

Welcome to Spitzee School Education Plan 2023-2024

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

THE FUTURE IS NOT SOMETHING WE ENTER.

THE FUTURE IS SOMETHING WE CREATE.

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



EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

Spitzee School Education Plan 2021-24 (Year 3)

Our 2021-2024 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

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

[School Website](#)

School Land Acknowledgement

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

Vision

Engagement, Support and Success for each learner

Mission

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

Priorities

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

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

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

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

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

Commitments

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

Accountability and Assurance

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

of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Our Story of Learning

» THE FUTURE-FOCUSED MODEL FOR LEARNING

AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.

Our Goals and Strategies

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>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!</p>	<p style="text-align: center;">Commitments</p> <ul style="list-style-type: none"> ▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division ▪ Engaging, communicating, and collaborating meaningfully with our learners and communities ▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging ▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities 	<p style="text-align: center;">Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>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.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		Teaching and Leading
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p>Goal: Advance Excellence in teaching, learning and leading</p> <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Our School

“Spitzee” was derived from the Blackfoot word *ISPITSI* meaning “high”. They called this section of the country *ispitsi* due to the tall cottonwood trees that grew along the Highwood River bottom around the Medicine Tree. Spitzee has a Junior Kindergarten program, as well as Kindergarten to Grade 5, and is home to about 300 students. We have 15 teachers, 3 of whom work part-time; we also have 2 teaching administrators. Twelve Educational Assistants and 4 other support staff round out our strong team. We are the Spitzee Eagles and are incorporating the 7 Habits of Happys Kids into our learning.

Our Celebrations and Highlights

This year started with large classes at the grade 2 & 3 level. We were able to hire a part-time teacher in mid-October and through strong collaboration and organization were able to create a classroom of grade 2 for mornings of literacy and numeracy, thereby decreasing class sizes in 2 other rooms. The grade 3 class whose composition remained the same had one additional teacher for daily literacy support.

Teachers did a great job of implementing new curriculum in both English Language Arts and Literacy, Numeracy, as well as Physical Education and Wellness.

We received funds through the provincial Disruption in Learning Grant, allowing us to have small group literacy and numeracy interventions for students in grades 1-4 for the second half of the year. Learning Coach Melany Connor did an amazing job of restructuring and balancing learning needs throughout the year to provide the most support for student learning.

We started the year with an exciting Grand Opening of a new playground that took several years to fundraise for. Our Playground Committee worked hard and should be commended for their efforts to raise funds through the pandemic for the large project. Spitzee Eagle students and the surrounding community LOVE their new playground!

We ran a full complement of athletic opportunities for students this year, including Cross-Country running, Flag Football, Triple Ball, Basketball, and Badminton. Students also participated in a variety of Indigenous sports and activities throughout the year. A Spitzee Community Dance took place for the first time since the pandemic; this October celebration was thoroughly enjoyed by a large number of the community.

Our school began learning about the 7 Habits of Highly Effective people this year. Students heard common language from staff around “being in charge of their choices”, making plans to achieve their goals, and working synergistically with peers. Students participated in Social-Emotional Learning through Drumming groups and by learning about their brains and emotions in Mind Up classes.

A new event this Spring was a Spitzee Carnival. Many families created legacy games and activities and it was a huge success.

Our Annual Education Results Report 2021-22 Key Insights

Key Insights for Engagement

Advance Stakeholder Engagement and Communications

<p style="text-align: center; background-color: #00ff00; color: black; margin: 0;">Areas of Strength</p> <ul style="list-style-type: none"> Communication with parents via the Spitzee Biz was improved; parents appreciated knowing where to go for their information of upcoming events as well as the photos of what was going on that week in the school Our students were thrilled with the return of extra-curricular school activities (many sports teams, drama, guitar, local parade) Our students showed empathy for others in the community through singing for Health Care Heroes, making cards for seniors, raising money for residents of Long Term Care. 	<p style="text-align: center; background-color: #00ff00; color: black; margin: 0;">Areas for Growth</p> <ul style="list-style-type: none"> Ensure that student voice is heard from more than the 4 Students’ Matters reps More parent involvement in learning vs in fundraising
<p style="background-color: #00ff00; color: black; margin: 0;">Next Steps</p> <ul style="list-style-type: none"> Have parents volunteer for programs such as Precision Reading Monthly student meetings with Admin still need to happen – Fridays at 2pm 	

