

# Welcome to Dr. Morris Gibson School's Education Plan

*Our Story of Engagement, Support, and Success for each Learner*

**THE FUTURE IS NOT SOMETHING WE ENTER.**

**THE FUTURE IS SOMETHING WE CREATE.**

Our future is created by the young people in our classrooms today,  
fostered by the educators invested in the pursuit of their potential,  
and nurtured by the same community that will be the beneficiary of what they create.



**EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY**

# Dr. Morris Gibson School Education Plan 2021-24 (Year 3)

Our 2021-2024 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.

[DMG 2021-22 School Annual Education Results Report](#)

[DMG School Education Plan Year 2](#)

[DMG School Website](#)

## School Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3. [Truth and Reconciliation for Learner Success in Foothills School Division](#)

## Vision

Engagement, Support and Success for each learner

## 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 school/Division leadership.

[Board Policy 01: Division Foundational Statements](#)

[Board Policy 14: A Place for All](#)

## Commitments

- Visionary leadership that inspires opportunities and initiatives to impact engagement, support and success for each learner and our communities
  - Engaging, communicating, and collaborating meaningfully with our learners and communities
- Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

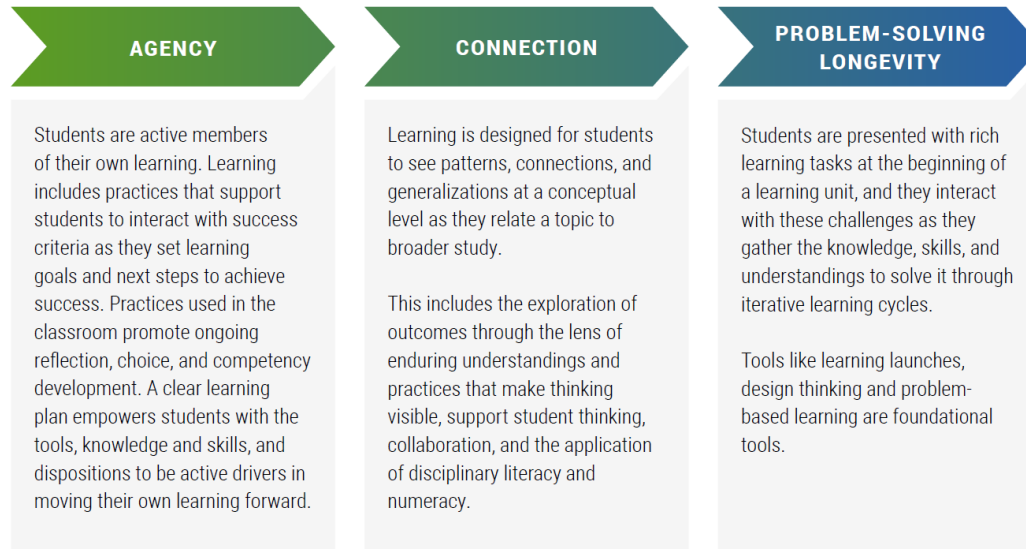
## Accountability and Assurance

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 Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#). 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. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The 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.

## Our Story of Learning

# » THE FUTURE-FOCUSED MODEL FOR LEARNING



## Our Goals and Strategies

<p><b>Our Vision</b> Engagement, Support and Success for Each Learner.</p> <p><b>Our Mission</b> 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!</p>	<p style="text-align: center;"><b>Commitments</b></p> <ul style="list-style-type: none"> <li>▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division</li> <li>▪ Engaging, communicating, and collaborating meaningfully with our learners and communities</li> <li>▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging</li> <li>▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities</li> </ul>	<p style="text-align: center;"><b>Our Priorities</b></p> <p><b>Engagement:</b> Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p><b>Support:</b> Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p><b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<b>Engagement</b>	<b>Support</b>	<b>Success</b>
<b>Local and Societal Context</b>	<b>Learning Supports</b>	<b>Student Growth and Achievement</b>

