

OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS FROM NOV 2024
ÉCOLE JOE CLARK SCHOOL

Key Insights for Engagement

Advance Stakeholder Engagement and Communications

Areas of Strength

- **Strong and Consistent Attendance at School Council Events:** Our school council events are consistently well-attended, reflecting strong engagement from our parent community.
- **Growing Community Connections:** We continue to build and strengthen our connections with local organizations, enhancing our community support network.
- **Student Leadership Team:** We have expanded our student leadership team to include students from grades 3-5, increasing student voice and participation in school initiatives.
- **Enhanced Parent Involvement:** By separating fundraising activities from school council meetings and diversifying these meetings, we have created more opportunities for parents to volunteer and engage with the school.

Areas for Growth

- **Student Input and Leadership:** We aim to continue seeking student input and feedback to create more opportunities for student involvement in leadership initiatives.
- **Strengthening Shared Leadership:** We are focused on building capacity among staff by strengthening our shared leadership team.
- **Growing School Council:** We aim to continue strengthening and expanding our school council to ensure broad representation and engagement.
- **Increasing Transparency:** We are committed to enhancing transparency through improved communication with all stakeholders.

Next Steps

- **Student Voice in Decision-Making:** Our Students' Matters committee has highlighted the importance of incorporating student voice into school-based decision-making processes. We will focus on ensuring that student input is a key part of our assurance measures.
- **Strengthening Shared Leadership Structures:** We will investigate and implement systems and structures to strengthen our school-based shared leadership team. This strategy is informed by staff feedback indicating a need for greater connection, alignment, and information sharing.
- **Building Social Media Engagement:** We will continue to build our social media presence, particularly on Instagram, to enhance community engagement.

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| <ul style="list-style-type: none"> • Online Volunteer Sign-Up: We have implemented online sign-up forums to provide more convenient opportunities for parents to get involved in volunteer activities. | <ul style="list-style-type: none"> • Learning Opportunities for Families: We plan to increase learning opportunities for families through school council initiatives, such as programs from the Alberta School Council Association, We Thinkers through Alberta Health Services, etc. • Regular and Timely Communication: We will ensure regular and timely communication from the school and classrooms to homes via email, weekly updates, phone calls, and a communication plan for student progress. • Increasing School Council Attendance and Representation: We will work to look for ways to increase school council attendance and representation from all programs through various methods, including parent recruitment, room representatives and incentives. • Updating Bylaws: We will update our School Council and Fundraising Bylaws to reflect current practices and policies. |
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Key Insights for Engagement

Advance Continuous Improvement and Assurance

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| <p>Areas of Strength</p> <ul style="list-style-type: none"> • Our school has achieved strong scores in the Student Learning Engagement and Safe, Caring, and Welcoming domains of the FSD Assurance Survey. • We have seen high participation rates from our school community in the local assurance survey. This high level of engagement ensures that we receive comprehensive feedback to guide our improvement efforts. | <p>Areas for Growth</p> <ul style="list-style-type: none"> • We aim to explore new and creative ways to increase parental involvement at both the school and classroom levels. Engaging parents more effectively will enhance our school community and support student success. • We plan to capitalize on professional learning days to focus on increasing the quality of learning opportunities, particularly in instructional practices. This will help us ensure that our teaching methods are effective and impactful. • We need to find ways to better highlight the improvement efforts our school is undertaking. This will help stakeholders understand and appreciate the progress we are making. |
| <p>Next Steps</p> | |

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| <ul style="list-style-type: none"> • According to our intellectual engagement survey, the majority of our students report being in a state of “flow” during their learning activities. This indicates that students are deeply engaged and motivated in their studies. | <ul style="list-style-type: none"> • We will look for ways to address the continuous improvement sector of our study, ensuring that we are always striving to enhance our practices and outcomes. • We will continue to promote opportunities for engagement at both the system and school levels. This includes participation in initiatives such as Students Matter, the Alberta Education Assurance Survey, the FSD Assurance Survey, School Council, and the FSD Council of School Councils (COSC). • We will incorporate stakeholder input based on engagement at various points throughout the year. This will ensure that our decisions are informed by the perspectives and needs of our community. • We will focus on building professional capacity and fostering a commitment to continuous improvement among all stakeholders in our school community. This will involve providing ongoing professional development and support to our staff. |
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Key Insights for Support