Advance Continuous Improvement and Assurance

<p style="text-align: center; background-color: #00ff00; color: black; margin: 0;">Areas of Strength</p> <ul style="list-style-type: none"> We were able to close gaps through targeted literacy and numeracy groups, using assessments and strategies above, as well as COVID supports which provided us 1.5 EAs We provided drumming circles for about 90 students to help with self-regulation, Move to Learn for all K students and some students with complex needs. We researched and chose 7 Habits as our primary SEL resource, with others (e.g., PATHS) as secondary resources. 	<p style="text-align: center; background-color: #00ff00; color: black; margin: 0;">Areas for Growth</p> <ul style="list-style-type: none"> Ensure that data has a purpose (e.g., next steps) as per PLT conversations Ensure universal strategies for SEL (7 Habits, Mind Up) More opportunities for teachers to reflect on their learning
<p style="background-color: #00ff00; color: black; margin: 0;">Next Steps</p>	

	<ul style="list-style-type: none"> • Ensure that all assessments are scheduled with dates for reviewing the data and planning our next steps. • Provide universal supports for student regulation within the classrooms (e.g., FSLC teaches Mind Up to grade 5 classes) • Exit slips and surveys
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Key Insights for Support

Advance Wellness and Wellbeing

Areas of Strength

- Staff felt that their own wellness needs were recognized and supported regularly on PD days, at staff meetings. This was done through the inclusion of drumming, walks in nature, healthy snacks at meetings, and open-door conversation policies.
- Staff came to consensus around common language for SEL. The decision was made to use the 7 Habits of Happy Kids as a platform for the work that we do relating to SEL; staff began their learning/training in May 2022.
- More classes are spending time in nature, using Place Based Learning (e.g. Grade 5 half day field studies, Grade 1 Forest Fridays, Grade 4 teachers mentoring one another in this practice)
- Many students participated in drumming groups under the supervision of a teacher who is skilled in this area; they expressed emotions and felt well-supported.

Areas for Growth

- Learn about, teach and celebrate SEL the 7 Habits of Happy Kids philosophy more regularly in our daily work. Have assemblies to learn about each habit.
- Use common language in our day-to-day teaching. Celebrate students who are demonstrating actions of the habits.

Next Steps

- Continue to start PD days & staff mtgs with wellness activities from “Spitzee Staff Learns Best When...”
- Create a vision board where each of the habits are displayed.
- Create “The Leader In Me” certificates to give to students when they are witnessed to be utilizing one or more of the habits in daily situations at school.

Advance our Continuum of Supports

Areas of Strength

- We were able to close gaps through targeted literacy and numeracy groups, using assessments and strategies above, as well as COVID supports which provided us 1.5 EAs
- We provided drumming circles for about 90 students to help with self-regulation, Move to Learn for all K students and some students with complex needs. We researched and chose 7 Habits as our primary SEL resource, with others (e.g., PATHS) as secondary resources.

