





2024 - 2025

Dr.Morris Gibson School

ANNUAL EDUCATION RESULTS REPORT

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ANNUAL EDUCATION RESULTS REPORT 2024-2025

Welcome to our Annual Education Results Report (AERR) for 2024-2025. This is our story of engagement, support, and success for each learner.

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our 2024-2029 Education Plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

School Education Plan - Year 1

Div. 2 Land Acknowledgement Division 1 Land Acknowledgement Let's take a moment to connect to the land we are We, the students of Dr. Morris Gibson School, would standing on. We the students of Doctor Morris like to acknowledge that we are grateful that we get to Gibson school, would like to acknowledge and Learn...Live...and Play on Treaty 7 Land. We will do our honour the land of the six nations before us Siksika, Pikani, Kainai, Tsuut'ina, Stoney Nakoda best to honour the original people of this land, who are and the Metis Nation here on treaty seven. We are part of the Blackfoot Confederacy, by taking care of and committed to reconciliation by protecting the land. respecting the water... the land ...and the animals the keeping it clean, not harming it and righting the same way they would have done in the past, and wrongs of the past. We honour and respect the continue to do so today! history, culture and beliefs of the treaty 7 nations so, we can ensure a bright future together.

LAND ACKNOWLEDGEMENT





PURPOSE

Education at the centre of a flourishing community.



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 leadership.

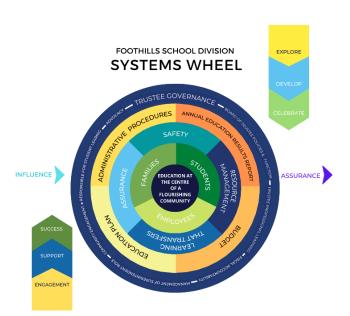
Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All



SYSTEM THINKING, ASSURANCE AND ACCOUNTABILITY

Our story of assurance starts with systems thinking. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we think we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence.



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

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

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

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

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

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

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

SCHOOL COUNCILS REGULATION

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



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

ALBERTA EDUCATION OUTCOMES	FOOTHILLS SCHOOL DIVISION GOALS	ASSURANCE DOMAINS
Education Ministry Business Plan 2024-27	Foothills School Division Education Plan 2024-29	Alberta Education Funding Manual 2024-25
Alberta's students are successful	Learning that transfersNumeracy and literacyWellness and wellbeingContinuum of supports	Student growth & achievementLearning support
 First Nations, Métis, and Inuit students in Alberta are successful 	 First Nations, Métis, and Inuit student success 	Student growth & achievementLearning support
Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy	 Innovation and design Learning that transfers Excellence in teaching, learning, and leading 	Student growth & achievementTeaching and leadingLocal and societal context
 Alberta's K-12 education system and workforce are well-managed 	Stakeholder engagement and communicationsContinuous improvement and assurance	Local and societal contextGovernance



OUR GOALS & ASSURANCE MEASURES

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

Goal

 Advance Stakeholder Engagement and Communications

Assurance Measure

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

Goals

- Advance Wellness and Well-being
- Advance Continuum of Supports

Assurance Measure

FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Goals

- Advance Innovation and Design
- Advance Learning for Transfer
- Advance Literacy and Numeracy
- Advance First Nations, Métis, and Inuit student success

Assurance Measure

FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

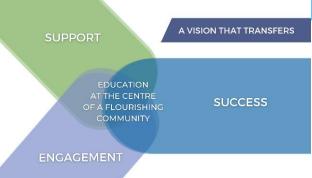
Governance

Goal:

 Advance Continuous Improvement and Assurance

Assurance Measure

FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.



Teaching and Leading

Goal

 Advance Excellence in teaching, learning and leading.

Assurance Measure

FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).











OUR SCHOOL

Dr. Morris Gibson School is a Kindergarten to Grade 6 elementary school located in the heart of Okotoks, Alberta. We proudly serve approximately 320 students, most of whom come from the surrounding community. Our school has a long history of supporting students with complex medical and cognitive needs, once serving as a regional hub for specialized programming. This legacy continues to shape who we are today. DMG is widely recognized for its inclusive practices, its strong sense of belonging, and the expertise of dedicated staff who work collectively to ensure every child is welcomed, supported, and valued within our school community.

We are honored to be the school of choice for generations of families in Okotoks. As Hawks, we celebrate the traditions, pride, and shared history that our families bring with them. Our team includes 16 committed teachers, among them a Physical Education specialist, along with 2 Learning Coaches and a Learning Commons Facilitator. We are also supported by 6 Educational Assistants, a Family School Liaison Counsellor, 2 Administrators, and an Office Secretary who help create a caring and responsive environment for our students.