Advance Wellness and Wellbeing

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| <p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Stakeholders consistently report feeling safe and cared for in our building, as reflected in both provincial and local measures. • We have observed growth in all areas of our SOSQ data, indicating continuous improvement in our school environment. • Students report having strong peer relationships, contributing to a positive and supportive school culture. • The introduction of “Bronco Tickets” has | <p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • We aim to explore new strategies to enhance students' external resilience, self-confidence, and internal resilience. • We will continue to seek ways to prioritize wellness within our building, ensuring that the well-being of students and staff is a central focus. <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • We will work on improving students' feelings of internal resilience and self-confidence by increasing their ownership and voice in school decisions. |
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| <p>been successful in recognizing and promoting positive behavior among students.</p> | <ul style="list-style-type: none"> • We will emphasize the development of a trauma-informed culture for students, contributing to healthy school cultures and inclusive learning environments. • In partnership with the school community and provincial nutrition programs, we will provide students with healthy breakfast and lunch options through our School Breakfast Program and Food for Thought initiative. • We will create safe and flexible spaces for student learning, such as a learning coach room, sensory room, and student quiet spaces, to support diverse learning needs. • We will solidify our progressive discipline policy and make it more transparent to stakeholders, ensuring clarity and consistency in our approach. |
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Key Insights for Support

Advance our Continuum of Supports

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| <p>Areas of Strength</p> <ul style="list-style-type: none"> • Our engagement in cohort work with Garfield Gini-Newman has deepened our instructional practices, planning, and assessment, leading to improved educational outcomes. • Our learning support team has strong connections and works efficiently to assist students, providing targeted and effective support. | <p>Areas for Growth</p> <ul style="list-style-type: none"> • We plan to create more leadership opportunities for both staff and students, allowing them to leverage their areas of interest and expertise. |
| | <p>Next Steps</p> <ul style="list-style-type: none"> • We will continue to build, implement, refine, and expand the continuum of support around student wellness, regulation, and social-emotional learning. • We will continue to build our shared leadership team through purposeful engagement in activities, fostering a collaborative and inclusive leadership culture. |

Key Insights for Success

Advance Innovation and Design

Areas of Strength

- Our school consistently receives high scores for positive experiences, reflecting a supportive and engaging environment for students.
- Our efforts in building citizenship within our students have been successful, promoting responsible and engaged community members.
- We provide embedded time for teachers to collaborate with grade-level teams, the learning support team, or individually, advancing their pedagogy and instructional strategies.
- There is regular and effective communication between school and home through the FSD System of Reporting, including documentation of student learning, portfolios, and progress updates.

Areas for Growth

- We need to build stakeholders' understanding of Career and Technology Foundations (CTF) learning in classrooms to enhance engagement and support.

Next Steps

- As a staff, we will explore My Blueprint, utilizing paper portfolios as a reflection and communication tool with the goal of transitioning to digital portfolios in the future.
- Leveraging existing group collaborative structures, we aim to build school capacity in Maker-Centered and CTF learning.

Advance Learning that Transfers

Areas of Strength

- We effectively deliver the program of studies curricular outcomes, ensuring comprehensive and high-quality education for our students.
- Students report that their learning is relevant and that high expectations are placed on them, contributing to their academic growth and motivation.
- Our partnership with Spitzee School through PD with Garfield Gini-Newman has increased the prevalence of learning that transfers concepts across classrooms.

Areas for Growth

- Developing targeted strategies to improve the quality of education, particularly in Mathematics, English Language Arts (ELA), and CTF learning, is essential.
- Equipping students with work preparation and lifelong learning skills remains a priority to ensure their future success.

Next Steps

- We will allocate time for teachers to collaborate with the learning support team, bringing their passion for building, exploring, and the iterative process into their classrooms.