<p><b>Goal:</b> Advance Stakeholder Engagement and Communications</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Goals:</b>          Advance Wellness and Well-being          Advance Continuum of Supports</p> <p><b>Assurance Measure:</b> 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.</p>	<p><b>Goals:</b>          Advance Innovation and Design          Advance Learning for Transfer          Advance Literacy and Numeracy          Advance First Nations, Métis, and Inuit student success</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<p><b>Governance</b></p>		<p><b>Teaching and Leading</b></p>
<p><b>Goal:</b> Advance Continuous Improvement and Assurance</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p><b>Goal:</b>          Advance Excellence in teaching, learning and leading</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

## Our School

Dr. Morris Gibson is a small K-6 elementary school in Okotoks Alberta of approximately 325 students. Dr. Morris Gibson was previously the regional school for students with complex medical and cognitive needs. Although inclusive practices have been adapted into schools across the province, many parents still move into our boundaries to take advantage of our progressive inclusive practices, the skills of our staff, and the experience we offer include all students in the classroom and school.

## Our Celebrations and Highlights

There are many areas to highlight for Dr. Morris Gibson School. Students are placed in pods where they can work cross grade and use break out spaces throughout the building, staff has been incredibly resilient, we are beginning to establish some systems and structures that help support the school and culture.

It is noteworthy that our school was in transition this year. Transitions included new leadership, new school council and new curriculum. Due to the incredible resilience of students, staff and the community, we are excited about where we are as a team. This year our parents established a strong and supportive school council, staff began engaging in communities of practice and students engaged in Student Matters. The whole community worked together to become stronger through the transition of the school year. Together we are building a strong foundation for a flourishing school community.

We are reestablishing vision, systems and structures in the upcoming school year. When surveying staff there were several themes that emerged which will share the vision for Dr. Morris Gibson School including the desire to establish a vision of “who we are” at DMG. Fine arts and innovation were mentioned as areas of cultural identity. These will be explored in the visioning and emergence of school culture/identity.

## Our Annual Education Results Report 2021-22 Key Insights

# *Our Story of Engagement*

### **At our School**

Although promoting engagement for each learner is vital every school year to gain voice, perspective, build self-confidence, and encourage deep learning. Through several initiatives this year, we had many students from a variety of grade levels become school leaders.

To engage our students who were interested in student leadership opportunities, we had students co-create our daily school announcements through Google, several division two students led the school through O’Canada and an inspiring quote to begin the day, and nearly two dozen students help in the office answer phones and field student questions.

Other initiatives that were started at Dr. Morris Gibson was a succession plan for Student Matters. The student committee has engaged in the application and interview process for future members of this grade 6 group.

Furthermore, our school council has grown and become incredibly engaged in school-wide events and decision-making. We have a healthy membership for both the school council and fundraising. This very dedicated and involved council has been equally interested in providing feedback on decision-making and being a part of educational plan strategies. It will be imperative we extend our engagement into the community and with local agencies.

[DMG School Council](#)  
[Student Matters: Applications for succession planning](#)  
[HAWK Post: Newsletters](#)

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance stakeholder engagement and communications:</b> Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> <li>▪ governance aligns with and is responsive to the needs and expectations of the learning community</li> <li>▪ stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system</li> <li>▪ communication provides assurance</li> </ul>	<ul style="list-style-type: none"> <li>▪ measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division</li> <li>▪ stakeholder engagement informed decision making and education plans</li> <li>▪ education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding</li> </ul>

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

#### Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** 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:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

#### Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

### Strategies to Advance Stakeholder Engagement

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

\*Strategies continued from 2021-22 (Year 1)

\*Strategies revised or added for 2022-23 (Year 2)

\*Strategies revised or added for 2023-24 (Year 3)

**Strategy 1:** Student Engagement: Continue to invite, incorporate, and build leadership initiatives for our students at multiple grade levels to create opportunities to find their passions.

**Strategy 2:** Staff Engagement: Continue to build a school leadership team as representatives to build relevant professional development and ensure responsive support to all staff members.

**Strategy 3:** Parent Engagement: Continually seek out parent feedback with regards to our school's direction through ongoing feedback and celebrate school council achievements and initiatives.

**Strategy 4:** Community Engagement: 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.

**Strategy 5:** Communications: Share through our Instagram and school website to communicate new opportunities via school council, volunteering, school initiatives and our newly developed Hawk Post (newsletter).

