

Photo Credit: Scott Harper – May 2024

2024 – 2025

Spitzee School

ANNUAL EDUCATION RESULTS REPORT

409 Macleod Trail S.W.
High River, AB, T1V 1B4

403-652-2376

spitzee@fsd38.ab.ca

Website: Spitzee

Foothills SCHOOL DIVISION

foothillsschooldivision.ca

Education at the centre of a flourishing community.

ANNUAL EDUCATION RESULTS REPORT 2024-2025

Welcome to our Annual Education Results Report (AERR) for 2024-2025.
This is our story of engagement, support, and success for each learner.

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 2024-2029 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 plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

Click here for School Education Plan – Year 1

LAND ACKNOWLEDGEMENT

The name "Spitzee" came 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, near the Medicine Tree.

We acknowledge these traditional lands of the Siksika, Piikani (pee-GUN-ee), Kainai (gay-nah), Tsuut'ina, Îyârhe Nakoda (Ae-yar-hay Nakoda) First Nations and the Métis Nation homeland of Foothills Métis District within the Battle River Territory.

We recognize the many First Nations, Métis & Inuit whose footsteps have marked these lands for generations. We are grateful for their traditional knowledge keepers and Elders (like Kookum) who are with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude as we continue our journey towards truth & reconciliation.

FSD: We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.

Foothills School Division's Truth and Reconciliation for Learner Success Toolkit

PURPOSE

Education at the centre of a flourishing community.

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.

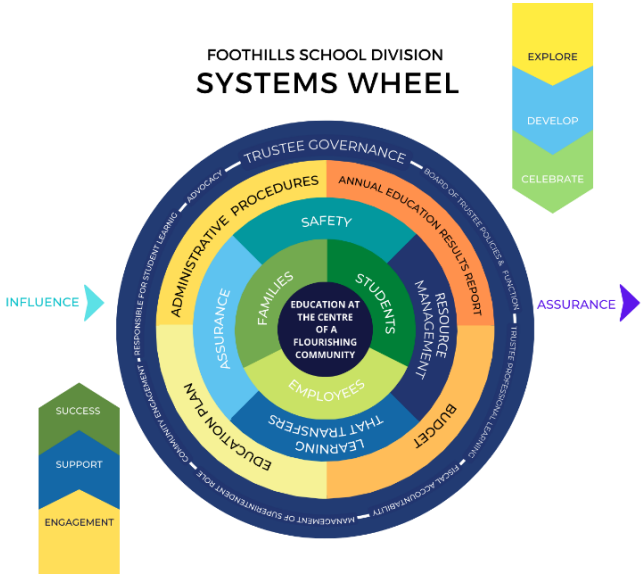
Success: Ensure and maintain Division wide excellence in teaching, learning and leadership.

Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All

SYSTEM THINKING, ASSURANCE AND ACCOUNTABILITY

Our story of assurance starts with **systems thinking**. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we *think* we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence.



Our journey begins with systems thinking, which drives our actions. We explore new strategies and perspectives to create positive change. This helps us understand complexity, embrace change, and thrive in new situations. Innovation requires us to be curious, learn continuously, and improve. We aim to make positive changes by enhancing educational excellence.

Systems thinking is key to how we view the world, recognizing interrelationships, cycles, connections, and patterns over time. This approach has helped us build a shared vision, address opportunities, focus on team learning, understand our strengths, and strive for continuous growth. It has led us to place education at the centre of a flourishing community, influencing our actions, strategies, structures, and systems. We are a very strong school division integrated within the community, making decisions with engagement, support, and success for all.

This approach helps us see patterns and connections, align our actions, and advance our goals. Our Foothills School Division Systems Wheel illustrates the interconnected pieces of our system. External factors like provincial funding, the Education Act, and community voices, as well as internal influences like governance, procedures, and budgets, shape our system. Our outputs, such as the AERR, Capital Plan, and successful students, tell our story of interconnectedness.

Our approach to systems thinking and interconnectedness directly contributes to our flourishing learning community. This holistic approach allows us to build a shared vision and embrace opportunities together, fostering learning and continuous growth. By placing education at the heart of our community, we promote that our actions, strategies, and structures are aligned with our goal of creating a thriving educational environment.

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 five-year fixed 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.

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the ***Education Act***.

ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
• Alberta's students are successful	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports	• Student growth & achievement • Learning support
• First Nations, Métis, and Inuit students in Alberta are successful	• First Nations, Métis, and Inuit student success	• Student growth & achievement • Learning support
• Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy	• Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading	• Student growth & achievement • Teaching and leading • Local and societal context
• Alberta's K-12 education system and workforce are well-managed	• Stakeholder engagement and communications • Continuous improvement and assurance	• Local and societal context • Governance

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT

Local and Societal Context

Goal

- Advance Stakeholder Engagement and Communications

Assurance Measure

FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

SUPPORT

Learning Supports

Goals

- Advance Wellness and Well-being
- Advance Continuum of Supports

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.