Areas for Growth

- Ensure that data has a purpose (e.g., next steps)
- Ensure universal strategies for SEL (7 Habits, Mind Up)

Next Steps

	<ul style="list-style-type: none"> • Ensure that all assessments are scheduled with dates for reviewing the data and planning our next steps. • Provide universal supports for student regulation within the classrooms (e.g., FSLC teaches Mind Up to grade 5 classes)
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Key Insights for Success

Advance Innovation and Design

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Many staff members took their students into the community and nature to enhance their learning, make connections and understand their world. • “New to Spitzee” teachers embraced this part of our Ed Plan and brought their own passions and strengths to it (from K to gr 5) 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Maker Centered and CTF Learning – we need to ensure our students have these learning opportunities • Student goals and reflection – we need to document these and increase the use of them <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • With CTF being part of the grade 5 learning and reporting, we will ensure our teachers are comfortable designing learning in this area, and using “CTF” with their students so that students report out accordingly on surveys, etc. • Through the 7 Habits, students will set goals and reflect on their learning
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Advance Learning that Transfers

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Many teachers design learning so that students are agents of their own learning: they have voice and choice <p>GARFIELD WORK!!</p>	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • In PLT’s, staff will improve their understanding of Learning for Transfer & Conceptual Learning <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Staff PLT’s will look at new curriculum through one of the three principles of Learning for Transfer
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Advance Literacy and Numeracy

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Learning about the new Alberta curricula in the areas of Literacy and Numeracy (May & June 2022 PD days). • Using data to guide student learning and identify areas of challenge for student learning 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Working in PLTs to share successes and challenges with the new curriculum • Ensure timely, effective communication with parents around student achievement in literacy and numeracy
<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Ensure PLTs meet regularly around the new curriculum • Develop a communication plan which lays out expectations for communication with parents 	
<p style="text-align: center;">Advance First Nations, Métis, and Inuit student success</p>	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Staff are taking PD opportunities to learn about Truth and Reconciliation and how they can bring their personal learning back to the classroom • Spitzee has welcomed a local Indigenous Elder to help with student and staff understanding of Indigenous culture 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • We need to pursue more opportunities to share our learning and experiences with parents and the community • We need to make Indigenous learning more visible within the school
<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Find areas of the school to update with art & artifacts • Continue to develop the relationship between school members and Indigenous elders 	
<p style="text-align: center;">Advance Excellence in Teaching, Learning and Leading</p>	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Teachers use a variety of assessments to triangulate student achievement. • Teachers use effective formative feedback on an ongoing basis; students know where they are in their learning. <p>GARFIELD WORK!!!</p>	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Teachers will continue to develop their practice of conceptual learning within the new curriculum • Teachers will continue to advance their practice in assessment of student learning
<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • PLCs will focus on continuous improvement, inquiry and reflective practice, and being results and action-oriented. 	

Our Story of Engagement

At our School

- The Assurance Survey feedback showed high levels of engagement from parents and students.
- Spitzee School continued to keep families engaged in the school through Social Media (Instagram / Twitter), but primarily through our twice monthly newsletter, The Spitzee Biz. Parents provided feedback to ensure it was meeting their needs (upcoming events & photos).
- The Spitzee Playground Project saw the playground installed in August 2022 through the hard work of amazing volunteers. Grand Opening was well-attended in September 2022, combined with Meet the Teacher Night and a variety of food trucks.
- Our school continued to show empathy for others in our community through a variety of activities (cards for seniors, singing to seniors, sharing special performances ie. Magician show was at the Manor instead of at the school).
- Students continued to participate in extra-curricular activities: athletics, drama club, guitar club, chess club, 3D printing club
- After administering Alberta Education Literacy and Numeracy assessments for the second year, our teachers met to analyze the data and determine which students needed in-class and pull-out supports.
- Teachers voiced their excitement to be working with Garfield Gini-Newman to further improve their teaching and learning for deep transfer

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

Measures and Targets

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

Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

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

Strategies to Advance Stakeholder Engagement

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

*Strategies continued from 2021-22 (Year 1)

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

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

Strategy 1: Student Engagement Student Leadership Opportunities such as Students' Matters, patrollers and planning school-wide events. Participation in a full slate of sports including Gr 5's in Gr 6 leagues and Gr 4 intramural badminton; **Friday afternoon meetings between Admin & students - 2pm**

