

Spitzee School Annual Education Results Report 2022-23

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

[School Education Plan 2021-2024 \(year 2\)](#)

[School Website](#)

School Land Acknowledgement

As we gather near the banks of the Highwood River, an area named “Ispitsi” by the Blackfoot, We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani (pee-GUN-ee), Kainai (gay-nah), Tsuut’ina, Îyârhe Nakoda (Ae-yar-hay Nakoda) and the Metis Nation Region 3.

We acknowledge the many first nations, Metis and Inuit whose footsteps have marked these lands for generations. We are grateful for their traditional knowledge keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.

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](#)

Providing 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>

About Our School

“Spitzee” is 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 Jr. Kindergarten program, as well as Kindergarten to Grade 5. It is home to just under 300 students. We have 17 teachers, 14 educational Assistants, and 4 support staff. We are the Spitzee Eagles and we incorporate the 7 Habits of Happy Kids into our learning.

School Highlights and Celebrations

- Our staff provides a learning environment where students are engaged, feel supported and experience success. They work hard creating opportunities for learning for transfer as they deliver four new curricula to students in K to 5.
- We have an amazing team of Educational Assistants and Support Staff including our Office Administrator, Learning Commons Facilitator, Youth Development Coach and our Family School Liaison Counsellor. Together they provide support for students with a wide variety of skills, abilities and challenges.
- We involve our students in Place Based Learning opportunities at George Lane Park and along the natural areas surrounding the Highwood River basin.
- Our school is working on its commitment to Truth and Reconciliation. We have engaged a parent who is an indigenous Blackfoot artist Jared Tailfeathers, to create a mural in our gathering area and continue to enjoy frequent visits and rich discussion with “Kookum”, Edler Virginia Aldoff.
- Our School Council is developing a 3-year plan to help guide the work they do.
- We have a strong Physical Education program with a PE Specialist who works with staff to support student physical literacy. Our student-athletes participate in a variety of extracurricular sports such as cross country running, flag football, tripleball, basketball, and badminton.
- We have a strong music program that delivers programs to students and extracurricular activities such as drama, guitar, ukulele and Social Emotional support through drumming.
- Our volunteers make sure that learning at Spitzee is a positive experience day in and day out. Whether it is chaperoning on field trips, providing art lessons to students or making sure that learning is optimized with full stomachs every day, this group of dedicated parents make learning fun.

Alberta Education Assurance Measures Report Summary

Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

School: 5305 Spitzee Elementary School

Assurance Domain	Measure	Spitzee Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.6	80.0	80.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.7	81.6	84.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.9	93.8	94.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.2	88.8	88.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	81.0	80.6	80.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	89.8	84.8	83.7	79.1	78.8	80.3	Very High	Maintained	Excellent

Measure Evaluation

Measure Evaluation for FSD Annual Education Results Report (Adapted from Alberta Education)

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

Our results have been impacted by the pandemic and they will continue to be impacted for an undetermined period.

We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.

Engagement

Our Story of Engagement

- The Assurance Survey feedback showed high levels of engagement from Spitzee parents and students
- Spitzee School continued to keep families engaged in the school through Social Media (Instagram / Twitter/ School Council's FaceBook)
- Spitzee School continued to improve engagement through teacher emails and a newsletter from the school every two or three weeks.
- Performances are open for Spitzee Families (School Dance, Christmas Concert, Talent Show, Spitzee Spring Carnival) as well as groups from the school going to perform at the seniors' facilities in town (The Manor / Seasons)
- The Spitzee Gym has been rented out many night of the week for groups including high school sport teams looking for extra gym space, adult badminton, High River Minor Soccer and Girl Guides.

[Community Engagement](#)

[Engagement Opportunities](#)

[Get Involved](#)

[Advocacy](#)

[Foothills Flourishing Community Award](#)

[FSD News](#)

[FSD Footnotes](#)

[School Council Presentations](#)

Stakeholder Engagement Results Analysis

<p style="text-align: center;">Goal <i>Desired Result</i></p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p>
<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>Stakeholder engagement and communication strategies ensures:</p> <ul style="list-style-type: none"> ● engagement, support, and success for each learner. ● 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. ● partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<ul style="list-style-type: none"> ● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. ● Measures indicate that parents are involved in school and system decision making processes. ● Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.