Dr. Morris Gibson School offers a wide range of programming options designed to meet the diverse needs of our learners. These include full-time and part-time Kindergarten (Tuesday/Thursday with alternating Fridays), Grades 1–6, and Before and After Care provided through our Kids Stop program. Our school environment is intentionally designed to be safe, caring, and inclusive. Students have access to our Upper Gym, Sensory Rooms, Learning Resource Rooms, pod break-out spaces, Makerspace Room, and an inclusive playground that supports all abilities. Our Life Skills programming and adapted learning opportunities ensure that every child receives the individualized support they need to thrive.

Central to our approach is **Our Best Nest**, which was a vision that started in the Spring of 2025 for a schoolwide system of supports that brings together teachers, Educational Assistants, Learning Coaches, Administrators, our FSLC, SLPs, OTs, and additional specialists. The vision is for a collaborative model that ensures students receive layered academic, social—emotional, and behavioral supports tailored to their needs. Our Best Nest is also a primary focus of our ongoing professional learning, shaping how we design instruction, respond to student needs, and work together as a unified staff team.

Our Physical Education program offers students a diverse range of experiences, including swimming, inline skating, Taekwondo, and the always-popular Mission Impossible obstacle challenges. Student-led initiatives—such as PALS, Patrols, Student Markets, and Student Matters—offer leadership opportunities that help students build confidence and contribute positively to the school community. Through collaboration between classroom teachers and our Learning Commons Facilitator, students also explore technologyrich learning through Career and Technology Foundations (CTF) and Outdoor Learning. We also encourage student growth by offering numerous extracurricular clubs and sports that connect to their interests and passions. Clubs such as Chess, Pokémon, Sewing, Gardening, and Art provide students with opportunities to explore new skills, develop friendships, and extend learning beyond the classroom.

Parents and guardians play an essential role in supporting the learning environment at Dr. Morris Gibson School. We are fortunate to have a strong and active volunteer community. On any given day, parents can be found helping in classrooms, assisting with events, supporting hot lunch programs, or participating in special initiatives. Our School Council and Fundraising Committee continue to be invaluable partners. This year, our Parent Council spearheaded the creation of a dedicated Sensory Room Committee, applied for a grant, and successfully built a beautiful sensory room that supports many of our learners. In addition, they provide staff appreciation lunches and coordinate our Precision Reading program—initiatives that have had a meaningful impact on the school community. We deeply value and welcome the ongoing feedback and involvement of our parent community as we work together to enhance the student experience.



HIGHLIGHTS AND CELEBRATIONS

The 2024-2025 school year at Dr. Morris Gibson School was filled with meaningful events, joyful celebrations, and opportunities that strengthened our vibrant and connected school community. As always, we began the year with our annual Welcome Back BBQ, proudly hosted alongside our Parent Council. This tradition continues to be a highlight for families and staff, bringing together students, parents, and teachers for an evening of dancing, games, a BBQ meal, and fun activities. It remains one of the best ways to foster early connections and build the sense of belonging that defines DMG.

A signature experience every fall is the Grade 6 Camp Chief Hector trip, long anticipated by our students- many of whom look forward to it from their earliest years in the school. Our Grade 6 students had a fantastic experience this past October, deepening relationships with peers and teachers, engaging in outdoor learning, and strengthening collaboration, problem-solving, and leadership skills.

Leadership flourishes in many other areas at DMG as well. Programs such as Patrols, Office Helpers, Kindergarten Buddies, PALS, and Student Matters offer students meaningful ways to contribute to our community. The Student Matters team continued to amplify student voice by leading monthly Hawk Time assemblies, where they celebrated school-wide achievements, recognized positive behaviors, and highlighted what it means to be a strong and caring Hawk.

Our "Caught a Hawk" positive behavior support, continued to promote kindness, respect, and responsibility throughout the school. This year, our community also celebrated a unique and memorable event: adopting an injured hawk as a symbol of our commitment to caring, resilience, and school pride. When the hawk recovered and was ready to return to the wild, our entire school gathered to celebrate its release and cheer it on as it began its journey south- a moment that beautifully reinforced our shared values.

Students at DMG were involved in a wide range of physical activities and extracurricular programs that showcased their interests, talents, and dedication. Popular offerings included Run Club, Basketball, Triple Ball, the DMG Soccer League, and Flag Football, as well as the launch of our successful DMG Cheer Team for Grades 4–6, who impressed the community by winning the championships they entered. We also continued to provide diverse opportunities that supported student passions in wellness, athletics, creativity, and the arts. These included the Grade 4–6 Ski and Snowboard Trip with lessons, acting and singing roles in our school musical, The Lion King, and meaningful involvement in Trickster Theatre, where students demonstrated their creativity through choreography and performance.

In addition to these large-scale programs, students were able to explore their personal interests through a variety of clubs offered throughout the year. Opportunities such as Chess Club, Pokémon Club, Sewing Club, Gardening Club, and Art Club allowed students to pursue hobbies, learn new skills, and connect with peers in fun and meaningful ways. These clubs added another layer of engagement to our school culture and provided something for everyone.