SUCCESS

Student Growth and Achievement

Goals

- Advance Innovation and Design
- Advance Learning for Transfer
- Advance Literacy and Numeracy
- Advance First Nations, Métis, and Inuit student success

Assurance Measure

FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

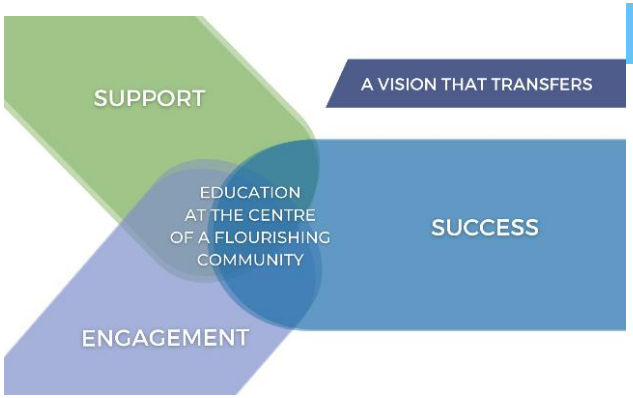
Governance

Goal:

- Advance Continuous Improvement and Assurance

Assurance Measure

FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.



Teaching and Leading

Goal

- Advance Excellence in teaching, learning and leading.

Assurance Measure

FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).











OUR SCHOOL

"Spitzee" was derived from the Blackfoot word *ISPITSI* meaning "high". They called this section of the country *ispitsi* due to the tall cottonwood trees that grew along the Highwood River bottom around the Medicine Tree. Spitzee has a Jr. Kindergarten program, as well as Full and Part-time Kindergarten and classes up to Grade 5. It is home to just under 300 students. We have 13 teachers, a Learning Coach, 2 Administrators, 4.7 Educational Assistants, and 4 other support staff, including a Youth Development Coach and a Family School Liaison Counsellor. We are the Spitzee Eagles and are incorporating the 7 Habits of Happy Kids into our learning.

Spitzee… Our place where legacy lives

Eagles connect
Eagles lead & serve
Eagles soar

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 Kokum, 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.

EDUCATION ASSURANCE MEASURES REPORT SUMMARY

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. **AEAM Summary by Stakeholder Group (Parents/Students/Staff)**

Assurance Measures Overall	St Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	80.0%	81.6%	93.8%	88.8%	80.6%	84.8%	83.9
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	85.6%	88.7%	95.9%	93.2%	81.0%	89.8%	88.1
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	85.4%	89.9%	95.3%	93.8%	83.6%	85.1%	88.9
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	92.8%	91.9%	97.7%	90.5%	82.6%	87.7%	91.8
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Very High	Very High	Very High	Very High	Intermediate	Very High	Very High
Evaluation (Improvement)	Improved	Improved	Maintained	Maintained	Maintained	Maintained	Improved

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

Assurance Measures	St Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022	97	92	97	86	84	79	51
2022-2023	100	100	100	75	100	100	100
2023-2024	95	97	92	97	97	89	86
2024-2025	91	95	92	92	81	86	87
Evaluation	**VERY HIGH**	**VERY HIGH**	**VERY HIGH**	**VERY HIGH**	**HIGH**	**HIGH**	**HIGH**

OUR STORY OF ENGAGEMENT

The Assurance Survey feedback continues to show high levels of engagement from parents and students.

Spitzee families demonstrated strong engagement with regards to the school.

Spitzee School continue to keep families engaged in the school through Social Media (School Council Facebook page and Spitzee School's Instagram page).

Spitzee School continued to improve engagement through teacher emails home at least every two weeks 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 nights of the week for groups including high school sport teams, adult badminton, and a cheer club.

Engagement Opportunities & Resources

- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Shared Responsibility: Safety for All**
- **Celebrations for All**
- **Celebrating our Flourishing Community**
- **Engagement Opportunities**



Another opportunity for our students to connect and entertain with their "Grand-Friends" at the Manor.

91%
of parents say that their students are engaged.

92%
of parents say that the quality of education is high.

92%
of parents say that Spitzee is safe, caring and welcoming.

86%
of parents say that they are involved in the school

ENGAGEMENT			
GOALS	**OUTCOMES**	**INDICATORS**	**MEASURES**

Advance stakeholder engagement and communications
 	
Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.
	• Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement:
	  ○ What stakeholders were involved?
	  ○ How they were engaged?
	  ○ How their input informed local priorities?
	  ○ School boards actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans.
	• Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.
		• 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 demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.
			• **Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
			• **School Improvement (AEAM)**: 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 (AEAM)**: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
			• **Stakeholder Engagement:** Increase/maintain participation

Advance evidence-based continuous improvement and assurance Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	• Establish a system of accountability practices which include guiding principles for assurance at a division and school level. • Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement. • Sustained culture of continuous improvement and collective responsibility. • A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. • Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. • Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance. • 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. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity. • Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance.	• Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement (explore, develop, take action, and evaluate). • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides accountability to the Department of Education that we are fulfilling our responsibilities of providing education programs for K-12 students. • FSD provides assurance to local stakeholders and the public that we are fulfilling our responsibilities and that students are successful. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and excellence.	of stakeholders to inform decisions. **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.