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

<p>Provincial</p> <ul style="list-style-type: none"> ● Parent Involvement: Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <p>Local</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ 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? ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Student Engagement: Athletics, Fine Arts Clubs & Student Leadership Opportunities such as Students’ Matters and friends, Patrollers, Planning school spirit days & school-wide events, Leaders at monthly 7 Habits assemblies	VERY HIGH
Staff Engagement: Collaboration Opportunities such as Spitzee Leadership Team, Professional Learning Communities, committees, Divisional Curriculum Design Team - New Curricula	VERY HIGH
Parent Engagement: Opportunities to be in the school (Parent Council, hot lunches, fundraisers, committees) and give voice (e.g. School Learning & Environment survey.)	VERY HIGH
Community Engagement: Spitzee Outreach Programs (Manor sidewalk murals, Legion, Christmas/Valentines/Mother’s Day/Father’s DAY Cards to seniors, Thank You Health Care Heroes, integration of 7 Habits learning to support and promote local businesses in High River)	VERY HIGH
Communications: Social Media (Twitter, Instagram) You Tube Christmas Concert / Talent Show, Presentations, School Newsletter - “Spitzee Biz”	VERY HIGH

Areas of Strength:

- Communication with parents via the Spitzee Biz continues to improve. Parents appreciate 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.
- A lot of interest in playing extracurricular sports (60+ students in Run Club Gr 1 to 5, half of Gr 5 students playing flag football, 25 Gr 5 students playing Tripleball and Basketball, 60 students in Badminton Club Gr 4 & 5)
- Spitzee Students show empathy for others in the community through singing for Health Care Heroes, making cards for seniors, raising money for charities, participating in the Christmas Shoe Box program.

Areas for Growth:

- Continue to ensure that student voice is heard with Students’ Matters reps bringing a friend to meetings and events, student surveys
- Continue to gather more parent involvement in learning with School Council’s 3-year plan for Success, Engagement, Support

Next Steps:

- Communicate more regularly with parents about learning (monthly Edsembli updates, twice monthly emails from teachers to home), as per the new FSD System of Reporting
- Continue to have and encourage more parents volunteering for student learning programs such as Precision Reading
- Be more consistent in having a cross section of students meeting with Admin to get Student Voice (e.g. Friday mtgs with Admin)

Continuous Improvement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p style="text-align: center;">Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<ul style="list-style-type: none"> • Collaborative relationships with stakeholders. • Meaningfully involved education partners and stakeholders. • Sustained culture of continuous improvement and collective responsibility. • The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success. • 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. • A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<ul style="list-style-type: none"> • Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement. • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.

Measures and Targets

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

Provincial

- **Parent Involvement:** Increase/maintain 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

- **FSD School 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 that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous (school) Improvement
2019-2020	VERY HIGH	HIGH	VERY HIGH
2020-2021	VERY HIGH	VERY HIGH	VERY HIGH
2021-2022	VERY HIGH	VERY HIGH	VERY HIGH
2022-2023	VERY HIGH	VERY HIGH	VERY HIGH
Evaluation	VERY HIGH	VERY HIGH	VERY HIGH

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021						
2021-2022	N/A	VERY HIGH	VERY HIGH	N/A	N/A	VERY HIGH
2022-2023	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	HIGH	VERY HIGH
Evaluation	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	HIGH	VERY HIGH

Strategies

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

Evaluation

Impact of strategies implemented

Strategy 1: PLCs - Work in PLCs to collaborate on new curricula and design/implement learning that allows for meaningful transfer to life	INTERMEDIATE
Strategy 2: Continuous Improvement - Utilize data collected through PowerBI's dashboard to support school staff in understanding the current reality of our students, plan for improvement and track efficacy	VERY HIGH
Strategy 3: Communication & Reflection - Ongoing reflection of progress and communication of this to our school community / stakeholders through the Spitzee Biz	HIGH

Areas of Strength:

- Staff collaborated on new curricula
- Staff did a great job of analyzing data and planning corresponding interventions

Areas for Growth:

- Regular PLC times were sporadic and need to be a more entrenched part of the system of working together
- We need to continue to work to close learning gaps based upon conversations between teachers / grade levels and the use of data
- Communication with the school community

Next Steps:

- Staff will choose 2 x 40 minute PLC times per month to collaborate on new curricula
- Staff will continue to use data to determine interventions and close gaps in achievement
- Staff will determine a more systemic means of communication with parents about learning & achievement