Our students also expressed their entrepreneurial and artistic talents through activities such as Student Markets (including a Christmas wrapping station), a Division 1 and Division 2 Talent Show, Artist in Residency programs, and the creation of student podcasts and websites. These experiences enriched learning and allowed students to explore their interests in innovative and authentic ways.

As always, school spirit was high, and our staff played an essential role in cultivating a warm, inclusive, and welcoming environment for every student and family. Staff and students connected through fun, community-building events such as staff vs. student basketball and soccer games, school spirit days, and our lively Hawk Time assemblies. The relationships we build at DMG remain at the heart of our work, and at the heart of our celebrations. And of course, one of our most beloved traditions continued: the Okotoks Firefighters helping to cool everyone off during our annual Sports Day, reminding us once again how fortunate we are to have strong community partnerships (and a little extra fun!) at Dr. Morris Gibson School.



EDUCATION ASSURANCE MEASURES REPORT SUMMARY

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

 iggraphi AEAM Summary by Stakeholder Group (Parents/Students/Staff)

Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	82.5%	85.9%	94.3%	91.0%	78.5%	80.0%	80.4
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	82.4%	82.5%	90.9%	84.5%	73.5%	81.0%	75.2
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	88.8%	88.1%	96.3%	90.9%	82.7%	91.1%	81.2
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	73.0%	77.7%	85.9%	80.0%	72.8%	96.4%	71.7
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Very Low	Intermediate	Intermediate	Low	Very Low	Very High	Intermediate
Evaluation (Improvement)	Declined	Declined	Declined	Declined	Maintained	Improved	Maintained

FSD Assurance Survey (Parent): Parent attitudes to learning in the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022	90	90	96	89	80	77	47
2022-2023	92	91	96	90	77	81	61
2023-2024	90	92	87	95	85	82	75
2024-2025	93	92	86	92	81	79	70

Evaluation	Very High	Very High	High	Very High	High	High	Intermediate
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OUR STORY OF ENGAGEMENT

Our story of engagement reflects a strong and growing culture of partnership, voice, and shared responsibility across our school community. Data from the Alberta Education Assurance Survey and the FSD Assurance Survey show that parental involvement is a significant strength, with parental involvement rated Very High and continuing to improve over time. Families consistently report that they feel welcomed, informed, and meaningfully involved in school life, which reinforces a strong sense of belonging for students and staff alike.

Student leadership opportunities, particularly through the **Student** Matters Team and Hawk Time celebrations, have strengthened student voice and school pride. These opportunities contribute to increased engagement, citizenship, and connection, supporting students' sense of agency and belonging. Communication strategies—including social media, classroom communication, and school-wide celebrations—have proven effective in keeping stakeholders informed and engaged.

While education quality remains a relative strength, survey results indicate an opportunity to strengthen perceptions of school **improvement**. Continued focus on amplifying student voice, sustaining high levels of parent engagement, and intentionally communicating progress will support growth in this area. Overall, the data confirms that engagement is a foundational strength at Dr. Morris Gibson School, supporting positive relationships, shared governance, and a flourishing school community

Engagement Opportunities & Resources

- **Policy 1: Divisional Foundation Statements**
- Advocacy
- A Shared Responsibility: Safety for All
- Celebrations for All
- **Celebrating our Flourishing Community**
- **Engagement Opportunities**



86%

of parents indicate the **Education Quality is** Satisfactory.

(FSD Assurance Survey)

96%

of students/parents/staff indicate the Parental Involvement is High.

(Alberta Education Assurance Survey)

70%

of parents indicate the **School Improvement is** Satisfactory.

(FSD Assurance Survey)

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

Advance evidence-based continuous improvement and assurance

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

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

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

- Stakeholder Engagement:
 Increase/maintain participation of stakeholders to inform decisions.
- FSD Assurance Survey:
 Increase/maintain percentage
 of parents satisfied with
 Assurance Measures.

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

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
2024-2025 (School)	85.9%	96.4%	71.7%
2024-2025 (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Intermediate	Very High	Intermediate
Evaluation (Improvement)	Declined	Improved	Maintained

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Education Quality	Parental Involvement	School Improvement	
2024-2025	86%	79%	70%	
Evaluation	Very High	Very High	Intermediate	

OUTCOMES TO CONSIDER

expected to learn at school **Education Quality** to know receiving at school

Your child clearly understands what they are

Your child finds schoolwork challenging

Your child finds schoolwork interesting

Your child is learning what they need

The quality of education your child is

To what extent are you involved in decisions about your child's overall education **Parental Involvement**

To what extent are you involved in decisions about your child's school

Your input into decisions about your child's school is considered

The opportunities to be involved in decisions about your child's overall education