RESULTS ANALYSIS FOR ENGAGEMENT

Previous Results (4-Year Data Trends and Key Insights)

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	School Improvement
2024-2025 (School)	97.7	87.7	91.8
2024-2025 (Prov)	87.7	80.0	76.6
Evaluation (Achievement)	VERY HIGH	VERY HIGH	VERY HIGH
Evaluation (Improvement)	MAINTAINED	IMPROVED	MAINTAINED

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	Education Quality	Parental Involvement	School Improvement
2024-2025	92	86	87
Evaluation	MAINTAINED	MAINTAINED	MAINTAINED

OUTCOMES TO CONSIDER

Education Quality

- Your child clearly understands what they are expected to learn at school
- Your child finds schoolwork challenging
- Your child finds schoolwork interesting
- Your child is learning what they need to know
- The quality of education your child is receiving at school

Parental Involvement

- To what extent are you involved in decisions about your child's overall education
- To what extent are you involved in decisions about your child's school
- Your input into decisions about your child's school is considered
- The opportunities to be involved in decisions about your child's overall education
- The opportunities to be involved in decisions about your child's school

School Improvement

- Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

Strategy Implemented in *2024-2025* *2025-2026* *2026-2027* *2027-2028* *2028-2029*

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
Strategy 1: Ensure teachers communicate learning to parents twice per month (some send weekly emails) with a link to Edsembli so parents also have easy access to gradebook information**.**	**High**
Strategy 2: Continue communication through Spitzee Biz, including introductions of various staff members.	**Intermediate**
Strategy 3: Ensure student voice is heard through Students Matters reps, plus "bring a friend" meetings, and Friday Leadership class (CTF).	**High**

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: Ensure twice monthly PLC meetings to review grade-level data and plan interventions accordingly.	**Intermediate**
Strategy 2: Continue to work with School Council (for example, giving feedback around how to support learning, getting feedback on our Education Plan)	**Ongoing**
Strategy 3: Continue to develop classroom support plans proactively to plan universal and targeted supports within each class for Social Emotional Learning, Literacy and Numeracy	**Intermediate**

DATA ANALYSIS

In telling our story of engagement we looked at the progress we made in advancing our goals of stakeholder engagement and continuous improvement. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in Foothills School Division. The data told us that

- Parent Assurance Surveys show that 92% of the parents that completed the survey, feel that we have quality education here at Spitzee. This is due in part to the great work that teachers are doing in their Professional Learning Community Meetings.
- Parent Assurance Surveys show that 87% of parents that completed the survey, feel that Spitzee School demonstrates School Improvement
- Ensure Professional Learning Community meetings review student data regularly, determine next steps, and record their work in our common documents.
- Continue to develop classrooms support plans for universal and targeted supports for Social-Emotional, Literacy and Numeracy.



The annual Gr 4 Pumpkin Drop is a school favourite to watch but the real work is done in the classroom as part of this cross curricular project.
"Caution . . . future Scientists and Engineers at work!"

OUR STORY OF SUPPORT

Staff worked diligently to learn about and teach Executive Functioning Skills to students. The focus in year 1 was on Impulse Control. Early in the year, staff researched best practices through a variety of resources and websites. They affirmed what they were already doing and listed what they aspired to try. There was much sharing out, strong reflections, and action in the classrooms.

We continued with the Family Groupings that were started the year prior. Each staff member had about 16-18 students in their group, and they enjoyed getting to know one another through a variety of activities, and by simply being together to view various school events.

Our Learning Coach introduced classroom support plans to help teachers organize their classroom learning to provide universal and targeted supports in both academics and Social/Emotional Learning.

Drumming Groups continued to be a support for students, especially in the older grades.

Support Opportunities & Resources

- **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**



Spitzee families donated a school bus full of food to our local salvation army food distribution outlet.