Support

Our Story of Support

- An important part of Wellness for our school included focusing on staff wellness (using the analogy of donning your own oxygen mask before helping others).
- PD days were scaled back so as to have time to go into depth with a couple items instead of surface learning of many things
- PD days always included wellness activities such as drumming, a walk in nature, PD at Silverland (outdoors), healthy food and so on
- Staff gathered for soup clubs weekly, had secret pals who provided timely treats, and organized staff functions such as Christmas meal before our food bank drive, Friday gathering at a local restaurant, etc.
- Support staff felt valued by our teaching staff vocalizing their desire to have support staff present whenever possible (e.g. PD days); support staff said their input felt valued and they felt like part of the team
- More classes are spending learning time in place-based learning activities, using George Lane Park and the river area for learning. This has an impact on students feeling calm.
- Drumming has been an excellent social-emotional support for many students, offered by our Music teacher. This gives students time to check in and ensure their voice is heard amidst the busyness of the day.

- We are fortunate to have such a strong team of support staff, which was extra important given the many scheduling challenges we faced. New complex students arrived during the year, and EAs needed to go on leave, causing many schedule changes. Teachers also had to be flexible because there were often new adults supporting students in the classrooms.
- We appreciate the Literacy & Numeracy support that we were able to use to target students who were struggling in grades 2-4.
- The whole school learned the language of the 7 Habits, and teachers are using it with their students for consistency (e.g. “Are you being proactive or are you trying to be in charge of someone else’s behaviour?”)

[Policy 14: A Place for All](#)
[Safe Positive Schools](#)
[FSD Resilience](#)
[Inclusive Learning](#)
[Student Learning](#)
[Indigenous Learning](#)
[Student Supports](#)
[Supports for Families](#)
[Community Supports](#)

Learning Supports Results Analysis

Goals <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 are active, healthy, and well. • Learners contribute to developing and advancing cultures of wellness and well-being. • Learners contribute to and feel welcomed, cared for, respected and safe. • Learners demonstrate understanding and respect for the uniqueness of all learners. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Learners access a continuum of supports to be successful. 	<ul style="list-style-type: none"> • Improved wellness and well-being in students and staff. • Learning environments are welcoming, caring, respectful and safe. • Improved understanding of an inclusive education system. • Improved collaboration with education partners to support learning. • Improved wrap around services and supports enhances conditions required for optimal learning and wellness. • Continuum of supports enriches learning and meets the need of students, families, staff, and communities.

	<ul style="list-style-type: none"> • Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change. • Learners build resilience and positive mental health skills. • Students’ Matters and Staff Advisory take action to support wellness and well-being system wide. 	
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<p>Goal <i>Desired Result</i></p> <p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Learners demonstrate understanding and respect for the uniqueness of all learners. • A robust continuum of supports ensures student success. • Learning environments are welcoming, caring, respectful and safe. • Structures and systems support learning and meet the needs of students, families, staff, and communities. • Learners access continuum of supports. • Wrap around services and supports enhance conditions required for optimal learning and student well-being. 	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Continuum of Supports is visible and accessible. • Collaboration with education partners to support student learning and well-being.
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Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

<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 that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2019-2020	VERY HIGH	N/A
2020-2021	VERY HIGH	N/A
2021-2022	VERY HIGH	VERY HIGH
2022-2023	VERY HIGH	VERY HIGH
Evaluation	VERY HIGH	VERY HIGH

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

above national norm

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020	72	47	36	53	51
2020-2021	80	52	39	64	59
2021-2022	75	50	34	46	56
2022-2023	95	82	82	87	92
Evaluation	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH

<p align="center">Strategies: Advance Wellness and Well-being</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Ensure Staff Wellness - Schedule in drumming for staff, use a year-long calendar to clearly communicate when & how Ed Plan strategies and events will occur; ensure PL agendas are focused and reasonable (not too many items); model a calm environment.</p>	<p align="center">HIGH</p>
<p>Strategy 2: Common language and strategies of Social Emotional Learning (SEL) – Staff will teach students about social emotional learning (SEL) through the 7 Habits. This will be woven through the 7 Grandfather Teachings.</p>	<p align="center">VERY HIGH</p>
<p>Strategy 3: Belonging – Eagle Culture -Staff and students will use the 7 Habits to discuss what it means to be a Spitzee Eagle, developing a motto to encapsulate the culture of Spitzee School moving forward.</p>	<p align="center">VERY HIGH</p>