The opportunities to be involved in decisions about your child's school

School Improvement

Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

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

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
Strategy 1: Build student leadership capacity through the Student Matters Team.	Very High
Strategy 2: Build a school leadership team as representatives to build relevant professional development and ensure responsive support to all staff members.	High
Strategy 3: Continually seek out parent feedback with regards to our school's direction through ongoing feedback and celebrate school council achievements and initiatives.	Very High
Strategy 4: Collaborate with local agencies to support mental health and well-being.	High

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: Evidence-informed decision-making : Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.	Very High
Strategy 2: Engagement: 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.	Very High
Strategy 3: Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.	Very High
Strategy 4: Share and collaborate with staff to advance the understanding of our school goals to improve student academic and social-emotional growth.	Very High
Strategy 5: Share via social media, school website, and classroom communication engagement opportunities to community members.	Very High
Strategy 6: Establishing a school culture committee to build connections and support Positive Behavior Supports through Hawk Time celebrations.	Very High

DATA ANALYSIS

In telling our story of engagement we looked at the progress we made in advancing our goals of stakeholder engagement and continuous improvement. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in Foothills School Division. The data told us that

- Parental Involvement is a strength for our school and has improved over time.
- Communication strategies are effective and well utilized.
- Education quality remains a relative strength.
- Strengthening student voice through engagement/leadership opportunities will support pride and belonging.
- Maintaining strong parent engagement will improve participation in feedback and assurance processes.



OUR STORY OF SUPPORT

Our story of support highlights a school culture where students feel safe, cared for, and connected, and where families express confidence in the supports available to their children. Parent survey data indicates very high satisfaction with safe, caring, and welcoming learning environments, and high confidence in access to supports and services. These results reflect the collective efforts of staff, families, and community partners in creating inclusive and responsive learning

Student SOS-Q data further affirms this strength, with students reporting very high levels of peer relationships, self-confidence, and resilience, all above national norms. These indicators demonstrate that students feel a strong sense of belonging and are developing the socialemotional skills necessary for learning and well-being. Traumainformed practices and wellness-focused strategies continue to positively impact student engagement and attendance.

While support is a clear strength, data also points to opportunities to increase clarity, coordination, and visibility of the continuum of **supports**, particularly through collaborative response teams. Strengthening timely, coordinated interventions will further enhance student access to supports. Overall, our data tells a positive story: **Dr.** Morris Gibson School provides a safe, caring, and inclusive environment where students are supported academically, socially, and emotionally.

Support Opportunities & Resources

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



81% of students indicate Self Confidence is high.

(SOSQ)

90% of parents indicate the Safe and Caring is high.

(FSD Assurance Survey)

81% of parents indicate the **Access to Supports is**

> satisfactory. (FSD Assurance Survey)

91% of students indicate that

Peer Relations is high.

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

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')	
2024-2025 (School)	82.7%	72.8%	
2024-2025 (Prov)	87.3%	80.1%	
Evaluation (Achievement)	Intermediate	Very Low	
Evaluation (Improvement)	Declined	Maintained	

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')	
2024-2025	90%	81%	
Evaluation	Very High	High	

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

above national norm								
	Safe & Caring External Self Internal Peer Relations Confidence Resilience							
2024-2025	92%	76%	81%	83%	91%			
Evaluation	Very High	High	Very High	Very High	Very High			

OUTCOMES TO CONSIDER

Access to Supports and Services

At school, there are appropriate supports and services available to your child to help with their learning

When your child needs it, teachers at your child's school are available to help them

You can get the support you need from the school to help your child be successful in their learning

Your child can get help at school with problems that are not related to

Your child can easily access programs and services at school to get help with

Program of Studies: At-Risk Students

When your child needs it, teachers at your child's school are available to help them

Your child can easily access programs and services at school to get help with schoolwork

Your child can get help at school with problems that are not related to schoolwork

STRATEGY ANALYSIS

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

WELLNESS AND WELL-BEING	EVALUATION
Strategy 1: 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.	Very High

CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Strengthen our universal strategies and leverage outside agencies to support our continuum of supports.	Very High
Strategy 2: Build on our school-based continuum of supports to assist in helping teachers, students, and community members find strategies to support their needs.	Very High
Strategy 3: Establish a collaborative response team to support learners and strengthen our continuum of supports	High
Strategy 4: 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.	Very High

OUTCOMES TO CONSIDER

Environments Respectful and Safe Welcoming, Caring,

Students at your child's school care about each other

Students at your child's school respect each other

Students treat each other well at your child's school

Teachers care about your child

Your child is safe at school

Your child is safe on the way to and from school

Your child is treated fairly by adults at school at school

DATA ANALYSIS

In telling our story of support we look at the progress we made in advancing our goals of wellness and well-being and continuum of supports. We looked at the data from both the Alberta Education(All students grades 4-12, parents grades 4, 7, and 10, and all teachers) and FSD Assurance Surveys (All parents) in the specific areas of safe and caring and access to supports as well as SOS-Q measures of safe and caring, external resilience, self-confidence, internal resilience, and peer relations for our students in grades 4 through 12. This data told us that:

