

**OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS
ECOLE JOE CLARK SCHOOL**



Key Insights for Engagement

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

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Strong and consistent attendance at our school council events. • Engaged shared leadership team to build capacity among staff. • Strong community connections with local organizations that continue to grow. • Strong scores for Quality of Education, Program of Studies, and Student Learning Engagement • Strong scores relative to the province in nearly all indicators. • High participation in feedback from school community in the local assurance survey. • Majority of students report being in “flow” according to our intellectual engagement survey. 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Continue to seek student input and feedback and leverage this to create opportunities to include students in leadership initiatives. • Provide more chances for parents to be involved in volunteer opportunities within the school and school council. With the use of online sign-up forums, we will engage more parents to be part of the school community. • Leadership is needed to support the local Canadian Parents for French Chapter as key stakeholders in the French Immersion program. • More opportunities to show our community how we are always improving our school – even in small and subtle ways! • Providing a variety of different avenues for parental involvement. • Literacy and numeracy interventions required to support foundational learning. • Seeking out more opportunities and modelling of active citizenship in our school community
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Focus on ensuring student voice is a strong part of our assurance measures. • Development of a larger school based shared leadership team. • Continue to build our social media platforms as our engagement in both Instagram and Facebook. • Continue to build stakeholders understanding of assurance measures • Increase learning opportunities for families with school council such as Alberta School Council Association programs, We thinkers, AHS etc. • Support Canadian Parents for French Chapter and increase parent involvement and awareness for parents within our French Immersion Program • Celebrate with staff that they are meeting students where they are at. Evidence of finding the appropriate entry point for learners can be found in the intellectual engagement survey results. • We will continue to explore ways to increase students' literacy and numeracy scores (such as using UFLI as a universal approach for literacy) • Focus on academic achievements of our First Nation, Metis and Inuit population. We will access Jordan’s Principal to assist in this, as one example. • Creation of school wide Positive Behaviour Support Program including celebrating students who take an active role in promoting positive school environment

Key Insights for Support

**Advance Wellness and Wellbeing
Advance our Continuum of Supports**

Areas of Strength

- We have a team approach when dealing with challenging situations or finding next steps.
- We have strong connections as a learning support team and work effectively and efficiently to help students.
- Stakeholders indicate that they feel safe and cared for in our building, in addition to feeling that they can access support when needed.
- The significant growth in all Areas of our SOSQ data.

Areas for Growth

- We have multiple new team members that we will need to bring into our culture and learn from.
- Creating more leadership opportunities for both staff and students to leverage their areas of interest
Leveraging our work with our Leadership team to create a continuum of supports

Next Steps

- Leverage our understanding of trauma-informed practices to respond to the ever-increasing complexities that our building is facing
- Incorporating more student voice into safe and caring initiatives in the school
- Improve student feelings of internal resilience and self-confidence through increase in ownership and voice in school decisions

Key Insights for Success

**Advance Innovation and Design
Advance Learning that Transfers**

Areas of Strength

- A strong sense of flow from students in other areas of academic learning, as per the Intellectual Engagement Survey High scores of positive experiences with school in our building.
- Embedded PD time from a divisional lens to work on conceptual understanding over the years.

Areas for Growth

- Embedded time to collaborate with grade level, learning support team, or individually to advance their own pedagogy with regards to innovation and design.
- Transferring that knowledge from professional learning days to pedagogy in the classroom (relevance and rigor ideally improving through this)
- Regular communication between school and home through FSD System of Reporting (i.e. documentation of student learning, portfolios, progress updates)
- Build stakeholders understanding of CTF learning in classrooms

Next Steps

- Making 'Innovation and Design' more explicit in our students' days so they are aware and building some time for teachers to work with the learning support team to bring their love of building, exploring, and the iterative process alive in their classrooms.

	<ul style="list-style-type: none"> • Partnership with Spitzee School through PD with Garfield Gini Newman to increase the prevalence of learning that's transfers concepts in classrooms • Exploration of My Blueprint as a staff. Utilizing paper portfolio as a reflection and communication tool with home with the goal of moving this to digital in the future. • Using cross curricular connections to deepen student understandings to enhance ELA and math instruction
Advance Literacy and Numeracy	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Our 'pre-reading' scores in the RRST are relatively high. • Strong understanding of statistics and probability strands present in student from grade 2-5 • Rhyming, syllable detection and blending sounds remain high in RRST 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Listening, vocabulary and comprehension as reflected in the GRADE assessment are low • RRST shows our students need more practice with oral cloze and concepts of print skills • Students appear to have more challenges with math questions that require multiple step problem solving. Increase strategies to support the success of our French immersion students <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Although our data indicates literacy and numeracy performance is improving, post pandemic education gaps continue to need to be addressed. We will lean on best practices in literacy and numeracy, as well as align numeracy and literacy checkpoints from kindergarten to grade 5. • Work as a collaborative team to build universal strategies to help French immersion student achieve reading success though implementation of FILAL curriculum and related Professional Development • Use of common literacy framework UFLI as a universal approach to literacy instruction
Advance First Nations, Métis, and Inuit Student Success	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Access to services through Jordan's Principle • Cultural exposure through school wide presentations • Established connection with Elder in community 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Advancing foundational ways of knowing into the curriculum • Leveraging the Curriculum Corner/Staff Learning Link: Truth and Reconciliation for Learner Success Toolkit • Regular visits with Elder and knowledge keeper to make connections and improve foundational knowledge of all stakeholders <p style="text-align: center;">Next Steps</p>

	<ul style="list-style-type: none"> • Explore and discover the Curriculum Corner/Staff Learning Link: Truth and Reconciliation for Learner Success Toolkit as a staff • Increase use of IMC resources of Indigenous Learning • Access National Indigenous Brotherhood Trust Grant to enhance school programming • Encourage staff to build their foundational knowledge through encouragement of participation in PD activities (i.e. divisional book study, sessions offered by the learning consortium, teachers convention) • Encouraging and giving time for staff sharing of PD, resources and books amongst staff as a regular part of our staff meetings and PD days
Advance Teaching, Learning and Leading	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Relative belief from teachers' that we try to continuously improve. • Strong shared vision, mission and values amongst all school staff • Teachers feel supported by their teammates • Use of local professional learning days to enhance school and jurisdiction areas for improvement 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Continue to build on the work that is currently being done to sustain our positive learning culture. • Support and incorporate new people into our building into the culture of the building and the commitments we make to students, parents, and colleagues. • Creating more opportunities and taking risks to put best practice into action <hr/> <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continue to foster a systems perspective and alignment between local and divisional professional development initiatives • Increasing teacher agency • Local "Just in Time" meetings embedded weekly to allow teachers to experiment and implement new practice with coaching/support