

Year 3 - Spitzee School Annual Education Results Report 2023-24

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 \(year 3\)](#)

[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 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's Education Plan](#) and [Annual Education Results Report](#) (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD [AP 100: Education Plan and Annual Education Results Report](#) and [AP 101: Annual Education Results Report](#). Our education plan is aligned with [Alberta Education's Business Plan 2024-2027](#) and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. 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. 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 16 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 engaged a parent and indigenous Blackfoot artist Jared Tailfeathers, to create a mural in our gathering area and continued to enjoy frequent visits and rich discussion with Kookum, Elder Virginia Aldoff.
- Our School Council developed 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 doing Precision Reading with our struggling readers, 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.

Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	97%	VERY HIGH
Citizenship	97%	VERY HIGH
Education Quality	92%	VERY HIGH
Lifelong Learning	78%	INTERMEDIATE
Parental Involvement	89%	HIGH
Program Access	95%	VERY HIGH
Program of Studies	93%	VERY HIGH
Program of Studies/At risk students	94%	VERY HIGH
Safe and Caring Schools	96%	VERY HIGH
School Improvement	86%	HIGH
Student Learning Engagement	95%	VERY HIGH
Welcoming Caring Responsive Student Learning Environment	97%	VERY HIGH
Work Preparation	85%	HIGH

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	83.6	n/a
Citizenship	89.9	Very High
Education Quality	95.3	Very High
Lifelong Learning	82.7	Very High
Parental Involvement	85.1	Very High
Program Access	83.6	Very High
Program of Studies	94.3	Very High

Program of Studies/At risk students	84.4	Intermediate
Safe and Caring Schools	94.8	Very High
School Improvement	88.9	Very High
Student Learning Engagement	85.4	n/a
Welcoming Caring Responsive Student Learning Environment	93.8	n/a
Work Preparation	87.5	Very High

Measure Evaluation

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

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

Engagement

Our Story of Engagement

- The Assurance Survey feedback continues to show high levels of engagement from Spitzee parents and students
- 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, Remembrance Day Ceremony, 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 nights of the week for groups including high school sport teams looking for extra gym space, adult badminton, High River Minor Soccer and Girl Guides.
- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Shared Responsibility: Safety for All**
- **Celebrations for All**
- **Celebrating our Flourishing Community**

- Engagement Opportunities
- Foothills Flourishing Community Award
- FSD Footnotes
- FSD Social Media
- FSD News
- Get Involved
- Governance

Stakeholder Engagement Results Analysis

Goal	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Advance stakeholder engagement and communications</p> <p>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><i>Measurable statements of what FSD seeks to achieve</i></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 	<p><i>Indicators of achieving outcomes</i></p> <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 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> <i>*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)</i>	Evaluation <i>Impact of strategies implemented</i>
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	HIGH
Staff Engagement: Collaboration Opportunities such as Spitzee Leadership Team, Professional Learning Teams (PLTs) working together and with Garfield Gini-Newman, surveys & exit slips	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). Parents are volunteering to help in classrooms more often (post-COVID) including Precision Reading; creation of School Council's 3-year plan including schedule of presentations for parents (e.g. math or writing lesson with categorical grading, regulation strategies).	VERY HIGH
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	VERY HIGH
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.	VERY HIGH

Areas of Strength:

- Students' Matters group brought a friend to their meetings to get a broader range of feedback and ideas.
- 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, 20-25 Gr 5 students playing Tripleball and Basketball, 60 students in Badminton Club Gr 4 & 5)
- School Council's 3 year plan has helped to focus their parent involvement.
- Spitzee Students show empathy for others in the community through singing for Health Care Heroes, making cards for & visiting seniors, participating in the Christmas Shoe Box program.
- Parents appreciated the more consistent communication around the new system of reporting / emails going home.
- 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.

Areas for Growth:

- Ensure that we gather student voice from a large number of students
- Continue to look for ways to engage students in leadership opportunities
- Ensure that school to parent communication through Edsembli is accessible
- Ensure parents understand what learning looks like in the classrooms.