- Parents express confidence in access to supports and services, reporting high satisfaction with teacher responsiveness and communication.
- Students demonstrate strong social-emotional wellbeing, resilience, and peer relationships, with SOS-Q results indicating high levels of connectedness and selfconfidence.
- Safe and caring learning environments are a strength, with parents reporting very high satisfaction with welcoming, respectful, and safe school environments.
- There is a need to strengthen coordinated and timely interventions through collaborative response teams.
- Increasing clarity and visibility of the continuum of supports to all stakeholders will promote understanding of supports and services.

OUR STORY OF SUCCESS: Innovation and Design Learning that Transfers

Our story of success reflects a strong foundation of **high expectations**, **student effort**, **and supportive learning environments**. Survey data shows that parents report **very high satisfaction** with program quality, student engagement, citizenship, work preparation, and lifelong learning opportunities at Dr. Morris Gibson School. Students consistently report feeling supported and challenged, with high levels of effort and clear expectations for success.

Innovation and design initiatives—such as maker-centered learning, Career and Technology Foundations (CTF), student markets, and technology-rich projects—have provided meaningful opportunities for creativity, problem-solving, and real-world learning. These experiences support the development of transferable skills and active citizenship. Work preparation and citizenship continue to be areas of strength, reflecting the school's commitment to preparing students for future learning and life beyond the classroom.

Data also identifies opportunities for growth. Student responses indicate a need to **strengthen relevance and authentic application of learning**, particularly to support students' understanding of lifelong learning and transfer across subject areas. Increasing cross-curricular, real-world learning experiences will help bridge this gap. Overall, the data tells a clear story: **Dr. Morris Gibson School is building strong foundations for student success while intentionally refining instructional practices to deepen learning and transfer.**

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers



89%

of students/parents/staff indicate the Program of Studies is satisfactory.

(Alberta Education Assurance Survey)

92%

of students indicate that High Expectations are present at DMG.

(FSD Intellectual Engagement Survey)

93%

of parents indicate the Student Learning Engagement is high.

(FSD Assurance Survey)

83%

of parents indicate the Lifelong Learning is present at DMG.

(FSD Assurance Survey)

STUDENT GROWTH AND ACHIEVEMENT INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

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

Advance learning for transfer

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

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

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

- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Lifelong Learning (AEAM): Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School** Completion Rate, Transition Rates, Rutherford Scholarship, **Exam Participation Rate** (AEAM): Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **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).

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025 (School)	88.5%	81.8%	77.7%	85.9%	63.2%	73%
2024-2025 (Prov)	83.0%	83.7%	79.8%	87.7%	80.8%	83.9%
Evaluation (Achievement)	Very High	High	High	Intermediate	Low	Very Low
Evaluation (Improvement)	Maintained	Maintained	Declined	Declined	Maintained	Declined

FSD Assurance Survey: Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025	88%	84%	92%	86%	83%	93%
Evaluation	Very High	Very High	Very High	Very High	Very High	Very High

Alberta Education Assurance Measures Report

		High School	-			
Provincial Performance Measures	Drop-out rate	3-Year	5-Year	Transition Rate (6 years)	Rutherford Scholarship	Exam Participation (4 or more Diploma)
2023-2024 (School)						
2023-2024 (Prov)	N/A	N/A	N/A	N/A	N/A	N/A
Evaluation (Achievement)	N/A	N/A	N/A	N/A	N/A	N/A
Evaluation (Improvement)	N/A	N/A	N/A	N/A	N/A	N/A

FSD Intellectual Engagement Survey: Measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). Measures domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below							g Agree or Strongly A e I am engaged in the	
Performance Measures High Expectations Relevance Rigor Effort Support						ELA/FLA/SS	Math/Science	CTS/CTF
2024-2025	92%	70%	76%	88%	85%	48.5%	52.%%	39%
Evaluation	Very High	High	High	Very High	Very High	Low	Low	Low

STRATEGY ANALYSIS

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

INNOVATION AND DESIGN	EVALUATION
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 My Blueprint within Dr. Morris Gibson School as a strategy for engagement and exposing students to a greater breadth of possible careers.	Intermediate
Strategy 2: Establish a student driven school-based business to support FSD design and innovation framework.	Low
Strategy 3: Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in entrepreneurship through Student Markets.	Very High

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Incorporating Design and Innovation in collaboration with teacher, EA, and Learning Commons Facilitator.	High
Strategy 2: Focusing Professional Learning on the 3 Principles of Deep and Transferrable learning (FSD Guide to Success) through Communities of Practice. o Investigate the Learning Cycles K-6 with a focus on conceptual understanding.	High

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, lifelong learning, and student learning engagement and the Intellectual Engagement Survey in the areas of High Expectations, Relevance, Rigor, Effort, Support, and Intellectual Engagement in ELA/FLA/SS, Math/Science, and CTS/CTF. This data told us that:

- Work preparation and citizenship are an area of strength for our school.
- Students report that there are very high levels of high expectations, effort and support.
- There is a disconnection between parent and student reporting on lifelong learning. Students are not seeing high achievement in lifelong learning. Increasing authentic, crosscurricular learning can promote this.
- Instructional practices need to increase student intellectual engagement and sustained/deepened learning.