82%

of students indicate that most students care about each other.
(Alberta Education Assurance Measure Results, Spring 2025)

86%

of students demonstrate high levels of external resilience.
(FSD SOS-Q Survey - Students)

81%

of parents indicate that student have appropriate access to supports and services.
(FSD Assurance Survey - Parents)

90%

of students demonstrate high levels of internal resilience.
(FSD SOS-Q Survey - Students)

CREATE WELCOMING, SAFE, CARING, INCLUSIVE AND RESPECTFUL ENVIRONMENTS THAT ARE TRAUMA INFORMED AND RESPONSIVE TO THE NEEDS OF STUDENTS AND **SUPPORT**

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance wellness and well-being Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.	• All stakeholders contribute to a welcoming, caring, respectful and safe school environment. • Wrap around services and supports enhance healthy school environments for student well-being and staff wellness. • Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience. • Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments.	• Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement. • Measures indicate that students and staff respect one another and take responsibility for their own actions. • Measures indicate that students and staff have choice and strive for excellence within a healthy school environment. • Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment.	• **Safe & Caring (AEAM):** Increase/maintain the 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. • **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. • **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. • **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.
Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	• A robust continuum of supports ensures student success. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Learners demonstrate understanding and respect for the uniqueness of all learners. • 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. • Education partners fulfil their respective roles for a shared understanding of an inclusive education system. • All stakeholders work collaboratively to support student learning.	• Measures indicate that each learner has access to programs, services, and strategies within the continuum of supports that are consistent with the principles of inclusive learning. • Continuum of Supports is visible and accessible. • Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe.	

RESULTS ANALYSIS FOR SUPPORT

Previous Results (4-Year Data Trends and Key Insights)

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 (students 'at risk')
2024-2025 (School)	90.5%	82.6%
2024-2025 (Prov)	84.4%	80.1%
Evaluation (Achievement)	INTERMEDIATE	High
Evaluation (Improvement)	Maintained	Maintained

FSD Assurance Survey (Parent): 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 (students 'at risk')
2024-2025	91%	81%
Evaluation	High	High

FSD SOS-Q Survey (Student) (**S**tudent **O**rientation to **S**chool **Q**uestionnaire)**:** 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					
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	90%	86%	87%	90%	90%
Evaluation	Very High	High	High	Very High	Very High

OUTCOMES TO CONSIDER

Access to Supports and Services

- At school, there are appropriate supports and services available to your child to help with their learning
- When your child needs it, teachers at your child's school are available to help them
- You can get the support you need from the school to help your child be successful in their learning
- Your child can get help at school with problems that are not related to
- Your child can easily access programs and services at school to get help with

Program of Studies: At-Risk Students

- When your child needs it, teachers at your child's school are available to help them
- Your child can easily access programs and services at school to get help with schoolwork
- Your child can get help at school with problems that are not related to schoolwork

STRATEGY ANALYSIS

Strategy Implemented in *2024-2025* *2025-2026* *2026-2027* *2027-2028* *2028-2029*

WELLNESS AND WELL-BEING	EVALUATION
Strategy 1: Staff professional learning about Executive Functioning Skills/Social-Emotional Learning, and purposeful teaching/practice of these skills to/by students.	HIGH
Strategy 2: Continue "Family Groupings" to allow staff & students to make connections/get to know other people in the school beyond their classrooms.	INTERMEDIATE

CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Develop classroom support plans to ensure every teacher has academic and social-emotional supports in place for universal and targeted groups.	INTERMEDIATE
Strategy 2: Continue to provide drumming groups as a means of targeting social-emotional learning support.	HIGH

OUTCOMES TO CONSIDER

Welcoming, Caring, Respectful and Safe Learning Environments

- Students at your child's school care about each other
- Students at your child's school respect each other
- Students treat each other well at your child's school
- Teachers care about your child
- Your child is safe at school
- Your child is safe on the way to and from school
- Your child is treated fairly by adults at school at school

DATA ANALYSIS

In telling our story of support we look at the progress we made in advancing our goals of wellness and well-being and continuum of supports. We looked at the data from both the Alberta Education(All students grades 4-12, parents grades 4, 7, and 10, and all teachers) and FSD Assurance Surveys (All parents) in the specific areas of safe and caring and access to supports as well as SOS-Q measures of safe and caring, external resilience, self-confidence, internal resilience, and peer relations for our students in grades 4 through 12. This data told us that:

- Overall, students feel safe at school and feel respected. They have close relationships with several staff members and have people to go to when they need help.
- Through the work of our student leadership team and Students' Matters team, students have a voice to do things that help improve school spirit.
- Students can ask their teachers for help, but we could do better at providing access to supports. Currently we have Precision Reading programs, small group support with our Learning Coach, but a lack of therapists was a big challenge this past year.
- We need to continue to develop classroom support plans in order to meet the wide variety of needs in our classrooms in Social-Emotional Learning, as well as academic areas, as we have insufficient supports through the number of Educational Assistants.

OUR STORY OF SUCCESS: Innovation and Design Learning that Transfers

There are many different ways that our talented teachers showcase Innovation and Design in our school. Through Professional Learning in previous years, teachers utilize visual journals to showcase and reflect on their learning journeys. Teachers use Learning Launches, as showcased by Garfield Gini-Newman at past Professional Development Days. Many teachers use goal-setting and reflections, as highlighted within the 7 Habits of Healthy Kids.