Areas of Strength:

- Focusing on staff wellness seems to have had an impact (ie. donning your own oxygen mask before helping others)
- Great gains in student reports on all areas of the SOS-Q survey: Safe & Caring, External Resilience, Internal Resilience, Self Confidence, Peer Relations.
- Spitzee students, families and staff feel that Spitzee is a Safe & Caring environment in which to learn and play

Areas for Growth:

- Students continue to arrive at school with more regulation challenges than in the past and this makes work more challenging for teachers

Next Steps:

- Continue to use the 7 Habits for Happy Kids as a foundation for SEL at Spitzee.
- Continue/expand use of “Move to Learn” to include other students.
- Increase the use of “Minds Up” learning with upper elementary students (delivered by Spitzee’s Family School Liaison Counsellor) and other programs/strategies we can gain access to.

<p align="center">Strategies: Advance Continuum of Supports</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Academic Supports – Staff use common assessments (GRADE, F & P, MIPI, Math Running Records, Precision Reading) to identify learning gaps, then use targeted literacy group (LLI), numeracy group (e.g. Leaps & Bounds) and use AAC (LAMP, TouchChat, etc.) to close gaps</p>	<p align="center">VERY HIGH</p>
<p>Strategy 2: Social-Emotional – Universal: 7 Habits program 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); move to learn groups; SLP/OT/PT small group work; Individualized: FSLC work</p>	<p align="center">HIGH</p>

Areas of Strength:

- Targeted literacy and numeracy groups had an impact on achievement (closing gaps)
- We provide 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 use 7 Habits for Happy Kids as our primary SEL resource

Areas for Growth:

- Ensure that the data gathered is distributed and examined in a timely manner so interventions have maximum opportunity for impact
- More consistent approach to using universal and targeted strategies within the classroom

Next Steps:

- Ensure that all assessments are scheduled with dates for reviewing the data and planning next steps
- Ensure each class is utilizing universal and targeted supports within the classroom
- Utilize the universal strategies that are taught from the 7 Habits for Happy Kids, use common language from 7 Habits and Minds Up

Success

Our Story of Success

- Spitzee is fortunate to have a talented group of teachers and support staff who bring their various passions to the classrooms (e.g. our grade 4 & 5 teacher introduced her students to coding through various programs and incorporated this into their Social Studies and Science curricula; our grade 5 teacher took students for weekly field study into the river area where they focused on Science, including taking water samples to test for contaminants, etc.)
- The relationships that were developed between students and staff with our Kookum, Elder Virginia Aldoff were rich and heart-warming. Her stories and willingness to share appropriately with all ages of students is a gift that helps our staff advance Truth & Reconciliation in a meaningful way.
- While we have only a handful of teachers using My Blueprint, teachers are working with students around goal setting, especially using the language of the 7 Habits.
- Teachers implemented new curricula in Language Arts and Math, with a focus on high yield strategies in both areas

[Innovation and Design](#)
[Learning that Transfers](#)
[Truth and Reconciliation for Learner Success](#)
[Indigenous Learning](#)
[Principles of Practice for French Immersion](#)
[Principles of Practice for Literacy](#)
[Principles of Practice for Numeracy and Mathematics](#)

Student Growth and Achievement Results Analysis

Goal 1 <i>Desired Result</i> Advance innovation and design	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>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>	<ul style="list-style-type: none"> • Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Learning that transfers. • Culture of innovation and design. • Learners are innovative and creative. • Learners demonstrate the competencies to prepare them for their future. • Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities. • Learners are agents of their own learning. • Learners demonstrate design thinking. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	<ul style="list-style-type: none"> • Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • Collaboration with community, industry, and education partners to support student success. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning.
<p style="text-align: center;">Goal 2 <i>Desired Result</i> Advance learning for transfer</p> <p>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>	<p style="text-align: center;">Outcomes <i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum. • Learners form conceptual understandings. • Learners are agents of their learning. • Learners are allowed to live with complex problems over time. • Deep transferable learning. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <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 student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. • Learners demonstrate transfer of learning.