OUR STORY OF SUCCESS: LITERACY AND NUMERACY

Our story of success in literacy and numeracy reflects a continued commitment to strong instructional practice, high expectations, and responsive support for all learners. Data from assurance measures and classroom evidence indicate that **students are learning what they need to know and understand expectations for their learning**, reinforcing literacy and numeracy as foundational priorities. Teachers use collaborative planning, assessment-informed instruction, and targeted interventions to respond to diverse learner needs. This intentional focus supports student growth while ensuring learning remains accessible and meaningful. Parent feedback indicates confidence in the quality of education provided, further affirming the effectiveness of instructional practices.

While achievement data shows literacy and numeracy remain relative strengths, continued focus on authentic problemsolving, application of skills, and cross-curricular connections will support deeper understanding and learning transfer. Overall, our data demonstrates that literacy and numeracy instruction at Dr. Morris Gibson School is purposeful, responsive, and grounded in high expectations for every learner.

Evidence of Success & Resources

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



88%

of students achieve the acceptable Standard in Social Studies.

(Provincial Achievement Test Results)

87%

of grade 5 students are at grade level in Common Numeracy Assessments.

(Grade 4-9 EICS)

88%

of grade 6 students are at grade level in Common Numeracy Assessments.

(Grade 4-9 EICS)

33%

of students achieve the standard of excellence in Social Studies.

(Provincial Achievement Test Results)

STUDENT GROWTH AND ACHIEVEMENT LITERACY AND NUMERACY

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

OUTCOMES TO CONSIDER

Life-Long Learning High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime

Satisfaction with Program Access

The specialized supports and services your child is receiving enables them to be a successful learner

Your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)

Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime Your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write

Your child can access the following services in a timely manner at school when needed: School Library services

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

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

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	Eng	glish La	nguage	Arts		Ма	th			Social :	Studies					Scie	nces			
Course	30)-1	30	0-2	30	-1	30	-2	30)-1	30)-2	Bio	30	Che	m 30	Phys	ics 30	Scien	ce 30
Level (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2024-25 (School)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2024-25 (Prov)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Evaluation (Achievement)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Evaluation (Improvement)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Diploma Exams		ıçais / nguage Arts	Etudes Sociales			
Course	3	0-1	30-1			
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence		
2024-25 (School)	N/A	N/A	N/A	N/A		
2024-25 (Prov)	N/A	N/A	N/A	N/A		
Evaluation (Achievement)	N/A	N/A	N/A	N/A		
Evaluation (Improvement)	N/A	N/A	N/A	N/A		

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	I Fnglish Language Δrts		Math		Social S	Studies	Scie	ence	French Language Arts		
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	
2024-25 (School)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2024-25 (Prov)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Evaluation (Achievement)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Evaluation (Improvement)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	I Fnalish Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	N/A	N/A	N/A	N/A	87.5%	32.5%	N/A	N/A	N/A	N/A
2024-25 (Prov)	N/A	N/A	N/A	N/A	15.1%	20.2%	N/A	N/A	N/A	N/A
Evaluation (Achievement)	N/A	N/A	N/A	N/A	Very High	Very High	N/A	N/A	N/A	N/A
Evaluation (Improvement)	N/A	N/A	N/A	N/A	Maintained	Maintained	N/A	N/A	N/A	N/A

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Provincial Literacy Assessment:				
Kindergarten to Grade 3 (CC3) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025	N/A	0	5	8

Provincial Numeracy Assessment:				
Kindergarten to Grade 3 (KTT) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025	N/A	1	4	5

Common Literacy/Numeracy Assessments: Local Measures							
Common Numeracy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a	
2024-2025	78%	87%	88%	n/a	n/a	n/a	
Evaluation	High	Very High	Very High	n/a	n/a	n/a	

Common French Immersion Language Assessment: Grade 9 & 12 DELF							
	Grade 9	Grade 12					
2021-2024	n/a	n/a					
2024-2025	n/a	n/a					
Evaluation	n/a	n/a					

AEA Measures for English Language Learners

Performance Measure High School Completion	Diploma Examinations	Provincial Achievement Tests
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	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	n/a	n/a	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a		
Evaluation (Improvement)	n/a	n/a	n/a	n/a		

