

**OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS
DR MORRIS GIBSON SCHOOL**

Key Insights for Engagement

**Advance Stakeholder Engagement and Communications
Advance Continuous Improvement and Assurance**

Areas of Strength

- Communication- through social media, classroom-to-home and through the introduction of our newsletter “The Hawk Post”.
- Student Leadership processes and opportunities.

Areas for Growth

- Engagement of staff in school leadership team. More frequency to gather staff voice/feedback.
- Awareness of all staff of the support systems available to them to support students.

Next Steps

- Continue to invite, incorporate, and build leadership initiatives for our students at multiple grade levels to create opportunities to find their passions.
- Continue to 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 such as municipal enforcement and the Town of Okotoks to ensure the safety of students coming to and from school. Establish a multiagency resource HUB that supports mental health and well-being.

Key Insights for Support

Advance Wellness and Wellbeing Advance our Continuum of Supports

Areas of Strength

- Safe and caring school is prevalent in multiple data sources.
- Students reporting a maintained average of external resiliency in SOS-Q that reflects a resilient student population (externally).
- Growth in internal resiliency is notable considering the challenges of the population surveyed.
- An increased awareness in how we access support and services.
- An increase in awareness and understanding of assessment practices that inform what types of support are required for learners.
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Areas for Growth

- Peer relations and self-confidence are declining.
- Building an understanding and practices that reflect being trauma aware.
- Collaboration with FSLC and outside agencies was minimal due to changes in FSLC staff throughout the year. This will be ongoing work into 2023-2024
- Building capacity through collaborative response.
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Next Steps

- Build on our school's understanding regarding trauma informed, inclusive, and wellness practices to support each student in our care
- 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
- Establish a collaborative response team to support learners and strengthen our continuum of supports
- Build on our school-based continuum of supports to assist in helping teachers, students, and community members find strategies to support their needs
- Incorporating the expertise of our Collaborative Response Team and larger staff to develop our [school code of conduct/progressive discipline continuum](#).
- Strengthen our universal strategies and leverage outside agencies to support our continuum of supports

Key Insights for Success

Advance Innovation and Design

Areas of Strength

- Clear and consistent communication plan is reported at high levels.
- Although MakerSpace and Maker Time is evaluated as low, our Learning Commons Facilitator was visible in supporting Innovation and Design.
- Implementation of a Spring Student Market to promote CTF.

Areas for Growth

- Half of our parents report that Edsembli does not improve their understanding and knowledge of their child's learning, through access to it.
- Build capacity and understanding around Design and innovation framework for learning.

Next Steps

- 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 tools such as MyBlueprint within Dr. Morris Gibson School as a strategy for engagement and exposing students to a greater breadth of possible careers.
- Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in entrepreneurship through Student Markets.

Advance Learning that Transfers

Areas of Strength

- The beginning of purposeful assemblies that promote positive behavior support and school culture and connection (Hawk Time).

Areas for Growth

- New curriculum and design for conceptual understanding.
- Communities of practice.

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| | <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Incorporating Design and Innovation in collaboration with teacher, EA, and Learning Commons Facilitator. • Focusing Professional Learning on Conceptual Understanding through Communities of Practice. • Work closely with our First Nation, Metis, and Inuit lead teachers to build more understanding amongst our larger school staff. |
| Advance Literacy and Numeracy | |
| <p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Embedded time in school day for Communities of Practice. • Targeted Literacy and Numeracy groups were supported by Alberta Education through the Covid Disruption Grant. • Targeted interventions supported learning (LLI and precision reading). | <p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Revamp the strategies to reflect a focused direction for advancing literacy and numeracy as well as any other new curricular obligations. • Structure Communities of Practice to parallel a collaborative response model <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Leverage the FSD Staff Learning Link and the Curriculum Corner to support new curriculum implementation. • Develop a common understanding of data points and level A (classroom based) assessments that can guide instruction in literacy and numeracy. |
| Advance First Nations, Métis, and Inuit Student Success | |
| <p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Many Indigenous perspectives shared through school wide performances. | <p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Move beyond understanding to more prevalent instructional practices to address the systematic gap |

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| <ul style="list-style-type: none"> • Student cultural perspectives results very strong and indicate a value and understanding of truth and reconciliation in education. | <p>for Indigenous students. (Eg. Cultural infusion in all subject areas and teachers sharing indigenous perspectives).</p> |
| | <p>Next Steps</p> <ul style="list-style-type: none"> • Work closely with First Nation, Metis, and Inuit lead teachers to build understanding amongst school staff. • Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honoring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner. • Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students. |

Advance Teaching, Learning and Leading

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| <p>Areas of Strength</p> <ul style="list-style-type: none"> • A healthy group on interested teachers to contribute to the shared leadership team | <p>Areas for Growth</p> <ul style="list-style-type: none"> • Frequency of shared leadership team collaboration • Building capacity of staff in school wide leadership opportunities |
| | <p>Next Steps</p> <ul style="list-style-type: none"> • Build structures to support student learning and achievement through Collaborative Response and Communities of Practice. |

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