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<b>Advance evidence-based continuous improvement and assurance</b> Learners communicate, collaborate, and solve problems	Assurance has been achieved through: <ul style="list-style-type: none"> <li>▪ building relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success</li> <li>▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts</li> </ul>



<p>together to advance education excellence and provide assurance for student growth and achievement.</p>	<ul style="list-style-type: none"> <li>▪ engaging with education partners and stakeholders</li> <li>▪ creating and sustaining a culture of continuous improvement and collective responsibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement</li> <li>▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity</li> <li>▪ Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities</li> <li>▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans</li> <li>▪ 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</li> <li>▪ provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement</li> </ul>
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### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

#### Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** 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:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

#### Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

## Strategies to Advance Continuous Improvement and Assurance

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

\*Strategies continued from 2021-22 (Year 1)

\*Strategies revised or added for 2022-23 (Year 2)

\*Strategies revised or added for 2023-24 (Year 3)

**Strategy 1:** Continue to share and collaborate with staff to advance the understanding of our school goals to improve student academic and social-emotional growth.

**Strategy 2:** Continue to share via social media, school website, and classroom communication engagement opportunities to community members.

**Strategy 3:** Establishing a school culture committee to build connections and support Positive Behavior Supports through celebrations.

## Our Story of Support

### At our School

Dr. Morris Gibson School, an elementary school, is dedicated to fostering an inclusive and supportive learning environment that addresses the diverse needs of its students. Recognizing that each learner requires individualized attention and assistance, the school has implemented a comprehensive continuum of supports to ensure every student thrives academically, socially, and emotionally.

At the heart of Dr. Morris Gibson School's support structures is the building of a shared vision of collaboration and cooperation. The school will establish a collaborative response team consisting of teachers, administrators, special education staff, and other professionals who work together to identify and address students' specific needs. This team will ensure that all stakeholders are involved in the decision-making process and that students receive a holistic and tailored support system.

One key aspect of Dr. Morris Gibson School's support structure will be a triage system for student support. This system will allow for early identification and intervention, ensuring that students in need receive timely assistance. Through ongoing assessments, observations, and discussions, the collaborative response team will identify students who require additional support and determine the most appropriate interventions for their individual circumstances.

To refine and enhance the continuum of supports, Dr. Morris Gibson School will establish collaborations with outside agencies. By partnering with organizations and professionals from the broader community, the school will ensure that students have access to a wide range of resources and expertise. These external partnerships allow for a comprehensive and holistic approach to student support, addressing not only academic needs but also social, emotional, and behavioral challenges.

The continuum of supports provided at Dr. Morris Gibson School will recognize that students have different learning styles, abilities, and needs. It includes a variety of strategies and interventions tailored to individual students, such as differentiated instruction, personalized

learning plans, small-group interventions, and targeted interventions There will be an emphasis placed on the code of conduct and progressive discipline continuum to allow for consistent, fair and predictable consequences. This will provide the necessary scaffolding and accommodations to empower students to achieve their full potential through positive behavior supports.

The school recognizes the importance of a shared vision, a collaborative response team, a triage system for support, and partnerships with external agencies to refine and improve the continuum of supports. By embracing this comprehensive approach, Dr. Morris Gibson School ensures that all learners receive the necessary assistance to thrive and succeed in their educational journey.

**[Inclusive Learning](#)**

**[Student Support Services](#)**

**[School Code of Conduct DRAFT](#)**

<p><b>Goal</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance wellness and well-being:</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> <li>▪ learners contribute to developing and advancing cultures of wellness and well-being</li> <li>▪ learners contribute to and feel welcomed, cared for, respected and safe</li> <li>▪ learners access a robust continuum of supports</li> <li>▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>▪ students will build resilience and positive mental health skills</li> <li>▪ students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<ul style="list-style-type: none"> <li>▪ improved wellness and wellbeing in students and staff</li> <li>▪ learners are active, healthy, and well</li> <li>▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners</li> <li>▪ all learning environments are welcoming, caring, respectful and safe</li> <li>▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> <li>▪ improved understanding of an inclusive education system is shared by all education partners</li> <li>▪ collaboration with education partners to support learning</li> <li>▪ improved wrap around services and supports that enhance conditions required for optimal learning and wellness</li> <li>▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities</li> <li>▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning</li> </ul>

## Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

### Provincial

- **Safe & Caring:** Increase/maintain 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.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

### Local

- **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.