OUTCOMES TO CONSIDER

Student Learning Engagement

The literacy skills your child is learning at school are useful

The numeracy skills your child is learning at school are useful

Your child is learning what they need to know

Program of Studies

How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:

- Another Language
- Art
- Drama

The numeracy skills your child is learning at school are useful

Your child is learning what they need to know Citizenship

Health

Music Technology

Access to Supports and Services

At school, there are appropriate supports and services available to your child to help with their learning

When your child needs it, teachers at your child's school are available to help them

You can get the support you need from the school to help your child be successful in their learning

Your child can easily access programs and services at school to get help with schoolwork

Your child can get help at school with problems that are not related to schoolwork

Work Preparation

Your child is taught attitudes and behaviours to be successful at work when they leave school Your child is encouraged at school to be involved in activities that help the community

Students at your child's school follow the rules

Students at your child's school help each other when they can

Students at your child's school respect each other

Your child is encouraged at school to try their best

STRATEGY ANALYSIS

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

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Leverage the FSD Staff Learning Link and the Curriculum Corner to support new curriculum implementation.	Very High
Strategy 2: Develop a common understanding of data points and level A (classroom based) assessments that can guide instruction in literacy and numeracy.	Very High
Strategy 3: Systematic and effective use of school-based tools and resources that support student thinking and develop literacy and numeracy skills.	Very High



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3, analyzing results from the Grade literacy assessment and the MIPI numeracy assessment. We also analyze results of Grade 6 and Grade 9 Provincial Achievement Tests and Grade 12 Diploma Exams. This data told us that:

- There has been a reduction of students at risk compared to historical data. This is telling us that some of our systems of support are visible and effective.
- There is a need for strengthened literacy and numeracy targeted interventions in grades 2 and 3.
- Deep and transferrable learning needs to be strengthened through instructional practices.
- There is a need to strengthen all levels of literacy instruction (Universal, targeted and individualized).
- There is use of strong assessment data that informs instruction.

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

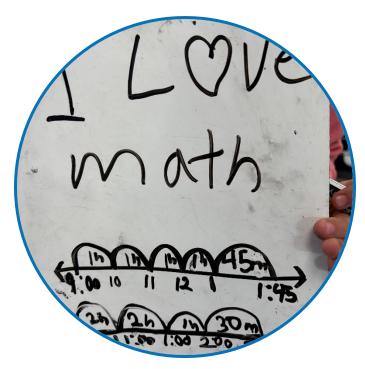
Our story of success for First Nations, Métis, and Inuit (FNMI) student success is grounded in inclusive practice, relationship-building, and a commitment to belonging. Survey data indicates that students feel welcomed, respected, and supported within safe and caring learning environments—conditions that are essential for student success and engagement.

Intentional efforts to embed Indigenous perspectives, ways of knowing, and culturally responsive practices contribute to a school culture that values diversity and identity. Collaboration with families, divisional supports, and community partners strengthens wraparound supports and ensures student needs are addressed holistically.

While achievement measures highlight positive outcomes, ongoing work will focus on deepening authentic integration of Indigenous perspectives across learning experiences and strengthening student voice. Our data confirms that Dr. Morris Gibson School is committed to advancing FNMI student success through inclusive, respectful, and responsive practices.

Evidence of Success & Resources

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



100%

of Self Identified **Indigenous Students** indicate they feel a sense of cultural belonging.

(Cultural Perspectives Survey)

100%

of Self Identified **Indigenous Students** indicate DMG school is Safe and Caring.

(SOS-Q Survey)

100%

of Self Identified **Indigenous Students** indicate DMG school has high expectations.

(Intellectual Engagement Survey)

100%

of Self Identified **Indigenous Students** achieve grade level expectations in Common **Literacy and Numeracy** Assessments.

(Grade 4-9 EICS and Literacy Screeners)

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

AEA Measures for FNMI Students

Performance Measure	High School	Completion	Diploma Ex	aminations	Provincial Achievement Tests		
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence	
2024-2025 (School)	n/a	n/a	n/a	n/a	n/a	n/a	
2024-2025 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a	
Evaluation (Achievement)	n/a	n/a	n/a	n/a			
Evaluation (Improvement)	n/a	n/a	n/a	n/a			

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

Above National Norm										
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations					
2024-2025	100%	100%	67%	100%	100%					
Evaluation	Very High	Very High	Intermediate	Very High	Very High					

Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

Students re	sponding Agree or Stroi	ngly Agree to at least h	Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"				
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	стѕ
2024-2025	100%	54%	89%	89%	67%	67%	33%
Evaluation	Very High	Low	Very High	Very High	Intermediate	Intermediate	Low
_	_	_	_				_

Common Literacy/Numeracy Assessments: Local Measures									
Common Numeracy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9			
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a			
2024-2025	n/a	100%	n/a	n/a	n/a	n/a			
Evaluation	n/a	Very High	n/a	n/a	n/a	n/a			

