

2025 – 2026 ANNUAL EDUCATION RESULTS REPORT

Spitzee School

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Foothills SCHOOL DIVISION

EAGLES
CONNECT, LEAD & SERVE
SOAR

2025-2026 ANNUAL EDUCATION RESULTS REPORT

Spitzee Elementary School

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.

View our Education Plan – Year 2

OUR 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, Kainai, Tsuut’ina, Îyârhe 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.

Truth and Reconciliation for Learner Success Toolkit in Foothills School Division

OUR VISION

Engagement, Support and Success for each learner

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!

OUR PURPOSE

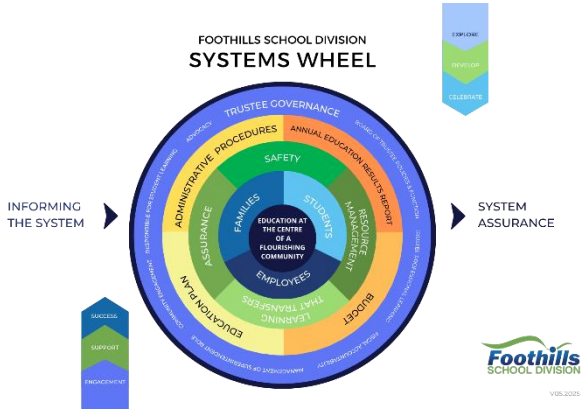
Education at the centre of a flourishing community.

OUR 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.

OUR DIVISION

Board of Trustees
Board Policy 01: Division Foundational Statements
Board Policy 14: A Place for All
Accountability and Assurance
Alberta Education & Childcare and Foothills School Division Goal Alignment



SYSTEMS THINKING

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. **Learn more about our Systems Thinking approach**

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

Alberta Education & Childcare Outcomes Ministry of Education & Childcare Business Plan 2024-2027	Foothills School Division Goals Foothills School Division Education Plan 2024-2029	Assurance Domains Alberta Education & Childcare Funding Manual 2026-2027
• 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

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.**

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.

Governance

Goal:
Advance Continuous Improvement and Assurance

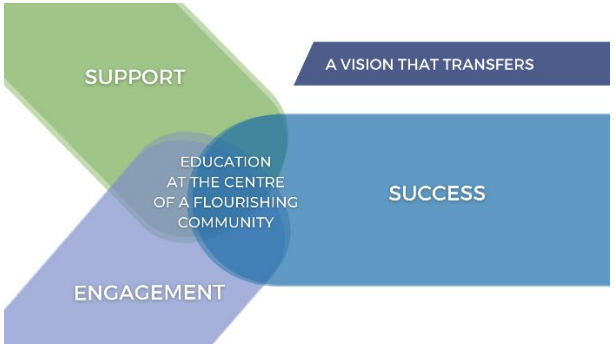
Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.

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.

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 School: Our place where legacy lives! Eagles Connect, Eagles Lead & Serve, Eagles Soar!

“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. We are fortunate to be located steps away from both George Lane Park and the Highwood River and our classes spend time learning from and on the land.

Spitzee School has a thriving Jr. Kindergarten program, as well as Full and Part-time Kindergarten and classes up to Grade 5. With over 250 students, we have 12 classes, a Learning Coach, 4 Educational Assistants, and a Complexity Team, consisting of 1 Teacher and 2 additional Educational Assistants. We have a Music specialist and a Physical Education specialist. Our Learning Commons Facilitator maintains a robust learning centre, and we have a half-time Family School Liaison Counsellor, a Vice-Principal and Principal. We are the Spitzee Eagles and we incorporate the 7 Habits of Happy Kids into our learning.

Spitzee’s School Council is an extraordinary group of parents who support learning through volunteerism, fundraising to enrich children’s experiences, and providing support to students and staff. We are so grateful for the strong partnerships with parents.