Teachers have continued to work on the 3 principles of deep and transferable learning, especially through conceptual understanding. For example, our grade 3 teachers used the concept of Organization and wove that through English Language Arts and Literature to ask students, “How can the organization of ideas enhance the meaning of messages?” or in Math, “How can we us patterns to organize our world?”

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers



Through an interdisciplinary project, Gr 4 & 5 students created visual wrap around designs to represent what Spitzee means to them & their love for the outdoors. The designs visually captures this theme by incorporating the aurora over Spitzee with the Highwood River and Medicine Tree on its banks. The design invites passersby to slow and reflect by including a poem celebrating the trees, aurora and river running alongside.

90%

of parents indicate the that the Program of Studies meets the needs for quality learning

(FSD Assurance Survey)

95%

of parents indicate Spitzee School provides the skills necessary to be good citizens.

(FSD Assurance Survey)

92%

of parents approve of the quality of education their child is receiving at Spitzee School.

(FSD Assurance Survey)

91%

of parents feel that students are engaged in their learning at Spitzee School.

(FSD Assurance Survey)

STUDENT GROWTH AND ACHIEVEMENT INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS			
GOALS	**OUTCOMES**	**INDICATORS**	**MEASURES**
Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	• Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy. • Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce. • Provide career education programming that enables students to explore and experience various occupations. • Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries. • Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce. • Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Student experiences are designed for deep and transferrable learning. • Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures. • Learners demonstrate the **competencies** to prepare them for their future. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.	• Measures indicate 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. • FSD collaborates with community, industry, and education partners to support student success. • Learners demonstrate transfer of learning through a variety of off campus and learning opportunities including Work Experience, Registered Apprenticeship Program, Green Certificate, Skilled Trades opportunities and Post-Secondary Dual Credit partnerships. • Measures indicate that learners are intellectually engaged in their learning.	• **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school. • **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. • **Work Preparation (AEAM):** 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 (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Advance learning for transfer • Designing for and advancing learning for transfer where students engage with complex problems and have the opportunity to apply knowledge, skills and understandings in authentic situations and contexts over time.	• Learners will be able to explore and develop their skills and passions and achieve their highest potential through the curriculum. • Learners form conceptual understandings. • Learners are agents of their learning. • Learners are allowed to live with complex problems over time. • 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. • Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Students demonstrate understanding and respect for the uniqueness of all learners. • Students demonstrate the combination of knowledge, skills and attitudes of learner competencies to learn, live and work as they face new challenges and develop solutions to the problems of today, while imagining and creating a new tomorrow.	• Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement. • 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. • High quality learning opportunities and experiences. • Measures indicate parents, teachers, and students see improved student learning engagement at school. • Measures indicate that learners are intellectually engaged in subject area learning. • Measures indicate that students demonstrate learning competencies and the knowledge, skills, and attitudes necessary for lifelong learning.	• **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. • **Lifelong Learning (AEAM):** 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, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area. • **FSD Assurance Survey:** 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).

RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

Previous Results (4-Year Data Trends and Key Insights)

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
2024-2025 (School)	99.0	100.0	91.9	97.7	90.0	92.8
2024-2025 (Prov)	83.0	83.7	79.8	87.7	80.8	83.9
Evaluation (Achievement)	Very High	Very High	Very High	Very High	Very High	Very High
Evaluation (Improvement)	Maintained	Improved	Improved	Maintained	Maintained	Improved

FSD Assurance Survey: 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
2024-2025	90	84	95	92	78	91
Evaluation	VERY HIGH	HIGH	VERY HIGH	VERY HIGH	INTERMEDIATE	VERY HIGH

FSD Intellectual Engagement Survey: Measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). Measures 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**	**Support**	**ELA/FLA/SS**	**Math/Science**	**CTS/CTF**
2024-2025	95	85	89	92	91	77.5	79.5	66
Evaluation	VERY HIGH	HIGH	VERY HIGH	VERY HIGH	VERY HIGH	HIGH	HIGH	INTERMEDIATE

STRATEGY ANALYSIS

Strategy Implemented in *2024-2025* *2025-2026* *2026-2027* *2027-2028* *2028-2029*

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Provide Career and Technology Foundations including Maker Space to grade 5 students.	**Ongoing**
Strategy 2: Continue to design learning to include the use of learning launches, guides to success, and visual journals.	**High**
Strategy 3: Encourage the use of student goal setting and reflections (e.g. through 7 Habits)	**Ongoing**

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Continue to work on the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time to provide meaningful, intellectually engaging learning experiences for each learner.	**Ongoing**
Strategy 2: Continue the work of Garfield Gini-Newman to design Guides for Success, learning launches, visual journals, and other current and comprehensive strategies for effective planning and design for deep and transferable learning.	**High**
Strategy 3: Utilize high impact assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning.	**High**

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, life-long learning, and student learning engagement and the Intellectual Engagement Survey in the areas of High Expectations, Relevance, Rigor, Effort, Support, and Intellectual Engagement in ELA/FLA/SS, Math/Science, and CTS/CTF. This data told us that:

- We need to continue looking at CTF learning opportunities, and consider utilizing tools such as the CTF Challenge Idea Generator in MS Teams.
- Students aren't necessarily aware of when their learning/projects fall into the category of CTF.
- We need to start being more strategic around talking to students about how what they are learning will be helpful to them in the future (lifelong learning, CTF)



OUR STORY OF SUCCESS:
LITERACY AND NUMERACY

We are fortunate to have a highly skilled and experienced staff who are keen to learn the latest “best practice” in regards to Literacy. Whether it is listening to podcasts, taking courses, or reading books, teaching are well-versed in the latest research around effective instruction and learning in Literacy. This learning impacts and can be seen in their daily practices in the classroom.

Teachers continuously look at effective strategies in Numeracy, sharing knowledge and resources, and work with math speciailists throughout the year (e.g. Geri Lorway). Teachers continue to utilize the Learning Cycles in the Foothills School Division in the Staff Portal: Curriculum Corner, and work with colleagues within their PLCs to improve math practice.

Evidence of Success & Resources

- **Principles of Practice for French Immersion**
- **Principles of Practice for Literacy**
- **Principles of Practice for Numeracy and Mathematics**



Fraction Bowling

91%

of students in grades 1-3 were deemed NOT at risk in Literacy.
(Provincial Literacy Assessments)

84%

of students in grades 1-3 were deemed NOT at risk in Numeracy.
(Provincial Numeracy Assessment)

STUDENT GROWTH AND ACHIEVEMENT LITERACY AND NUMERACY			
GOALS	**OUTCOMES**	**INDICATORS**	**MEASURES**

Advance literacy and numeracy
 	
Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.
	• Learners are literate and numerate.
	• Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives.
	• Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy.
	• Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills.
	• Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success.
	• Balanced literacy and numeracy programming advances 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 for deep and transferrable learning.
		• 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.
		• Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy.
		• Learners demonstrate transfer of learning.
		• High quality learning opportunities and experiences support literacy and numeracy.
			• **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.
			• **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)
			• **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
			• **Common Numeracy Assessment (4-9)**: Increase percentage of students who are at or above grade level expectations.
			• **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.

OUTCOMES TO CONSIDER

Life-Long Learning

- High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime
- Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime

Satisfaction with Program Access

- The specialized supports and services your child is receiving enables them to be a successful learner
- Your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write
- Your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)
- Your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)
- Your child can access the following services in a timely manner at school when needed: School Library services

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

Previous Results (4-Year Data Trends and Key Insights)

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**
2024-2025		0	4	7

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**
2024-2025		4	5	10

Common Literacy/Numeracy Assessments: Local Measures

Common Numeracy Assessment: Grade 4 – 9 EICS	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	73	51	n/a	n/a	n/a	n/a
Evaluation	INTERMEDIATE	LOW	n/a	n/a	n/a	n/a

Common Literacy Assessment: Grade 4 – 9 EICS	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	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

OUTCOMES TO CONSIDER

Student Learning Engagement

- The literacy skills your child is learning at school are useful
- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Program of Studies

How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:

- Another Language
- Art
- Drama
- Health
- Music
- Technology

- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Citizenship

- Your child is encouraged at school to be involved in activities that help the community
- Students at your child's school follow the rules
- Students at your child's school help each other when they can
- Students at your child's school respect each other
- Your child is encouraged at school to try their best

Access to Supports and Services

- At school, there are appropriate supports and services available to your child to help with their learning
- When your child needs it, teachers at your child's school are available to help them
- You can get the support you need from the school to help your child be successful in their learning
- Your child can easily access programs and services at school to get help with schoolwork
- Your child can get help at school with problems that are not related to schoolwork

Work Preparation

- Your child is taught attitudes and behaviours to be successful at work when they leave school

STRATEGY ANALYSIS

Strategy Implemented in *2024-2025* *2025-2026* *2026-2027* *2027-2028* *2028-2029*

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Advance the use and consistent application of all provincial and local assessment measures (assessments in literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.	High
Strategy 2: Use Literacy and Numeracy resources and programming to support student growth and achievement (e.g. Matific, Knowledgehook, stickers on stair risers to develop math facts, etc.)	High
Strategy 3: Design high-quality instruction and use effective strategies to ensure high levels of learning for all students	High



Reading Chain – Literacy Week @ Spitzee

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3, analyzing results from the Grade literacy assessment and the MIPI numeracy assessment. This data told us that:

- Students are arriving with fewer literacy and numeracy skills than in the past. Our Kindergarten teachers are working hard to build background knowledge and ensure students have the skills they need to be successful.
- Teachers continue to use the Foothills School Division Learning Cycles provided in the Curriculum Corner. We continue to see gaps in learning from the transition from old curriculum to new curriculum where there was a significant increase in expectations.

