



2024 – 2029

EDUCATION PLAN YEAR 3

Dr. Morris Gibson School

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DR. MORRIS GIBSON SCHOOL

EDUCATION PLAN 2024 - 2029 (YEAR 3)

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

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

DR. MORRIS GIBSON LAND ACKNOWLEDGEMENT

DMG Division 1: We, the students of Dr. Morris Gibson School, would like to acknowledge that we are grateful that we get to Learn...Live...and Play on Treaty 7 Land. We will do our best to honour the original people of this land, who are part of the Blackfoot Confederacy, by taking care of and respecting the water... the land ...and the animals the same way they would have done in the past, and continue to do so today!

DMG Division 2: Let's take a moment to connect to the land we are standing on. We the students of Doctor Morris Gibson school, would like to acknowledge and honour the land of the six nations before us Siksika, Pikani, Kainai, Tsuut'ína, Stoney Nakoda and the Metis Nation here on treaty seven. We are committed to reconciliation by protecting the land, keeping it clean, not harming it and righting the wrongs of the past. We honour and respect the history, culture and beliefs of the treaty 7 nations so, we can ensure a bright future together.

Truth and Reconciliation for Learner Success Toolkit in Foothills School Division

OUR VISION

Engagement, Support and Success for each learner

OUR MISSION

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

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

OUR DIVISION

Board of Trustees
Board Policy 01: Division Foundational Statements
Board Policy 14: A Place for All

Accountability and Assurance
Alberta Education & Childcare and Foothills School Division
Goal Alignment
Systems Thinking

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

SCHOOL COUNCILS REGULATION

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

OUR GOALS & ASSURANCE MEASURES		
ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
Goal: Advance Stakeholder Engagement and Communications Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	Goals: Advance Wellness and Well-being Advance Continuum of Supports Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		
Goal: Advance Continuous Improvement and Assurance Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.	Teaching and Leading Goal: Advance Excellence in teaching, learning and leading. Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).	

OUR SCHOOL

Dr. Morris Gibson School, located in the heart of Okotoks, Alberta, has been serving the community since its opening in 1993. With approximately 300 students from Kindergarten through Grade 6, the school has established itself as a cornerstone of educational excellence and inclusion. Over the years, Dr. Morris Gibson has built a reputation for embracing diversity and supporting the unique needs of every learner. The school's commitment to inclusion is evident in its approach to educating students with diverse and complex needs in regular classrooms and support spaces, always prioritizing age-appropriate peer interactions and meaningful learning experiences.

The school's vibrant culture is further strengthened by high levels of parent involvement and collaboration. Families, staff, and students work together to create a welcoming and respectful environment that encourages academic, social, and emotional growth. This partnership ensures a united approach to student success, with parents playing an integral role in program planning and decision-making. Dr. Morris Gibson's dedication to fostering a safe, supportive, and thriving learning community is reflected in its collaborative team delivery model, which includes classroom teachers, support staff, Learning Coaches, school administration, and Family School Liaison Counselors. Together, these efforts have helped the school maintain a strong foundation of inclusion, equity, and lifelong learning, making it a place where every child can flourish.



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance stakeholder engagement and communications by:

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

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
 - Assure to our stakeholders through ongoing feedback regarding the efficacy of reporting through the system of reporting.
 - Refine system of reporting to optimize reporting to parents.
 - Build capacity for students and families on FSD's System of Reporting.
- **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.
 - Share via social media, school website, and classroom communication - engagement opportunities to community members.
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Share and collaborate with staff to advance the understanding of our school goals to improve student academic and social-emotional growth.
 - Establishing a school culture committee to build connections and support Positive Behavior Supports through Hawk Time celebrations.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

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



Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance wellness and well-being by:

- 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.
- Implementation of social emotional learning competencies for student instruction.