EAGLES
CONNECT, LEAD & SERVE
SOAR







HIGHLIGHTS AND CELEBRATIONS

- Our staff provides a learning environment where students are engaged, feel supported and experience success. They work hard to create opportunities for learning for transfer as they deliver new curricula to students in K to 5.
- Our talented support staff 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 continues to work on our commitment to Truth and Reconciliation through building relationships, building our foundational knowledge, and teaching Indigenous ways of knowing within a variety of curricular areas.
- Our School Council's 3 year plan helps 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, triple ball, 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.



Engagement



Support



Success

EDUCATION & CHILDCARE ASSURANCE MEASURES REPORT SUMMARY

Alberta Education & Childcare 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.

ASSURANCE MEASURES OVERALL	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
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
2025-2026 (School)	90.3	92.8	96.3	92.5	78.4	84.1	89.2
2025-2026 (Prov)	84.2	81.2	87.8	85.8	79.5	79.9	76.3
Evaluation (Achievement)	Very High	Very High	Very High	Very High	Intermediate	Very High	Very High
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained

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	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
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
2025-2026	95%	97%	93%	97%	98%	99%	83%
Evaluation	Very High	Very High	High	Very High	Very High	Very High	High

OUR STORY OF ENGAGEMENT

At Spitzee School, engagement is built on strong relationships, meaningful communication, and shared responsibility for student success. Our data reflects a school community where families continue to have confidence in the quality of education and recognize the school's commitment to ongoing growth and improvement.

Over time, the data demonstrates consistent strength in family-school relationships and positive perceptions of school improvement. Regular communication between teachers and families helps strengthen connections to student learning and creates opportunities for families to remain informed and involved.

Our results also reinforce the importance of continuing to broaden opportunities for meaningful engagement. Providing varied and accessible ways for families and students to share their perspectives will help ensure that diverse voices contribute to school priorities, planning, and decision-making.

Moving forward, Spitzee School will continue to strengthen engagement by creating meaningful opportunities for student and family voice and making our improvement priorities, actions, and progress more visible. Through ongoing communication, collaboration, and responsiveness to stakeholder feedback, we will continue building a shared understanding of how our collective work supports success for every learner.



99%

of parents indicate parental involvement is very high.

FSD Assurance Survey

96%

of students, parents and staff indicate the education quality is very high.

Alberta Education Assurance Survey

89%

of students, parents and staff indicate the school improvement is very high

Alberta Education Assurance Survey

84%

of parents and staff indicate the parental involvement is very high.

Education Assurance Survey

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR ENGAGEMENT

Alberta Education & Childcare 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
2025-2026 (School)	96.3	84.1	89.2
2025-2026 (Prov)	87.8	79.9	76.3
Evaluation (Achievement)	Very High	Very High	Very High
Evaluation (Improvement)	Maintained	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.

Assurance Measures	Education Quality	Parental Involvement	School Improvement
2025-2026	93%	99%	83%
Evaluation	Very High	Very High	High

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

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 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: Ensure parents are involved in learning (e.g. volunteers doing Precision Learning and through Council's 3 Year plan)	Very High
Strategy 3: Continue communication through Spitzee Biz, including introductions of various staff members.	Intermediate
Strategy 4: Ensure staff have voice & choice around various areas of passion (e.g. developing Professional Learning Day agendas, planning school-wide 7 Habits activities, being part of the Spitzee Family grouping planning team)	High
Strategy 5: Ensure student voice is heard through Students Matters reps, plus "bring a friend" meetings, student involvement in morning announcements, and student leadership team	Intermediate

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: **Evidence-informed decision-making**: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.	High
Strategy 2: **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.	High
Strategy 3: **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.	Very High

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 & Childcare and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in our school.