## Strategies to Advance Wellness and Well-being

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

\*Strategies continued from 2021-22 (Year 1)

\*Strategies revised or added for 2022-23 (Year 2)

\*Strategies revised or added for 2023-24 (Year 3)

**Strategy 1:** Build on our school's understanding regarding trauma informed, inclusive, and wellness practices to support each student in our care.

**Strategy 2:** 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.

**Strategy 3:** Establish a collaborative response team to support learners and strengthen our continuum of supports.

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance our Continuum of Supports:</b> Continue to develop and advance our continuum of support.</p>	<ul style="list-style-type: none"> <li>▪ learners contribute to developing and advancing cultures of wellness and well-being</li> <li>▪ learners contribute to and feel welcomed, cared for, respected and safe</li> <li>▪ learners access a robust continuum of supports</li> <li>▪ students will develop a better understanding of themselves that will allow them to make</li> </ul>	<ul style="list-style-type: none"> <li>▪ improved wellness and wellbeing in students and staff</li> <li>▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners</li> <li>▪ all learning environments are welcoming, caring, respectful and safe</li> <li>▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> </ul>

	<p>decisions, achieve goals, build resiliency, and adapt to change</p> <ul style="list-style-type: none"> <li>▪ students will build resilience and positive mental health skills</li> <li>▪ students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<ul style="list-style-type: none"> <li>▪ improved understanding of an inclusive education system is shared by all education partners</li> <li>▪ collaboration with education partners to support learning</li> <li>▪ cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness</li> <li>▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities</li> <li>▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning</li> </ul>
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### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

#### Provincial

- **Safe & Caring:** Increase/maintain 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.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

#### Local

- **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.

### Strategies to Advance a Continuum of Supports

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

\*Strategies continued from 2021-22 (Year 1)

\*Strategies revised or added for 2022-23 (Year 2)

\*Strategies revised or added for 2023-24 (Year 3)

**Strategy 1:** Build on our school-based continuum of supports to assist in helping teachers, students, and community members find strategies to support their needs.

**Strategy 2:** Incorporating the expertise of our Collaborative Response Team and larger staff to develop our [school code of conduct/progressive discipline continuum](#).

**Strategy 3:** Strengthen our universal strategies and leverage outside agencies to support our continuum of supports.

## Our Story of Success

### At our School

With the implementation of new curriculum K-6 in literacy and numeracy our story of success is rooted in development of pedagogical practice that supports transferable learning and student achievement. Dr. Morris Gibson is creating conditions for collaboration so to optimize the knowledge of our teaching team through Communities of Practice. With new curriculum comes new assessments and those are also a focus for our team. We are focused on building foundational practices and principles that lead to student success and achievement.

Recognizing the importance of collaboration and shared expertise, Dr. Morris Gibson School is committed to creating conditions that optimize the knowledge and skills of its teaching team. Through the establishment of Communities of Practice, teachers come together to engage in meaningful discussions, share innovative strategies, and learn from one another's experiences. This collaborative approach empowers educators to continuously refine their pedagogical practices, ensuring that instruction is relevant, effective, and aligned with the new curriculum.

As the new curriculum brings about changes in instructional approaches, it also introduces new assessments designed to provide a comprehensive understanding of student progress and growth. Dr. Morris Gibson School recognizes the significance of these assessments and views them as an opportunity for continuous improvement. The teaching team actively engages in professional development sessions to familiarize themselves with the assessment tools and strategies, enabling them to effectively utilize the data collected to inform instruction and support student learning.