OUR STORY OF SUCCESS:
FIRST NATIONS, MÉTIS, AND INUIT STUDENT

At Spitzee School in High River, our journey in learning about and honouring First Nations, Métis, and Inuit cultures has been deeply meaningful. The name “Spitzee” itself originates from the Blackfoot people, reminding us daily of the rich history of the land we share. In June 2022, Virginia Aldoff visited our school to see how we were recognizing Indigenous Peoples Day. That visit sparked a beautiful relationship that has grown over time—Virginia is now lovingly known as our school’s “Kokum,” or Indigenous grandmother. Her presence brings wisdom, warmth, and guidance as we continue to learn and grow together.

Our commitment to Truth and Reconciliation is reflected in many ways, including the stunning mural created by school parent and Blackfoot artist, Jared Tailfeathers. This artwork, displayed in our gathering area, incorporates local birds that each class researched, symbolizing connection and respect for the natural world. Through projects like this and ongoing learning, we continue to build our foundational knowledge of First Nations, Métis, and Inuit cultures. Our journey is one of listening, understanding, and honouring, as we strive to create a school community rooted in respect and reconciliation.



86%

of Indigenous students feel that Truth and Reconciliation is a priority at Spitzee School.
(Cultural Perspectives Survey)

86%

of Indigenous students feel that there is cultural infusion across all subject areas.
(Cultural Perspectives Survey)

86%

of Indigenous students understand the concept of Truth and Reconciliation.
(Cultural Perspectives Survey)

71%

of Indigenous students indicate that teachers share Indigenous perspectives.
(Cultural Perspectives Survey)

Evidence of Success & Resources

- **Foothills School Division’s Truth and Reconciliation for Learner Success Toolkit**
- **Indigenous Learning**
- **Principles of Practice for Literacy**
- **Principles of Practice for Numeracy and Mathematics**

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS			
GOALS	**OUTCOMES**	**INDICATORS**	**MEASURES**
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.	• 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. • Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • Enhance relationship-building between Indigenous communities and schools through community-based supports. • Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students. • Support partners to gather, analyze and share Indigenous education data to monitor student success. • The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement.	• Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success. • Measures indicate all learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. • 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.	• **Learning Outcomes (PAT & Diploma):** o Increase in 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 for self-identified First Nations, Métis, and Inuit students. o Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students. • **High School Completion Rate (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10. • **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples. • **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. • **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). • **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.

RESULTS ANALYSIS
FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Previous Results (4-Year Data Trends and Key Insights)

SOS-Q Student Survey (**S**tudent **O**rientation to **S**chool **Q**uestionnaire): **First Nations, Métis, and Inuit Students**

Above National Norm					
Performance Measure	**Safe & Caring**	**External Resilience**	**Self Confidence**	**Internal Resilience**	**Peer Relations**
2024-2025	100	100	100	100	100
Evaluation	**Very High**	**Very High**	**Very High**	**Very High**	**Very High**

Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

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**
2024-2025	100	75	79	86	64	50	86
Evaluation	**VERY HIGH**	**INTERMEDIATE**	**INTERMEDIATE**	**HIGH**	**LOW**	**LOW**	**HIGH**

Common Literacy/Numeracy Assessments: Local Measures

Common Numeracy Assessment: Grade 4 – 9 EICS	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	100	0	n/a	n/a	n/a	n/a
Evaluation	**VERY HIGH**	**VERY LOW**	n/a	n/a	n/a	n/a

Common Literacy Assessment: Grade 4 – 9 EICS	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	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

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 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
2024-2025	86	71	74	57	85	71	89	86	90	86	77	86	84	86	81	86	88	71
Evaluation	**H**	**I**	**I**	**L**	**H**	**I**	**VH**	**VH**	**VH**	**VH**	**I**	**VH**	**H**	**VH**	**I**	**VH**	**VH**	**I**

VL – Very Low **L – Low** **I – Intermediate** **H – High** **VH – Very High**

STRATEGY ANALYSIS

Strategy Implemented in *2024-2025* *2025-2026* *2026-2027* *2027-2028* *2028-2029*

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION
Strategy 1: Enhance the application of foundational knowledge of First Nation, Metis, and Inuit worldviews. Staff will start the year (August 27, 2024) with a PD opportunity to Blackfoot Crossing, to learn about Blackfoot Heritage.	**High**
Strategy 2: Utilize Jordan's Principle Funding to gain timely access to supports such as educational assistants to address educational gaps	**High**
Strategy 3: Land-based learning, including the use of local historical indigenous locations to promote and support engagement	**Ongoing**



"The name Ispitsi came 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, near the Medicine Tree."