The data told us that:

- **Consistently Strong Quality of Education:** Family confidence in the quality of education at Spitzee School has remained exceptionally strong and consistently above provincial results.
- **Strong School Improvement:** Families continue to recognize positive school improvement, with results remaining consistently strong over the past several years.
- **Positive Parental Involvement:** Families continue to report positive involvement in their child's education, although fluctuations across measures highlight an opportunity to broaden and strengthen meaningful family participation.
- **Consistently Above Provincial Results:** Spitzee School continues to outperform provincial results across Education Quality, Parental Involvement, and School Improvement.
- **Opportunity to Strengthen Engagement:** Differences between local and provincial measures suggest value in continuing to broaden family voice and make the connection between stakeholder feedback, school priorities, and improvement efforts more visible

OUR STORY OF SUPPORT

At Spitzee School, our story of support is grounded in the belief that every learner should feel known, included and supported to grow. A strong continuum of universal, targeted and individualized supports allows us to respond to students' changing needs in literacy, numeracy, executive functioning, social-emotional learning and self-regulation.

Support begins in the classroom through strong universal practices and relationships and becomes increasingly targeted and individualized when learners require something different or additional. Academic interventions are complemented by opportunities for connection, regulation, belonging and participation, recognizing that student well-being and learning are closely connected. **Continuum of Supports**

Our story is ultimately one of responsiveness: noticing what learners need, providing the right level of support, and creating the conditions for every student to experience belonging, growth and success. This directly reflects Foothills School Division's Support priority of establishing learning environments where diversity is embraced, belonging is emphasized, and students are welcomed, cared for, respected and safe.



98%

of parents indicate the safe, caring and welcoming is positive.

FSD Assurance Survey

99%

of parents indicate the access to supports is positive.

FSD Assurance Survey

92%

of students, parents and staff indicate that safe, caring & welcoming is very high.

Alberta Education & Childcare Assurance Survey

94%

of students indicate that their external resilience and internal resilience are high.

FSD SOS-Q Survey

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR SUPPORT

Alberta Education & Childcare 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')
025-2026 (School)	92.5	78.4
2025-2026 (Prov)	85.8	79.5
Evaluation (Achievement)	Very High	Intermediate
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')
2025-2026	97%	98%
Evaluation	Very High	Very High

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

above national norm					
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations

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 schoolwork
- 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

2025-2026	99	94	91	94	91
Evaluation	**Very High**	**High**	**High**	**High**	**High**

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

WELLNESS AND WELL-BEING	EVALUATION
Strategy 1: Continuing staff professional learning about Executive Functioning skills / Social Emotional Learning and provide purposeful teaching/practice of executive functioning skills to students	**Very High**
Strategy 2: Using consistent language throughout the school to support Social Emotional Learning (e.g. 7 Habits, Social Thinking K to 2, Minds Up)	**High**
Strategy 3: Continuing to have "Family Groupings" whereby adults have groups of ~16- 20 students from K-Gr 5 to get to know other students in the school and develop healthy cross-grade relationships and relationships with other adults	**High**
Strategy 4: Starting staff meetings with an opportunity for "connection" (e.g. icebreakers, modeling regulation strategies, sharing gratitude)	**High**
Strategy 5: Continuing our learning of trauma-informed practice and executive functioning skills	**High**
Strategy 6: Considering attendance at the Learning & The Brain Conference (Apr 2026), focused on Executive Skills, or similar Executive Skills conferences through Jack Hirose PD, e.g.	**Intermediate**
Strategy 7: Continuing to promote healthy school cultures through student/staff well-being & wellness using the lens of Belonging, Independence, Mastery and Generosity (Circle of Courage)	**Intermediate**
CONTINUUM OF SUPPORTS	**EVALUATION**
Strategy 1: Developing classroom support plans to ensure every teacher has academic and social-emotional supports in place for universal and targeted groups (e.g. small group in-class support, Move to Learn)	**High**
Strategy 2: Ensuring that all data gathered is distributed and examined in a timely manner, so targeted interventions have maximum opportunity for impact (e.g. Gov't Literacy & Numeracy data, SOS-Q, Intellectual Engagement, etc.)	**High**
Strategy 3: Continuing to provide drumming groups as a means of targeted social-emotional learning support	**Very High**

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 & Childcare (grades 4&5 students, grades 4 parents, 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 & 5.