	<ul style="list-style-type: none"> • Learners will have high quality learning experiences. • Students will be well prepared for their future while remaining current and relevant in the local and global contexts. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<ul style="list-style-type: none"> • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning. • Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. • Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.
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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 that 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.

Local

- **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 that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-20	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	HIGH	N/A
2020-21	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH
2021-22	VERY HIGH	HIGH	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH
2022-23	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH
Evaluation	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below

Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	92	88	91	94	N/A	N/A	N/A
2021-2022	96	81	88	93	63	71	50*
2022-2023	98	82	91	91	64	68	47
Evaluation	VERY HIGH	HIGH	VERY HIGH	VERY HIGH	INTERMEDIATE	INTERMEDIATE	LOW

Strategies: Advance Innovation and Design

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

Evaluation

Impact of strategies implemented

Strategy 1: Innovation and Design – Staff will provide Maker Centred and CTF learning opportunities for students at Spitzee School	INTERMEDIATE
Strategy 2: Goals and Reflection – Staff will learn about and create opportunities for design thinking and feedback loops using My Blueprint	INTERMEDIATE
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.	HIGH

Areas of Strength:

- Many staff members took their students into the community and nature to enhance their learning, make connections and understand their world.
- Grade 5 teachers learned how to incorporate CTF into their students’ learning

Areas for Growth:

- A more consistent and well-planned CTF approach in grade 5, allowing for each teacher’s strengths to impact students.
- Continuing to focus on student goal-setting and reflection (not necessarily through My Blueprint – it’s one option)

Next Steps:

- Continue to ensure that our Gr 5 teachers are comfortable in designing learning in the area of CTF and that they are able to report out student progress in the learner profile

Strategies: Advance Learning for Transfer <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Staff Professional Learning – Staff will work in PLCs on PD days, digging into the 3 principles of Learning for Transfer, through the new curricula.	INTERMEDIATE

Areas of Strength:

- Many teachers design learning so that students are agents of their own learning: They have voice and choice.

Areas for Growth:

- In PLC’s, staff will improve their understanding of Learning for Transfer and Conceptual Learning

Next Steps:

- Staff PLC’s will continue to develop learning using the new curricula areas of Numeracy, Literacy and Physical Education & Wellness
- Staff PLC’s will develop learning using the new Science curriculum

Goal 3 <i>Desired Result</i> 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.	Outcomes <i>Measurable statements of what FSD seeks to achieve</i> <ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful. • Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation. 	Indicators <i>Indicators of achieving outcomes</i> <ul style="list-style-type: none"> • Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success. • All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools.
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	<ul style="list-style-type: none"> • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (Alberta Education Ministerial Order on Student Learning, p.2). • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success. 	<ul style="list-style-type: none"> • Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • Measures indicate improvements in attendance, achievement, and high school completion. • Learners share positive experiences and conditions for success. • Learners experience respectful and reciprocal relationships with their school community.
<p style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p style="text-align: center;">Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;">Outcomes</p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Learners are literate and numerate. • Learners have literacy and numeracy competency to engage in learning across content areas. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Balanced literacy and numeracy programming advanced student growth and achievement. • Learners have high quality learning experiences in literacy and numeracy. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Deep transferable learning. 	<p style="text-align: center;">Indicators</p> <p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. • Measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.
<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		

Provincial

- **Learning Outcomes (PAT & Diploma):**
 - **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

- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey we ask all students grades 4-12 their perspectives in regards to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population’s perspectives with those self identifying as First Nations, Metis, and Inuit peoples in PASI.
- **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 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Literacy and Numeracy & Advance First Nations, Métis, and Inuit student success

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

GRADE Assessment (Literacy): This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	53	89	81
2020-2021	62	72	67
2021-2022	55	72	67
2022-2023	69	78	73
Evaluation	HIGH	HIGH	HIGH

MIPI Assessment (Numeracy): This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	N/A	N/A	N/A	N/A
2020-2021	N/A	N/A	N/A	N/A
2021-2022	65	67	74	85
2022-2023	60	65	70	95
Evaluation	INTERMEDIATE	HIGH	HIGH	VERY HIGH

Strategies: Advance Literacy and Numeracy <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Essential Understandings & High Yield Strategies – Through the use of divisionally designed unit of study of the new curricula, staff will use effective strategies to ensure high levels of learning for all students	INTERMEDIATE
Strategy 2: Use of Data to Guide Instruction – Staff will utilize common assessments, analyze the data, and design instruction for all levels of learning	HIGH