Strategy 2: Staff Engagement Collaboration Opportunities such as Spitzee Leadership Team, Professional Learning **Teams (PLTs) working together and with Garfield Gini-Newman**, surveys & exit slips

Strategy 3: Parent Engagement Opportunities to be in the school (Parent Council, hot lunches, fundraisers, committees) and give voice (e.g. School Learning & Environment Survey). Parents are volunteering to help in classrooms more often (post-COVID) **including Precision Reading; creation of a 3-year plan with School Council including schedule of presentations for parents (e.g. math or writing lesson with categorical grading, regulation strategies).**

Strategy 4: Community Engagement Spitzee Outreach Programs (Manor sidewalk murals, Legion, Valentines Cards to seniors, Thank You Health Care Heroes, Little Britches Parade participation); **performances for seniors, community clean-up, environmental stewardship especially along the river**

Strategy 5: Communications Social Media, You Tube Christmas Concert, Talent Show, Presentations - really zoom in to see what the kids are doing. School Newsletter. **Progress Reports between Learner Profiles, samples of student work going home regularly.**

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ▪ building relationships ▪ engaging with education partners and stakeholders ▪ creating and sustaining a culture of continuous improvement and collective responsibility 	<ul style="list-style-type: none"> ▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success ▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts ▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement ▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity ▪ Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities ▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans ▪ 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 ▪ provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement

Measures and Targets

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

Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

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

Strategies to Advance Continuous Improvement and Assurance

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

*Strategies continued from 2021-22 (Year 1)

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

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

Strategy 1: PLCs - Work in PLTs to design learning that allows for meaningful transfer for life **under the mentorship of Garfield Gini-Newman, with both Ecole Joe Clark School staff and Longview School staff**

Strategy 2: Continuous Improvement - Utilize data to support school staff in understanding the current reality of our students, plan for improvement and track efficacy; **ensure teachers are designing learning that allows for deep learning for transfer for our students.**

Strategy 3: Communication & Reflection - Ongoing reflection of progress **through PD Exit slips and surveys**, and communication of this **progress** to our school community / stakeholders

Our Story of Support

At our School

- Staff appreciated building in time for wellness at PD days and staff meetings (drumming, ice-breaker activities, gratitude, healthy snacks, walks in nature)
- More staff and students are engaged in Place Based Learning, which moves learning from traditional classrooms to outside of the school walls and grounds. Students wrote, drew pictures, calculated and explored their surroundings. Place Based Learning creates a safe learning environment where students are regulated & happy.
- Teachers led Professional Development around the 7 Habits of Happy Kids so that teachers could in turn, teach these habits to their classes. Assemblies helped to illustrate key points and language.
- Drumming - The drumming program has continued to be instrumental in supporting mental health and social emotional growth for students. Students met once a week in small groups to drum together, express emotions and listen to one another's stories. Students report they loved being part of a small group where they were heard and able to help others and had a place to belong in such an unpredictable year.
- Students Matters led conversations and divisional work on Policy 16: Welcoming, Safe, Caring, Inclusive and Respectful Learning Environments. Year-End Survey will capture student voice in this regard and other ways to support students.

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

Measures and Targets

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

Provincial

- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

Strategies to Advance Wellness and Well-being

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

*Strategies continued from 2021-22 (Year 1)

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

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

Strategy 1: Ensure Staff Wellness - Utilize staff wellness connection ideas each time the staff gets together (e.g. staff meetings, PD days). **Ensure each staff mtg & PD day includes: icebreaker activities, drumming, being in nature, as per our "Spitzee Staff Learns Best When..." document**

Strategy 2: Common language and strategies of Social Emotional Learning - Staff will teach students about social emotional learning (SEL) to improve student behaviour, reduce classroom disruptions, and have greater academic achievement. Students will learn how to resolve conflicts, handle emotions, empathize, and make responsible decisions. **Students will use the 7 Habits as part of common language understanding & be recognized for doing so.**