Next Steps:

- Continue to have Students' Matters bring a friend to their meetings
- Find opportunities such as morning announcements for students to be involved in
- Be more consistent in having a cross section of students meeting with Admin to get Student Voice (e.g. Pizza with Principal mtgs)
- Continue to communicate regularly with parents about learning (monthly Edsembli updates, minimum 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
- Consider having "literacy night" or have presentations at School Council meetings that mimic the learning in the classroom

Continuous Improvement Results Analysis

Goal	Outcomes	Indicators
<p align="center">Desired Result</p> <p 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>	<p align="center"><i>Measurable statements of what FSD seeks to achieve</i></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 • 	<p align="center"><i>Indicators of achieving outcomes</i></p> <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

		<ul style="list-style-type: none"> provincial and local measures, that we are fulfilling our responsibility for continuous improvement in 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**
- **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.

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
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2020-2021	94.4%	86.1%	91.2%
2021-2022	93.8%	84.8%	83.9%
2022-2023	95.9%	89.8%	88.1%
2023-2024	95.3%	85.1%	88.9%
Evaluation	VERY HIGH	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
2020-2021						
2021-2022	97%	92%	97%	86%	84%	79%
2022-2023	95%	92%	97%	90%	81%	84%
2023-2024	93%	90%	90%	93%	92%	78%
Evaluation	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	HIGH

Strategies	Evaluation
<p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p><i>*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)</i></p>	<p><i>Impact of strategies implemented</i></p>
<p>Strategy 1: PLTs - 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</p>	<p>HIGH</p>

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

Areas of Strength:

- Teachers took full advantage of their time with Garfield Gini-Newman to ask questions and think about designing engaging learning for students
- Staff met several times to analyze data, especially in the area of Social-Emotional Learning (SOS-Q) and developed strategies to target areas of need

Areas for Growth:

- We need to track PLT work for effectiveness and efficiency; teachers met and worked together on new curricula but results are unknown
- We want to monitor intervention strategies more closely to ensure effectiveness
- We are unsure if parents understand what they can do at home to help close learning gaps

Next Steps:

- Staff will meet weekly in embedded PLT times, with Admin in attendance at times. We will log entries about this work to see progress.
- Staff will continue to use data to determine interventions and close gaps in achievement, monitoring effectiveness of these interventions
- Staff will determine a more systemic means of communication with parents about learning & achievement, including how to support at home.

Support
<p>Our Story of Support</p> <ul style="list-style-type: none"> • 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 staff had time to “go deeper” with a couple items instead of surface learning of many things • PD days always included wellness activities such as drumming, a walk in nature, healthy food and so on • Staff 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 • Support staff appreciated the opportunity to learn by attending a virtual conference on Executive Functioning Skills • More classes spent learning time in place-based learning activities, using George Lane Park and the river area for learning. This had 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 support team including our Learning Coach, Educational Assistants, Youth Development Coach & Family School Liaison Counselor, which was critical as our school faced many scheduling challenges. Teachers also had to be flexible because there were often new adults supporting students in the classrooms.
- The whole school continued to learn the language of the 7 Habits, with teachers 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
 - AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All
 - A Flourishing Community
 - Celebrating our Flourishing Community
 - Parent and Community Connect
 - Inclusive Learning
 - Student Learning
 - Support for Parents
 - Truth and Reconciliation for Learner Success Toolkit

Learning Supports Results Analysis

Goals	Outcomes	Indicators
<p style="text-align: center;"><i>Desired Result</i></p> <p>Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></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 	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <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

	<ul style="list-style-type: none"> students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> 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
<p style="text-align: center;">Goal <i>Desired Result</i></p> <p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></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 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <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 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

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.

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
2020-2021	90.4%	84.5%
2021-2022	91.3%	73.9%
2022-2023	93.8%	81%

2023-2024	94.8%		83.6%		
Evaluation	VERY HIGH		VERY HIGH		
<p>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.</p>					
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
2020-2021	94	82	74	83	85
2021-2022	94	87	76	76	86
2022-2023	94	82	83	87	92
2023-2024	97	82	82	87	92
Evaluation	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH
<p style="text-align: center;">Strategies: Advance Wellness and Well-being <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i> <i>*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)</i></p>					<p style="text-align: center;">Evaluation <i>Impact of strategies implemented</i></p>
<p>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</p>					VERY HIGH
<p>Strategy 2: Common language and strategies of Social Emotional Learning (SEL) – 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.</p>					INTERMEDIATE