Within the focus on assessments and pedagogical practices, Dr. Morris Gibson School remains steadfast in its commitment to building foundational principles and practices that lead to student success and achievement. The school emphasizes the development of essential skills, critical thinking, problem-solving, and creativity across all grade levels. By fostering a supportive and engaging learning environment, the school nurtures students' growth mindset and self-efficacy, enabling them to become active and enthusiastic learners.

Furthermore, Dr. Morris Gibson School recognizes that student success is not solely measured by academic achievement. The school is dedicated to cultivating a positive school culture that promotes social-emotional well-being, inclusivity, and respect for diversity. Through the

implementation of social-emotional learning programs and the provision of support services, the school ensures that students' holistic needs are met, fostering an environment where they can thrive academically, socially, and emotionally.

With the introduction of a new curriculum in literacy and numeracy, Dr. Morris Gibson School is embarking on a journey of success guided by the development of pedagogical practices, collaboration among educators, and a focus on foundational principles. By nurturing transferable learning, optimizing the knowledge of the teaching team, and embracing new assessments, the school creates a supportive and engaging environment that promotes student achievement and prepares students for lifelong success.

**Learning that Transfers**

**Toolkit for Success: Truth and Reconciliation**

**Principles of Practice in Literacy**

**Principles of Practice in Numeracy**

**Innovation and Design**

**Foothills School Division's Strategic Plan for Innovation and Design**

<p><b>Goal</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance innovation and design:</b> Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<ul style="list-style-type: none"> <li>▪ learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</li> <li>▪ learners apply knowledge, understanding and skills in real life contexts and situations</li> </ul>

**Measures and Targets**

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

**Provincial**

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.

- **Work Preparation:** 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:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

**Local**

- **FSD Assurance Survey (Parent):** 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.

**Strategies to Advance Innovation and Design**

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

\*Strategies continued from 2021-22 (Year 1)

\*Strategies revised or added for 2022-23 (Year 2)

\*Strategies revised or added for 2023-24 (Year 3)

**Strategy 1:** 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 MyBlueprint within Dr. Morris Gibson School as a strategy for engagement and exposing students to a greater breadth of possible careers.

**Strategy 2:** Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in entrepreneurship through Student Markets.

<p><b>Goals</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance learning that transfers:</b> Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<ul style="list-style-type: none"> <li>▪ learners will be able to explore and develop their skills and passions and achieve their highest potential</li> <li>▪ students will be well prepared for their future while remaining current and relevant in the local and global contexts</li> </ul>	<ul style="list-style-type: none"> <li>▪ improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts</li> <li>▪ improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals</li> <li>▪ learners apply knowledge, understanding and skills in real life contexts and situations</li> </ul>

**Measures and Targets**

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*



**Provincial**

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** 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:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

**Local**

- **FSD Assurance Survey (Parent):** 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.

**Strategies to Advance Learning that Transfers**

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

\*Strategies continued from 2021-22 (Year 1)

\*Strategies revised or added for 2022-23 (Year 2)

\*Strategies revised or added for 2023-24 (Year 3)

**Strategy 1:** Incorporating Design and Innovation in collaboration with teacher, EA, and Learning Commons Facilitator.

**Strategy 2:** Focusing Professional Learning on Conceptual Understanding through Communities of Practice.

<p><b>Goal</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance literacy and numeracy:</b> Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable</p>	<ul style="list-style-type: none"> <li>▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy</li> <li>▪ learners apply knowledge, understanding and skills in real life contexts and situations improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades</li> </ul>