Strategy 3: Belonging - Eagle Culture -Staff and students will determine what it means to be a Spitzee Eagle, developing a motto to encapsulate the culture of Spitzee School moving forward.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance our Continuum of Supports: Continue to develop and advance our continuum of support.	<ul style="list-style-type: none"> ▪ learners contribute to developing and advancing cultures of wellness and well-being ▪ learners contribute to and feel welcomed, cared for, respected and safe 	<ul style="list-style-type: none"> ▪ improved wellness and wellbeing in students and staff ▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners

	<ul style="list-style-type: none"> ▪ learners access a robust continuum of supports ▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ▪ students will build resilience and positive mental health skills ▪ students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> ▪ all learning environments are welcoming, caring, respectful and safe ▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ improved understanding of an inclusive education system is shared by all education partners ▪ collaboration with education partners to support learning ▪ cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness ▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities ▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning
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<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ▪ Safe & Caring: Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. ▪ Access to Supports and Services: Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports. <p>Local</p> <ul style="list-style-type: none"> ▪ 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. 	
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<p>Strategies to Advance a Continuum of Supports</p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p>*Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)</p>		
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Strategy 1: Academic Supports - Staff use common assessments (GRADE, F&P, MIPI, Math Running Records) to identify learning gaps, then use targeted literacy groups (*FSD designed lessons, precision reading*), numeracy groups (*FSD designed lessons*) and use of AAC (LAMP, TouchChat, etc.) to close gaps

Strategy 2: Social-Emotional - Universal: *7 Habits* to teach Social Emotional Learning to all students; Targeted: Drumming Circles to encourage and help with self-regulation; small groups with Tammy Beach (YDC) and Bark Kellock (FSLC) *such as Mind Up*; move to learn groups; *social language groups with SLP*; Individualized: *FSLC work, regulation work with OT and/or YDC, support from YDC.*

Our Story of Success

At our School

- One Admin and one teacher went to a week-long summer coding institute; the teacher was instrumental in bringing coding into her classroom as part of the CTF introduction to our school. She creatively designed cross-curricular learning tasks that were highly engaging for students.
- Students created structures in Science that were used in our Spring Carnival.
- Our Learning Commons Facilitator began a new club for students interested in 3D printing.
- Teachers expressed an interest in working with Garfield Gini-Newman to further improve their own learning around designing Learning for Transfer
- Teachers are continuing to utilize literacy and numeracy data to meet student learning needs
- We developed a strong relationship with a local Indigenous Elder who has “adopted” our school; Kookum Virginia Aldoff visited classrooms regularly to share her story and insights into Truth and Reconciliation
- We reached out to an Indigenous artist who is part of our school community; we are planning to utilize his skills to showcase the journey toward Truth and Reconciliation through some art installations on the walls of the gathering area.

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

- learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets

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

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

Strategies to Advance Innovation and Design

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

*Strategies continued from 2021-22 (Year 1)

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

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

Strategy 1: Innovation and Design - Staff will provide Maker Centered and CTF Learning opportunities for students at Spitzee School. **Grade 5 teachers will create 3 different CTF options for their students (Coding, Place-Based Learning, Art)**

Strategy 2: Goals and Reflection - Staff will learn about and create opportunities for design thinking and feedback loops using My BluePrint and the 7 Habits.

Strategy 3: Place-Based Learning - Staff will continue to explore Place-based learning, taking students out of the classroom and into the community and nature in order to make connections, and help students understand their world.