<p>Students will use the 7 Habits as part of common language understanding & be recognized for doing so.</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>INTERMEDIATE</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> Focusing on staff wellness seems to have had an impact (ie. donning your own oxygen mask before helping others) Students were recognized on the announcements at times for their 7 Habits behaviour. Spitzee students, families and staff feel that Spitzee is a Safe & Caring environment in which to learn and play <p>Areas for Growth:</p> <ul style="list-style-type: none"> We all need to commit to using the language of 7 Habits in the classrooms and then recognize it when we see it. We need to look at Executive Functioning Skills and see how they fit within the 7 Habits, as more students seem to be coming with a deficit in this area. <p>Next Steps:</p> <ul style="list-style-type: none"> Continue to use the 7 Habits for Happy Kids as a foundation for SEL at Spitzee. Ensure Executive Functioning Skills are a big focus at PD. 	
<p style="text-align: center;">Strategies: Advance Continuum of Supports</p> <p style="text-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 style="text-align: center;"><i>*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)</i></p>	<p style="text-align: center;">Evaluation</p> <p style="text-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) 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</p>	<p style="text-align: center;">HIGH</p>
<p>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.</p>	<p style="text-align: center;">HIGH</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> Many students accessed Precision Reading support Many students participated in drumming circles to help with self-regulation, older students and some with complex needs participated in Move to Learn. We use 7 Habits for Happy Kids as our primary SEL resource 	

Areas for Growth:

- Track intervention strategies to determine success
- 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
- Focus on Executive Functioning Skills at PD days so these can be used in the classroom more consistently
- 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 5 teacher introduced students to coding through various programs and provided this as an Elective to all grade 5 students; one of 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.) Our grade 1 teacher took her students on “Forest Friday” outings, throughout the year
- 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, Math, and Science with a focus on high yield strategies in those areas.
- Teachers continued their work with Garfield Gini-Newman incorporating Concept Based Learning into their work.
- [Alberta Learning Competencies](#)
- [Assessment and Reporting](#)
- [Career Education](#)
- [Innovation and Design](#)
- [Learning that Transfers](#)
- [First Nations, Métis, and Inuit student success](#)
- [French Immersion](#)
- [Literacy](#)
- [Numeracy](#)

Student Growth and Achievement Results Analysis

Goal 1	Outcomes	Indicators
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<p style="text-align: center;"><i>Desired Result</i></p> <p style="text-align: center;">Advance innovation and design</p> <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>	<p style="text-align: center;"><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. • 	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></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
<p style="text-align: center;">Goal 2</p> <p style="text-align: center;"><i>Desired Result</i></p> <p style="text-align: center;">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</p> <p style="text-align: center;"><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 • students will be well prepared for their future while remaining current and relevant in the local and global contexts 	<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"> • 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
<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"> • 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.

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
2020-21	92.5%	93.3%	88.6%	94.9%	85%	84.2%
2021-22	89.7%	80.5%	81.6%	93.8%	86.8%	80%
2022-23	91.1%	90%	88.7%	95.9%	83.1%	85.6%
2023-2024	94.3%	87.5%	89.9%	95.3%	82.7%	85.4%
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
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
2023-2024	98%	90%	95%	96%	62%	66%	76%
Evaluation	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH	INTERMEDIATE	INTERMEDIATE	HIGH

Strategies: 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)*

Evaluation

Impact of strategies implemented

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)

HIGH

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.

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 organized Electives to promote CTF opportunities for students.
- Many students were afforded the opportunity to explore Place-Based learning (e.g. Gr 5 weekly field studies in the river basin, Gr 1 with Forest Fridays)

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 student progress in the learner profile.
- Include Professional Learning Day or Staff Meeting discussions about how we are and can be goal-setting with our students.

<p style="text-align: center;">Strategies: Advance Learning for Transfer</p> <p style="text-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 style="text-align: center;"><i>*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)</i></p>	<p style="text-align: center;">Evaluation</p> <p style="text-align: center;"><i>Impact of strategies implemented</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>	<p style="text-align: center;">HIGH</p>

Areas of Strength:

- Teachers really embraced the opportunity to work with Garfield on their units of study on three PD days (December, March, and June). They were able to gain a deeper understanding of learning for transfer.