Areas of Strength:

- Teachers did their very best to teach the new math curriculum while keeping in mind the gaps between what students had learned the year before and the new expectations
- Using data to guide student learning and identify areas of challenge for student learning

Areas for Growth:

- Ensure every classroom has strong literacy and numeracy strategies to reduce the need for later interventions

Next Steps:

- Ensure PLC’s meet regularly around the new curricula, effective strategies
- Develop universal and targeted strategies in August/September for each classroom

Evidence and Key Insights

Advance Literacy and Numeracy & Advance First Nations, Métis, and Inuit student success

Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2019/2021 (2 Years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	67	N/A	67	N/A	100	N/A	67	N/A	67	N/A	N/A	N/A	67	N/A	100	N/A	100	N/A
2022-2023 *1 student self-identifying & didn't respond to all questions	88	100	72	100	76	100	85	N/A	87	N/A	81	100	82	N/A	86	N/A	92	100
Evaluation	VERY HIGH	VERY HIGH	HIGH	VERY HIGH	HIGH	VERY HIGH	VERY HIGH	N/A	VERY HIGH	N/A	VERY HIGH	VERY HIGH	VERY HIGH	N/A	VERY HIGH	N/A	VERY HIGH	VERY HIGH

Strategies: 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

Evaluation

Impact of strategies implemented

Strategy 1: Building Relationships – Spitzee School will use the identity of the school’s Blackfoot heritage name “Ispitsi” to nurture relationships and connections with our First Nations communities.

HIGH

Strategy 2: Cultural Appreciation – Spitzee School will use the Eagle mascot to shift thinking and attitudes, increasing understanding and appreciation of First Nations, Métis and Inuit worldviews and culture (e.g. exploring the Circle of Courage as a means of defining the

HIGH

classroom culture)	
Strategy 3: Parent and Community Engagement – Spitzee School will pursue opportunities and engage in practices to facilitate reconciliation within the school community by inviting elders and knowledge keepers into the school to share stories.	INTERMEDIATE
Strategy 4: Instructional Practice or Professional Learning – Staff will explore and utilize the Truth & Reconciliation for Learner Success Toolkit, as well as additional resources available through our FSD Staff Learning.	HIGH

Areas of Strength:

- Spitzee’s teachers are all deeply committed to learning and teaching students about Canada’s history of Indigenous people
- Our relationship with our Kookum Virginia Aldoff has been absolutely transformational in helping to build relationships and helps students advance Truth and Reconciliation through a better understanding of the past.

Areas for Growth:

- We need to continue to pursue more opportunities to share our learning and experiences with parents and the community.

Next Steps:

- Continue to make Truth & Reconciliation, understanding of Indigenous people more visible in the school.
- Continue to develop the relationship between school members and Indigenous elders

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<ul style="list-style-type: none"> • Increased success and engagement for all learners. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Professional learning is aligned to standards of professional conduct and standards of professional practice. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. 	<ul style="list-style-type: none"> • Measures indicate 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 learners. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. • Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning. • Measures indicate teachers and leaders continuously improve their professional practice

	<ul style="list-style-type: none"> Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<p>through high quality professional learning opportunities.</p> <ul style="list-style-type: none"> Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.
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Measures and Targets

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

Provincial

- 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.

Local

- 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 that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

FSD Professional Learning Survey: This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	67	60	59	65	86	97.4
2021-2022	73	74	24*	35*	28*	100
2022-2023	79	82	82	72	77	85.7
Evaluation	HIGH	VERY HIGH	VERY HIGH	HIGH	HIGH	VERY HIGH

<p align="center">Strategies: Advance excellence in teaching, learning, and leading</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1 - Conceptual Learning: Spitzee Staff will become familiar with and utilize Conceptual Learning through the use of new curricula and divisionally designed units.</p>	<p align="center">Intermediate</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Some teachers already have conceptual understanding as the basis for their teaching • Many teachers have read Julie Stern’s book on Conceptual Understanding and have foundational knowledge <p>Areas for Growth:</p> <ul style="list-style-type: none"> • We need a school-wide focus on Conceptual Understanding in order to advance our work in this area. <p>Next Steps:</p> <ul style="list-style-type: none"> • Contact Garfield Gini-Newman to bring his expertise to our local professional learning days. 	