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

Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>
<p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> ▪ Student Learning Engagement: Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school. ▪ Program of Studies: Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. ▪ Work Preparation: Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. ▪ Citizenship: Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. ▪ Overall Quality of Education: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. ▪ Lifelong Learning: Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. ▪ Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate: Growth and Improvement shown in each area. <p style="text-align: center;">Local</p> <ul style="list-style-type: none"> ▪ FSD Assurance Survey (Parent): Increase/maintain percentage of parents satisfied with Assurance Measures. ▪ Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). ▪ Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

Strategies to Advance Learning that Transfers <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>
<p style="text-align: center;"> <i>*Strategies continued from 2021-22 (Year 1)</i> <i>*Strategies revised or added for 2022-23 (Year 2)</i> <i>*Strategies revised or added for 2023-24 (Year 3)</i> </p> <p>Strategy 1: Staff Professional Learning to design learning that allows for meaningful transfer for life under the mentorship of Garfield Gini-Newman</p>

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance literacy and numeracy: Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” AB ED Ministerial Order on Student Learning</p>	<ul style="list-style-type: none"> ▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy ▪ learners apply knowledge, understanding and skills in real life contexts and situations improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades ▪ improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ▪ improvement in foundational numeracy and mathematical knowledge and skills for all students

Measures and Targets

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

Provincial

▪ **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.
- Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners**.

▪ **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.

▪ **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)

Local

▪ **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.

▪ **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)

- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **DELFL (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELFL exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Literacy and Numeracy

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

*Strategies continued from 2021-22 (Year 1)

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

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

Strategy 1: Essential Understandings & High Yield Strategies - Staff will design high-quality instruction, and use effective strategies to ensure high levels of learning for all students

Strategy 2: Use of data to guide instruction - Staff will utilize common assessments, analyze the data, and design instruction for all levels of learning

Strategy 3: Staff will meet in PLTs to design, analyze data, and collaborate on communication of literacy and numeracy to parents.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>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.</p>	<ul style="list-style-type: none"> ▪ First Nations, Métis and Inuit learners are successful ▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<ul style="list-style-type: none"> ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences ▪ learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success ▪ all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools ▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success ▪ First Nation, Metis and Inuit families that are actively involved in educational decisions

- the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement

Measures and Targets

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

Provincial

▪ 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.

▪ **High School Completion Rate (3 and 5 years):** Increase/maintain high school completion rate our First Nations, Métis, and Inuit students.

▪ **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)

Local

▪ **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.

▪ **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.

▪ **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

▪ **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

▪ **Cultural Perspectives (Student Intellectual Engagement) Survey:** Increase percentage of students (all students and self-identified First Nations, Métis, and Inuit Students) that agree or strongly agree that they have the understandings, attitudes, and beliefs of First Nations, Métis, and Inuit cultures and Truth and Reconciliation.

▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

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

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

*Strategies continued from 2021-22 (Year 1)

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

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

Strategy 1: Building Relationships and Cultural Appreciation – Build and nurture relationships and connections with our Indigenous community; increase understanding and appreciation of First Nations, Metis and Inuit worldviews and culture.

Strategy 2: Parent and Community Engagement - Continue to advance parent and community engagement by building relationships with local Indigenous Elders and individuals.

Strategy 3: Instructional Practice or Professional Learning - Continue to develop and improve instructional practices and continuum of supports to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.

<p>Goal 5 <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” GOA, Ministry of Education – Business Plan 2020-23, p.56</p>	<ul style="list-style-type: none"> ▪ improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all ▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation ▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice ▪ teachers and leaders improve their professional practice in learning for transfer ▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning ▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning
<p style="text-align: center;">Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> ▪ In-service jurisdiction needs: Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. <p style="text-align: center;">Local</p>		

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Excellence in Teaching, Learning, and Leading

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

*Strategies continued from 2021-22 (Year 1)

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

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

Strategy 1: Assessment: Teacher will communicate student growth and achievement through the regular use of Edsempi, progress reports, Learner Profiles, and Parent Conferences.

Strategy 2: Learning for Deep Transfer: Spitzee staff will work with Garfield Gini Newman within PLTs to design learning, focusing on one of the three principles: Students form conceptual understandings, Students are agents of their own learning, Students live with complex problems over time.

Strategy 3: Ensure a committee of Spitzee teachers works with Admin to create local Professional Learning plans for the year.



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