This data told us that:

- Safety, care and belonging remain a significant strength**,** with 92.5% of students, parents and teachers responding positively and the result rated Very High.
- Families report very strong confidence in access to support**,** with 99% of parents responding positively, up from 81% the previous year.
- Access to Supports shows an opportunity for continued growth, with the Alberta Education Assurance Survey result at 78.4%**,** compared with the provincial result of 79.5%**.**
- The strong results in safety, belonging and parent confidence reflect Spitzee's continuum of universal, targeted and individualized supports for diverse learner needs.

OUR STORY OF SUCCESS

INNOVATION AND DESIGN
LEARNING THAT TRANSFERS

At Spitzee, students experience a learning environment characterized by high expectations, strong engagement, and meaningful opportunities to develop the knowledge, skills, and competencies needed for future learning. Evidence indicates that students are putting effort into their learning, feel supported to be successful, and benefit from a broad range of learning experiences.

Innovation and design are increasingly reflected through authentic, hands-on and engaging learning experiences that encourage students to think creatively, solve problems, collaborate, and make connections across areas of learning. These opportunities support students in developing confidence and independence while applying their learning in meaningful contexts.

Moving forward, Spitzee will build on this strong foundation by expanding opportunities for inquiry, student choice, creativity, design thinking, authentic problem solving, and learning transfer. A continued focus on student agency, goal setting, reflection, and the purposeful use of feedback will help students take greater ownership of their learning and apply their knowledge and skills in new situations.

Spitzee's story of innovation and design is one of building from strong student engagement toward deeper, more authentic and transferable learning that prepares students to be confident, creative and capable lifelong learners.



98%

of students indicate the high expectations for success as very high.

FSD Intellectual Engagement Survey

98%

of students indicate that effort in their learning is very high.

FSD Intellectual Engagement Survey

96%

of students, parents and staff indicate they are satisfied with students access to the program of studies.

Alberta Education Assurance Survey

96%

of students, parents and staff indicate students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Alberta Education Assurance Survey

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

Alberta Education & Childcare 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
2025-2026 (School)	96.2	86.7	92.8	96.3	96.3	90.3
2025-2026 (Prov)	83.4	84.2	81.2	87.8	87.8	84.2
Evaluation (Achievement)	Very High	Very High	Very High	Very High	Very High	Very High
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained

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
2025-2026	95%	95%	97%	93%	90%	95%
Evaluation	High	High	Very High	High	High	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**
2025-2026	98%	92%	94%	98%	97%	71%	77%	81%
Evaluation	Very High	High	High	Very High	Very High	Low	Low	Intermediate

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

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Providing maker-centered learning opportunities	High
Strategy 2: Providing Career and Technology Foundations (CTF) learning opportunities for grade 5 students, utilizing tools such as the CTF Challenge Idea Generator in MS Teams	Very High
Strategy 3: Continuing to design learning to include the use of learning launches, guides to success, visual journals, as modelled by one of our teachers	High
Strategy 4: Creating more opportunities for design challenges (Share out at staff meetings / lunch club)	High
Strategy 5: Encouraging the use of student goal setting and reflections (e.g. through 7 Habits)	High

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Continuing 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.	High
Strategy 2: Teachers and leaders continuing 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: Utilizing high impact assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning.	Intermediate
Strategy 4: Continuing sending home biweekly emails to ensure parents are well-informed of their child's learning and progress	Very 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 & Childcare 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:

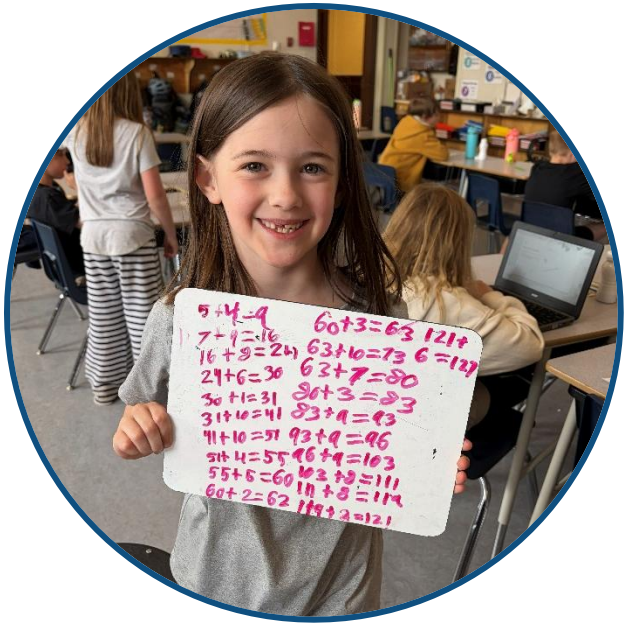
- 98% of students report high expectations for success, indicating a strong culture of learning and achievement at Spitzee.
- 98% of students report strong effort in their learning, demonstrating high levels of engagement and investment in learning.
- 96.2% of respondents are satisfied that students have access to a broad program of studies reflecting strong opportunities for varied and meaningful learning experiences.
- 96.3% of respondents indicate that students demonstrate the knowledge, skills and attitudes needed for lifelong learning, demonstrating strength in preparing students to learn, adapt and succeed beyond the classroom.
- identifies an opportunity to further strengthen student agency and ownership through purposeful feedback, goal setting and reflection.

OUR STORY OF SUCCESS

LITERACY AND NUMERACY

At Spitzee School, our literacy story is one of strong alignment and early success. Teachers are very aligned in their instructional strategies for teaching reading, giving students consistent experiences from Kindergarten through Grade 5. This shared approach is reflected in our results: 88% of Grade 4 students and 81% of Grade 5 students are meeting standard on the Common Literacy Assessment, both rated High. In Kindergarten to Grade 3, very few students are identified as at risk on the CC3 literacy screening, with only 1 student in each grade in 2025-2026, a clear decrease in Grades 2 and 3 from the previous year. A variety of engaging activities throughout the year, such as "One School, One Book", encourages literacy at home and at school and helps families support reading together.

Numeracy is our greatest opportunity for growth. Numeracy screening (KTT) shows that more students than we would like to see are at risk, with Grade 2 increasing from last year. Moving forward, we will review the results at PLC meetings, plan targeted numeracy instruction, and provide interventions and classroom support plans for students identified as at risk, while continuing our early numeracy practices so that fewer students are at risk in Kindergarten to Grade 3.



1

student was deemed "at risk" for Literacy in each K-3 grade last year
(Provincial Literacy Assessment)

84%

of Grades 4 & 5 students were meeting the standard for literacy last year
(Provincial Literacy Assessment)

4

Students per class were deemed "at risk" for Numeracy in K-3 last year
(Provincial Numeracy Assessment)

71%

of grade 4 students were meeting the standard for numeracy last year.
(Provincial Numeracy Assessment)

Goals, Outcomes, Indicators, Measures, Details
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) requiring additional support as of the pre-assessment	Kindergarten	Grade 1	Grade 2	Grade 3
2025-2026	1	1	1	1

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) requiring additional support as of the pre-assessment	Kindergarten	Grade 1	Grade 2	Grade 3
2025-2026	9	5	10	3

Common Literacy/Numeracy Assessments: Local Measures

% of Students meeting Standard

Common Numeracy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	71	53				
Evaluation	Intermediate	Low				

Common Literacy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	88	81				
Evaluation	High	High				