Areas for Growth:

- Continue designing learning that allows for meaningful transfer. We’ve “started” the journey but haven’t “arrived” yet.

Next Steps:

- Encourage PLTs to design learning for transfer during their weekly embedded PLC times.
- Encourage PLTs to utilize Curriculum Corner resources to improve their own unit plans.

<p style="text-align: center;">Goal 3</p>	<p style="text-align: center;">Outcomes</p>	<p style="text-align: center;">Indicators</p>
<p style="text-align: center;"><i>Desired Result</i></p> <p style="text-align: center;">Advance First Nations, Métis, and Inuit student success</p> <p>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</p>	<p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></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, 	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <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

<p>and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p>and community positively impacts learner success</p> <ul style="list-style-type: none"> learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<p>for First Nations, Métis, and Inuit student success</p> <ul style="list-style-type: none"> 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
<p style="text-align: center;">Goal 4 <i>Desired Result</i> 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 <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> 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 style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></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) <p>improvement in foundational numeracy and mathematical knowledge and skills for all students</p>

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.
- **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **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.

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
2020-2021	62	72	67
2021-2022	63	68	55
2022-2023	63	80	70
2023-2024	56%	68%	66%
Evaluation	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE

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
2020-2021	N/A	N/A	N/A	N/A
2021-2022	65	67	74	85
2022-2023	60	65	70	95
2023-2024	N/A	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A	N/A

<p align="center">Strategies: Advance Literacy and Numeracy</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"><i>*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)</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>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.</p>	<p align="center">INTERMEDIATE</p>
<p>Strategy 2: Use of Data to Guide Instruction – Staff will utilize common assessments, analyze the data, and design instruction for all levels of learning.</p>	<p align="center">HIGH</p>
<p>Strategy 3: Staff will meet in PLTs to design, analyze data and collaborate on communication of literacy and numeracy to parents.</p>	<p align="center">HIGH</p>

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 universal and targeted 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 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)
Impact and effectiveness of strategies implemented in achieving goal

Cultural Perspectives Survey

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

Performance Measures	Cultural Belonging	Comfortable Sharing Culture	Encouraged and Accepted	School Priority of	Personal Importance	Cultural Infusion Across All	Understand Multiple Perspectives	Understand Truth and Reconciliation	Teachers Share
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					Sharing Culture		Truth and Reconciliation		of Truth and Reconciliation		Subject Areas						Indigenous Perspectives	
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
2020/2021	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
2023-2024	94	67	85	67	84	67	96	100	97	67	83	67	94	100	89	67	98	67
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

<p align="center">Strategies: Advance First Nations, Métis, and Inuit student success</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"><i>*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)</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>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.</p>	<p>HIGH</p>

Strategy 2: Parent and Community Engagement – Continue to advance parent and community engagement by building relationships with local Indigenous Elders and individuals.	INTERMEDIATE
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, Metis and Inuit students by honouring traditional teaching and weaving foundational ways of knowing into curriculum for the success of each learner.	HIGH

Areas of Strength:

- Spitzee’s teachers are 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	Outcomes	Indicators
<p style="text-align: center;"><i>Desired Result</i></p> <p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></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

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](#)

- 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

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 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*

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)
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
2023-2024	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	N/A	N/A	N/A	N/A	N/A	N/A

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a
2023-2024	93%	91%	85%	86%
Evaluation	VERY HIGH	VERY HIGH	VERY HIGH	VERY HIGH

<p align="center">Strategies: Advance excellence in teaching, learning, and leading</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><i>*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)</i></p>	<p align="center">Evaluation</p> <p><i>Impact of strategies implemented</i></p>
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Strategy 1: Assessment: Teacher will communicate student growth and achievement through the regular use of Edsembli, progress reports, Learner Profiles, and Parent Conferences.	INTERMEDIATE
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.	HIGH
Strategy 3: Ensure a committee of Spitzee teachers works with Admin to create local Professional Learning plans for the year.	HIGH

Areas of Strength:

- 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

Areas for Growth:

- Work on design & assessment in PLTs through the lens of Conceptual Understanding.

Next Steps:

- Continue to discuss the strategies and support provided by Garfield Gini-Newman to keep his expertise at the forefront of our conversations about Conceptual Understanding.
- Ensure PLTs are focused on curricular design & assessment.