Advance a continuum of supports by:

- Strengthen our universal strategies and leverage outside agencies to support our continuum of supports.
- Build on our school-based continuum of supports to assist in helping teachers, students, and community members find strategies to support their needs.
- Establish a collaborative response team to support learners and strengthen our continuum of supports.
 - Intentionally increase the visibility of the continuum of supports to all stakeholders to ensure parents and students understand how to access available services
- 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.
- Implementation of student support system as a model to address the diverse needs of all students
- Respond to the decline in SOS-Q external resilience data (which sits at 76% compared to higher scores in other areas) by implementing specific instructional strategies designed to strengthen student connectivity to outside supports
- **Assessment-Informed Support:** Increase staff capacity and understanding of "Level A" (classroom-based) assessments to more accurately identify and inform the specific learning supports required for diverse learners

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Safe & Caring (AECA):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AECA):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AECA):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance innovation and design by:

- 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.
- Establish a student driven school-based business to support **FSD design and innovation framework.**
- Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in entrepreneurship through Student Markets.

Advance learning that transfers by:

- Incorporating Design and Innovation in collaboration with teacher, EA, and Learning Commons Facilitator.
- Focusing Professional Learning on the 3 Principles of Deep and Transferrable learning (FSD Guide to Success) through Communities of Practice.
 - **Students engaging in authentic cross curricular learning to sustain/deepen learning**

 **Goals, Outcomes, Indicators, Measures, Details**

 **4 Year Data Trends and Key Insights**

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AECA):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AECA):** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship (AECA):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AECA):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AECA):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

GOAL & STRATEGIES

Advance literacy and numeracy by:

- Leverage the FSD Staff Learning Link and the Curriculum Corner to support new curriculum implementation.
- Develop a common understanding of data points and level A (classroom based) assessments that can guide instruction in literacy and numeracy.
- *Systematic and effective* use of school-based tools and resources that support student thinking and develop literacy and numeracy skills.
 - *Strengthen literacy and numeracy targeted interventions in grades 2 and 3*

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights



GOAL & STRATEGIES

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

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
 - Teaching about the historical, social, economic, and political implications of:
 - Treaties and agreements with First Nations
 - Legislation and agreements negotiated with Métis
 - Residential schools and their legacy
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - building, strengthening, and maintaining healthy communication and interactions with students, parents, Elders, knowledge keepers, cultural advisors, and community members to best support student success
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - Incorporating the Land Acknowledgement in all gatherings
 - Work closely with our First Nation, Metis, and Inuit lead teachers to build more understanding amongst our larger school community
 - Leverage the FSD Truth & Reconciliation for Learner Success Toolkit with authentic resources for access by all stakeholders
 - Strengthen culturally responsive and authentic learning experiences across subject areas.

 **Goals, Outcomes, Indicators, Measures, Details**

 **4 Year Data Trends and Key Insights**

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate 3 and 5 Years (AECA):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4-12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

GOAL & STRATEGIES

Advance excellence in teaching, learning, and leading by:

Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.

- Build structures to support student learning and achievement through Collaborative Response and Communities of Practice.
 - **Restructured Collaboration Time:** Address the "Low" evaluation of current collaboration time by, where possible, **embedding dedicated times within the school day** for Communities of Practice to collaborate specifically on curriculum design.
- Analyzing school-based data with staff to guide instruction and design of learning.

Develop and demonstrate a professional body of knowledge and provide instructional leadership.

- Teachers and leaders will engage in professional learning about K-6 curriculum
- **Focusing on aligning professional learning, classroom practice and measurable impact on student learning outcomes.**

Strategy 3: Enhance inclusive learning environments where high quality teaching, learning, and leading occur.

- Teachers and leaders support student success in inclusive, caring, welcoming and safe learning environments
- Use a continuum of supports to address student needs
- Employ the use of positive behaviour supports, restorative practices, and trauma informed practices
- Employ relationship building strategies that promote positive, engaging learning environments where all students can flourish
- Teachers and leaders will engage in ongoing professional learning that promotes and supports all school staff and students in acquiring and applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AECA):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)