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Creating Classroom Support Plans for Literacy and Numeracy to ensure proactive creation of universal and targeted strategies and interventions	Intermediate
Strategy 2: Designing high-quality instruction and using effective strategies to ensure high levels of learning for all students	Intermediate
Strategy 3: Using literacy and numeracy resources and programming to support student growth and achievement (e.g. Matific, Knowledgehook, stickers on stair risers to develop math facts).	Intermediate
Strategy 4: Using the data gathered in provincial and local assessments in literacy and numeracy to inform teacher practice, school-based interventions, and support student growth and achievement.	Intermediate
Strategy 5: Reviewing data at the next PLC or staff meeting	High
Strategy 6: Providing professional development to support the development and application of high yield documents and strategies (e.g. literacy & numeracy centers, consistent reading strategies in K-2, Gr 3 to 5, thinking classrooms, interventions, small group pull out)	Intermediate
Strategy 7: Advancing the work of teacher-built assessment tools in literacy and numeracy	Intermediate
Strategy 8: Encouraging classroom events (e.g. May read-a-thon) and school-wide events (e.g. Two Schools, One Book or Literacy/Numeracy Night) to encourage and convey importance of parents supporting at home.	Intermediate

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. We also analyze results of Grade 6 and Grade 9 Provincial Achievement Tests and Grade 12 Diploma Exams.

This data told us that:

- Literacy is a clear area of strength, with 88% of Grade 4 students and 81% of Grade 5 students meeting the standard on the Common Literacy Assessment.
- Early literacy results show significant improvement. In 2025–2026, only one student in each Kindergarten to Grade 3 cohort was identified as at risk, including decreases from four to one student in Grade 2 and from seven to one student in Grade 3.
- Numeracy remains the school's primary area for growth. In Grade 4, the percentage of students
- Early numeracy screening identifies particular needs in Kindergarten and Grade 2, where nine and ten students, respectively, were identified as at risk in 2025–2026.
- Numeracy results vary across grades. Grade 3 showed improvement, with the number of students identified as at risk decreasing from ten to three, while Grade 2 increased from five to ten students.

OUR STORY OF SUCCESS

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

At Spitzee School, every teacher takes Truth and Reconciliation seriously and commits great effort to ensuring students understand the history of Indigenous peoples and their perspectives in all areas of the curriculum. Land-based learning, the Medicine Wheel, the Grandfather Teachings and the Circle of Courage are part of daily practice, supported by professional learning with Elders, Knowledge Keepers and Indigenous divisional leaders. Students read books by Indigenous authors, learn Canadian history through an Indigenous lens, take part in Indigenous games in Physical Education, and join in Metis Week, National Indigenous Peoples Day and the National Day for Truth and Reconciliation.

The foundation of our work around Truth and Reconciliation has been strongly impacted by the relationships built with Indigenous people in our community, in particular Elder Virginia Aldoff. Working with Virginia gives teachers a safe place to ask questions while watching her share her knowledge so gracefully with students.



84%

of all students feel that Cultural Belonging is important in our school.
(Cultural Perspectives Survey)

100%

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

100%

of self-identified Indigenous students feel comfortable sharing their culture.
(Cultural Perspectives Survey)

100%

of self-identified Indigenous students feel that the school prioritizes Truth & Reconciliation.
(Cultural Perspectives Survey)

RESULTS ANALYSIS FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	
Activities that support the implementation of the Truth and Reconciliation Commission recommendations	• Land acknowledgement honouring Treaty 7 lands in our daily announcements and in gatherings • Reading books about Indigenous people and/or written by Indigenous authors • Having discussions with students about what it would have been like to experience residential school or day school • Teaching about our Canadian history through the lens of Indigenous peoples • Teaching about Indigenous perspectives in all subject areas (e.g. time measurement in Math, caring for the land in Science) • Looking at Indigenous art and using it as inspiration for students' own creations • Indigenous games integrated regularly into Physical Education classes • Celebrating Metis week, National Indigenous Peoples Day, National Day for Truth and Reconciliation • Building relationships with local indigenous people
Strategies, activities, programs, and their corresponding impact (assessed by local and provincial measures on First Nations, Métis, and Inuit students' education outcomes and results).	• **Professional Learning**: coaching conversations with Elders, Knowledge Keepers, and Indigenous divisional leadership to build staff foundational knowledge. • **Indigenous Worldviews in practice:** Land-based learning, use of Medicine Wheel, Grandfather Teachings, Circle of Courage • **Trauma – Informed practice:** Development of classroom communities where everyone belongs, where all cultures are celebrated. • **Impact:** Strong data around Safe & Caring, as well as all aspects of the Cultural Perspectives Survey

