in all events and assemblies</li> <li>• Work closely with our First Nation, Metis, and Inuit lead teachers to build more understanding amongst our larger school staff.</li> </ul>
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### Key Insights for Success

#### Advance Teaching, Learning and Leading

##### Areas of Strength

- Teachers' interest in our school's educational planning and the connection to professional development is growing.
- Clarity of vision, mission and values is high.

##### Areas for Growth

- Building capacity of staff in school wide leadership opportunities.
- Build collaborative response in our professional development plan.

##### Next Steps

	<ul style="list-style-type: none"><li>• Build structures to support student learning and achievement through Collaborative Response and Communities of Practice.</li><li>• Analyzing school-based data with staff to guide instruction and design of learning.</li><li>• Embedding times within the school day for Communities of Practice to collaborate around curriculum design.</li></ul>
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