Cultural Perspectives	Cultural Perspectives Survey																	
	% Students (4-12) Reporting Agree or Strongly Agree																	
Performance Measures		tural nging		ortable Culture	and Ac	raged cepted Culture		Priority th and ciliation	Import Truth	sonal ance of n and ciliation	All Su	ural Across bject eas	Mul	rstand tiple ectives	Truth	rstand n and ciliation	Indig	rs Share enous ectives
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2024-2025	89	100%	56%	100%	61%	67%	65%	100%	79%	100%	61%	67%	75%	33%	75%	67%	70%	67%
Evaluation	VH	VH	L	VH	T	1	- 1	VH	Н	VH	I	I	Н	VL	Н	I	н	I
		VL -	Very Lo	w	L – Lo	ow	1 -1	ntermed	iate	Н	– High		VH – Vei	y High				

STRATEGY ANALYSIS

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

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION
Strategy 1: Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.	Very High
Strategy 2 : Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.	High
Strategy 3: Support the implementation of Truth and Reconciliation Commission recommendations.	Intermediate
Strategy 4: Incorporating the Land Acknowledgement in all events and assemblies	Very High
Strategy 5: Work closely with our First Nation, Metis, and Inuit lead teachers to build more understanding amongst our larger school staff.	High

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of First Nations, Métis, and Inuit Student Success. We looked at the data from the SOS-Q Survey, Intellectual Engagement Survey, Math Intervention Programming Instrument, the Grade Literacy Assessment, the Cultural Perspectives Student Survey, and AEA Measures for First Nation, Metis and Inuit students. This data told us that:

- There is a strong sense of safety, belonging and well being for FNMI students.
- Respectful and reciprocal relationships are evident.
- There is a variability in cultural understanding and perspectives among all students. There is a need to strengthen school-wide cultural understanding.
- Evaluating our school's relationship to the land through acknowledgement will assist with this.
- Enhancing student voice, identity and confidence for FNMI learners will assist students to see their identities reflected positively in learning and school culture.
- We need to strengthen culturally responsive and authentic learning experiences across subject areas.



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

Our story of teaching and leading reflects a strong professional culture rooted in collaboration, shared leadership, and continuous improvement. Assurance data indicates that teachers and leaders demonstrate high levels of professionalism, responsiveness, and care, contributing to positive learning environments and student success.

Professional learning is intentionally aligned with school priorities and data analysis, including trauma-informed practice, inclusive learning, and design for transfer. Structures such as shared leadership teams and communities of practice support reflective dialogue, capacity building, and coherence across classrooms.

Leadership practices emphasize transparency, relationshipbuilding, and collective responsibility. By grounding decisions in evidence and stakeholder input, the school ensures teaching and leading practices remain responsive to student needs. Overall, the data tells a clear story: effective teaching and leadership at Dr. Morris Gibson School are key drivers of student engagement, support, and success

Evidence of Success & Resources

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



89%

of teachers indicate there is Clarity of Vision, Mission and Values.

(FSD Professional Learning Survey)

92%

of teachers indicate a positive Professional Learning and Collaborative Culture.

(FSD Professional Learning Survey)

81%

of teachers support **Professional Learning** Communities.

(FSD Professional Learning Survey)

85%

of teachers indicate that the school supports a **Professional Body of** Knowledge.

(FSD Professional Learning Survey)

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

RESULTS ANALYSIS FOR TEACHING AND LEADING

New FSD Profession schools and across th	In-service jurisdiction needs Provincial Measure					
	Clarity of Vision, Mission, and Values	, , , , , , , , , , , , , , , , , , ,				
2024-2025	89%	92%	81%	85%	87.9%	81.7%
Evaluation	Very High	Very High	Very High	Very High	High -N	Maintained

STRATEGY ANALYSIS

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

TEACHING AND LEADING	EVALUATION
Strategy 1: Build structures to support student learning and achievement through Collaborative Response and Communities of Practice.	Intermediate
Strategy 2 : Analyzing school-based data with staff to guide instruction and design of learning.	Very High
Strategy 3: Embedding times within the school day for Communities of Practice to collaborate around curriculum design.	Low

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of Teaching, Learning, and Leading. We looked at the data from the AEAM and our FSD Professional Learning Survey. This data told us that:

- Our school would benefit from building leadership capacity and shared accountability for teaching and learning.
- Deepening data-informed cycles of instructional improvement will strengthen collaboration.
- Teachers report a very high confidence in their professional knowledge and supporting quality instruction.
- Our professional culture is grounded in shared vision and collaboration.
- Teachers would like ongoing development to ensure they are confident responding to classroom learning needs.
- Focusing on aligning professional learning, classroom practice and measurable impact on student learning outcomes.