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of First Nations, Métis, and Inuit Student Success. We looked at the data from the SOS-Q Survey, Intellectual Engagement Survey, Math Intervention Programming Instrument, the Grade Literacy Assessment, the Cultural Perspectives Student Survey, and AEA Measures for First Nation, Metis and Inuit students. This data told us that:

- Our staff are effective at ensuring that all students have a strong sense of cultural belonging and understand the importance of Truth and Reconciliation.
- Our students see cultural infusion in a wide variety of subjects (e.g. Social Studies, Phys Ed, Music, Language Arts, Math, etc.)
- Teachers are effectively sharing Indigenous perspectives with students and are encouraging an acceptance of shared culture.
- We need to continue to build our own foundational knowledge as teachers' own confidence levels vary throughout the building. We will continue to have this as a focus of our Professional Learning Days.

OUR STORY OF SUCCESS: TEACHING, LEARNING & LEADING

Spitzee School is fortunate to have a talented group of teachers and support staff who bring their various passions to the classrooms: We have teachers who are passionate about Math and work with experts throughout the year to improve their practice; we have a teacher completing her Master's Degree with a focus on Indigenous Studies; we have a teacher who is working on her Ph D, seeing how place-based nature journaling and visual respresentation can engage them in learning about science. We have teachers passionate about literacy, about spending time in Nature, about the 7 Habits of Happy Kids, and doing the right thing, even when no one is looking, and so much more!

In addition, our talented support staff continuously learn and implement strategies to support the learning of all our students. They participate in Professional Development, readily learning about Executive Functioning Skills alongside teachers. They listen to podcasts, read books, and talk to one another about strategies they are using and to what degree they are seeing success.

Teachers continue to utilize the Foothills School Division Learning Cycles that the Curriculum Design Team created for English Language Arts and Literature, Math, Science, and Physical Education & Wellness.

Evidence of Success & Resources

- **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**

Spitzee Staff Professional Learning at Blackfoot Crossing – August 2024



83%

of teachers indicate that there is a clarity of Vision, Mission, and Values.
(New FSD Professional Learning Survey, 2024)

94%

of teachers indicate that there is a culture of Professional Learning & Collaboration.
(New FSD Professional Learning Survey, 2024)

84%

of teachers value working in a Professional Learning Community.
(New FSD Professional Learning Survey, 2024)

95%

of teachers value professional learning and deepening their Professional Body of Knowledge.
(New FSD Professional Learning Survey, 2024)

TEACHING, LEARNING AND LEADING GOALS			
GOALS	**OUTCOMES**	**INDICATORS**	**MEASURES**
Advance excellence in teaching, learning, and leading Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.	• Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Collaborating with other teachers and leaders to build personal and professional capacities and expertise. • Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction, assessment and a common language of pedagogy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Build professional capacity and a commitment to continuous improvement. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. • Building the capacity of teachers to respond to the learning needs of all students. • Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.	**Advance excellence in teaching, learning, and leading** Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.	• **In-service jurisdiction needs (AEAM):** 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. • **FSD Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

RESULTS ANALYSIS FOR TEACHING AND LEADING

Previous Results (4-Year Data Trends and Key Insights)

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.					**In-service jurisdiction needs Provincial Measure**	
	Clarity of Vision, Mission, and Values	**Professional Learning and Collaborative Culture**	**Professional Learning Communities**	**Professional Body of Knowledge**	**School**	**Prov**
2024-2025	83	94	84	95	82.1%	81.7%
Evaluation	**HIGH**	**VERY HIGH**	**HIGH**	**VERY HIGH**	**MAINTAINED**	

STRATEGY ANALYSIS

Strategy Implemented in *2024-2025* *2025-2026* *2026-2027* *2027-2028* *2028-2029*

TEACHING AND LEADING	EVALUATION
Strategy 1: Continue to work collaboratively to design engaging student learning for transfer modeled after the work of Garfield Gini-Newman and Julia Stern, for example.	**ONGOING**
Strategy 2: Teachers and leaders will apply a current and comprehensive repertoire of effective planning, and designing for deep and transferable learning, executive functioning skills, and trauma informed practices.	**ONGOING**
Strategy 3: Developing classroom support plans to ensure every teacher has academic and social-emotional supports in place for universal and targeted groups (e.g. Move to Learn)	**INTERMEDIATE**



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of Teaching, Learning, and Leading. We looked at the data from the AEAM and our FSD Professional Learning Survey. This data told us that:

- We worked hard in Year 1 to build our collaborative culture. Part of this work was talking about who we are as Spitzee Eagles, and defining what our Mission, Vision, and Values are. This work was lengthy, with many conversations, varied opinions, but we were able to agree upon a school motto that brought all the important ideas into play.
- We continue to work on designing engaging learning, and will need to focus on the new Social Studies curriculum in this regard.
- It will be important to continue to use the work of Garfield Gini-Newman and Julia Stern (Learning Launches, Conceptual Understanding).
- With fewer supports, it is important for classroom teachers to ensure they have universal and targeted supports in academic and Social-Emotional areas.


Foothills
SCHOOL DIVISION