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| <ul style="list-style-type: none"> • Participation in the Garfield Gini-Newman cohort has significantly advanced staff learning, fostering a deeper understanding of innovative teaching methods. | <ul style="list-style-type: none"> • We will use cross-curricular connections to deepen student understanding and enhance instruction in ELA and math. • We will support teachers in designing learning experiences that focus on conceptual understanding, increased challenge, deepened thinking, student agency, and lifelong learning. • Collaborating with Professional Learning Communities, we will develop rich tasks that are meaningful to students and connect curricular concepts to real-life applications, such as project-based tasks and rich questioning. • Utilizing local professional learning days, we will work as teams to develop high-quality tasks and assessments that encourage deep and transferable learning. |
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Advance Literacy and Numeracy

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| <p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Embedded literacy intervention support blocks for both French Immersion and English Programming to target at risk students • Professional Learning Communities (PLC) embedded in timetable to support literacy and numeracy instruction • Utilizing UFLI resources to improve foundational literacy skills • Division 1 Numeracy data shows improvement from September to June | <p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Continue to utilize our school-based data to drive instruction and supports • Exploring ways to support engagement in numeracy lessons • Around 30% of students are still considered “at risk” as indicated by numeracy assessments when they leave Grade 3 |
| | <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Selecting a French Immersion common assessment to support collection of data and targeted supports required • School wide implementation of Visual Journals to support literacy and numeracy skills and demonstrate progression of learning to families |

Advance First Nations, Métis, and Inuit Student Success

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| Areas of Strength | Areas for Growth |
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| <ul style="list-style-type: none"> • We have access to services through Jordan’s Principle, ensuring more students receive the support they need. • Our school provides cultural exposure through school-wide presentations, enriching students' understanding and appreciation of diverse cultures. • Our students recognize the importance of Truth and Reconciliation, reflecting a commitment to understanding and addressing historical injustices. • We have established a strong connection with an Elder in the community, fostering a deeper cultural and spiritual connection for our students. | <ul style="list-style-type: none"> • We need to advance foundational ways of knowing into the curriculum, integrating Indigenous perspectives and knowledge more thoroughly. • We should look for ways to build pride and a sense of belonging within our First Nations, Métis, and Inuit students, ensuring they feel valued and included. • Structure regular visits with an Elder to help make connections and improve the foundational knowledge of all stakeholders, including students, staff, and the broader community. |
| | <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Teachers will explore the Curriculum Corner/Staff Learning Link: Truth and Reconciliation for Learner Success Toolkit to enhance our understanding and implementation of these principles. • We will access the National Indigenous Brotherhood Trust Grant and other grant opportunities to enhance our school programming, providing more resources and support for our initiatives. • Encouraging staff to build their foundational knowledge through participation in professional development activities, such as divisional book studies, sessions offered by the learning consortium, and teachers' conventions, will be a priority. • We will encourage and allocate time for staff to share professional development experiences, resources, and books during staff meetings and professional development days, fostering a culture of continuous learning and collaboration. • We will add “team time with Kookum” for our students who identify as having First Nations, Métis, and Inuit ancestry on the days when we have Elder visits, providing them with dedicated time to connect and learn. |

Key Insights for Success

Advance Teaching, Learning and Leading

Areas of Strength

- There is a strong belief among teachers that our school is committed to continuous improvement, fostering a culture of growth and development.
- All school staff share a strong vision, mission, and values, creating a unified and cohesive educational environment.
- Teachers feel supported by their teammates, contributing to a collaborative and positive work atmosphere.
- We effectively utilize local professional learning days to address and enhance areas for improvement at both the school and jurisdiction levels.

Areas for Growth

- Continue building on our current efforts to sustain and further develop our positive learning culture.
- Creating more opportunities for staff to take risks and using available resources, such as the staff learning link, to implement best practices in their teaching.
- Solidify our Professional Learning Community (PLC) structures to ensure they have a meaningful impact on teachers' practices.

Next Steps

- We aim to increase teacher agency, empowering educators to take initiative and make decisions that enhance their teaching and student learning.
- We will structure professional learning days to model, share, and target effective teaching practices, providing clear and actionable strategies for teachers.
- We will continue to refine school-based Professional Learning Teams to support the planning and implementation of meaningful learning opportunities for both staff and students.
- Engaging in a Trauma Response book study will help build collective staff knowledge and understanding, enhancing our ability to support students effectively.