	<p>students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <a href="#">AB ED Ministerial Order on Student Learning</a></p>	<ul style="list-style-type: none"> <li>▪ improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)</li> <li>▪ improvement in foundational numeracy and mathematical knowledge and skills for all students</li> </ul>
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<p><b>Measures and Targets</b></p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>▪ <b>Learning Outcomes (PAT &amp; Diploma):</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 &amp; 9 Provincial Achievement tests and Grade 12 diploma exams for <b>English Language Learners</b>.</li> </ul> </li> <li>▪ <b>Provincial Literacy and Numeracy Assessments: Assessment (Literacy):</b> Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)</li> </ul> <p style="text-align: center;"><b>Local</b></p> <ul style="list-style-type: none"> <li>▪ <b>RRST (Reading Readiness in English &amp; French):</b> Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.</li> <li>▪ <b>GRADE (Literacy Assessment in English):</b> Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)</li> <li>▪ <b>GB+ &amp; DRA (Literacy Assessments in French):</b> Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.</li> <li>▪ <b>DELF (Speaking, Listening, Reading, and Writing assessment in French):</b> 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.</li> <li>▪ <b>MIPI (Math Assessment in English &amp; French):</b> Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.</li> <li>▪ <b>EICS Math Assessment (English &amp; French):</b> Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.</li> <li>▪ <b>Evidence of Principles and Practices that tell the story of learning</b> and provides assurance of continuous improvement and student growth and achievement.</li> </ul>	
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<p><b>Strategies to Advance Literacy and Numeracy</b></p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p>*Strategies continued from 2021-22 (Year 1)    *Strategies revised or added for 2022-23 (Year 2)    *Strategies revised or added for 2023-24 (Year 3)</p>		
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**Strategy 1:** Leverage the FSD Staff Learning Link and the Curriculum Corner to support new curriculum implementation.

**Strategy 2:** Develop a common understanding of data points and level A (classroom based) assessments that can guide instruction in literacy and numeracy.

<p><b>Goal</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance First Nations, Métis, and Inuit student success:</b> 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.</p>	<ul style="list-style-type: none"> <li>▪ First Nations, Métis and Inuit learners are successful</li> <li>▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success</li> <li>▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> <li>▪ learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success</li> <li>▪ all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools</li> <li>▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success</li> <li>▪ First Nation, Metis and Inuit families that are actively involved in educational decisions</li> <li>▪ the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement</li> </ul>
<p style="text-align: center;"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p style="text-align: center;"><b>Provincial</b></p> <ul style="list-style-type: none"> <li>▪ <b>Learning Outcomes (PAT &amp; Diploma):</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.</li> </ul> </li> <li>▪ <b>High School Completion Rate (3 and 5 years):</b> Increase/maintain high school completion rate our First Nations, Métis, and Inuit students.</li> <li>▪ <b>Provincial Literacy and Numeracy Assessments: Assessment (Literacy):</b> Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)</li> </ul> <p style="text-align: center;"><b>Local</b></p> <ul style="list-style-type: none"> <li>▪ <b>RRST (Reading Readiness in English &amp; French):</b> Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.</li> </ul>		

- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Cultural Perspectives (Student Intellectual Engagement) Survey:** Increase percentage of students (all students and self-identified First Nations, Métis, and Inuit Students) that agree or strongly agree that they have the understandings, attitudes, and beliefs of First Nations, Métis, and Inuit cultures and Truth and Reconciliation.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

**Strategies to Advance First Nations, Métis, and Inuit student success**

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

\*Strategies continued from 2021-22 (Year 1)

\*Strategies revised or added for 2022-23 (Year 2)

\*Strategies revised or added for 2023-24 (Year 3)

**Strategy 1:** Work closely with First Nation, Metis, and Inuit lead teachers to build understanding amongst school staff.

**Strategy 2:** Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.

**Strategy 3:** Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.

<p align="center"><b>Goal 5</b> <i>Desired Result</i></p>	<p align="center"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to</p>	<ul style="list-style-type: none"> <li>▪ improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all</li> <li>▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation</li> <li>▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice</li> </ul>

	<p>local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.”</p> <p><a href="#">GOA, Ministry of Education – Business Plan 2020-23, p.56</a></p>	<ul style="list-style-type: none"> <li>▪ teachers and leaders improve their professional practice in learning for transfer</li> <li>▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning</li> <li>▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning</li> </ul>
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**Measures and Targets**

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

**Provincial**

▪ **In-service jurisdiction needs:** 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.

**Local**

▪ **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.

**Strategies to Advance Excellence in Teaching, Learning, and Leading**

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

\*Strategies continued from 2021-22 (Year 1)    \*Strategies revised or added for 2022-23 (Year 2)    \*Strategies revised or added for 2023-24 (Year 3)

**Strategy 1: Build structures to support student learning and achievement through Collaborative Response and Communities of Practice.**



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