SOS-Q Student Survey (Student Orientation to School Questionnaire): **First Nations, Métis, and Inuit Students**

Above National Norm					
Performance Measure	**Safe & Caring**	**External Resilience**	**Self Confidence**	**Internal Resilience**	**Peer Relations**
2025-2026	88%	100%	76%	65%	88%
Evaluation	High	Very High	Intermediate	Low	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**
2025-2026	100	100	100	100	50	50	67
Evaluation	Very High	Very High	Very High	Very High	Low	Low	Intermediate

Common Literacy/Numeracy Assessments: Local Measures

Common Numeracy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	100	100				
Evaluation	Very High	Very High				

**There was only 1 FNMI student in grade 4 in 2024/2025, and that student completed the assessment. The 1 FNMI grade 5 student did not complete the assessment.*

Common Literacy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	100	N/A				
Evaluation	Very High	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
2025-2026	94	100	91	100	84	100	93	100	93	N/A	85	N/A	91	N/A	88	N/A	90	100
Evaluation	H	VH	H	VH	H	VH	H	VH	H	N/A	H	N/A	H	N/A	H	N/A	H	VH

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

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION
Strategy 1: Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.	High
Strategy 2: Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.	High
Strategy 3: Support the implementation of Truth and Reconciliation Commission recommendations.	High



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 AECA Measures for First Nation, Metis and Inuit students.

This data told us that:

- **Indigenous students demonstrate strong engagement**, with 100% reporting high expectations, relevance, rigor, and effort.
- **Students report strong safety, relationships, and external supports**, indicating a positive sense of connection at school.
- **Internal resilience and self-confidence remain areas for growth**, highlighting the need to continue strengthening student well-being and identity.
- **Cultural belonging and Truth and Reconciliation are strengths**, with students reporting positive experiences with Indigenous perspectives and ways of knowing.
- **Continued focus on authentic cultural infusion, student voice, and belonging** will support ongoing growth for Indigenous learners.

OUR STORY OF SUCCESS
TEACHING, LEARNING & LEADING

At Spitzee School, teaching, learning and leading are grounded in a strong culture of collaboration, shared purpose, and continuous improvement. Our staff work together with a clear understanding of our school's vision, mission, and values, creating a strong foundation for collective action and school improvement.

Our teaching practices are centred on creating meaningful learning experiences that challenge, engage, and support students. Teachers hold high expectations for learners while creating environments where students feel supported, encouraged to put forth their best effort, and engaged in their learning. There is a shared commitment to providing high-quality learning experiences that help every student grow and experience success.

Collaboration is central to how we learn and lead at Spitzee. Professional Learning Communities provide dedicated opportunities for teachers to learn with and from one another, examine evidence of student learning, share expertise, and reflect on their practice. This collaborative approach strengthens collective responsibility for students and supports responsive teaching across our school.

Leadership at Spitzee focuses on creating the conditions for this professional learning to flourish. Moving forward, we will continue to strengthen our collective professional knowledge and deepen the connection between professional learning and classroom practice. By using our collaborative structures to learn together, apply new understandings, and reflect on their impact, we will continue to strengthen teaching and learning for every student.



100%

of staff indicate that professional learning communities are excellent.

FSD Professional Learning Survey

100%

of staff indicate the clarity of vision, mission, and values is excellent.

FSD Professional Learning Survey

93%

of staff indicate the professional learning and collaborative culture are excellent.

FSD Professional Learning Survey

86%

of staff indicate the Professional Body of Knowledge is good.

FSD Professional Learning Survey

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR TEACHING AND LEADING

FSD Professional Learning Survey: 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	In-service jurisdiction needs Provincial Measure	
					School	Prov
2025-2026	100	93	100	86	82.1	81.0
Evaluation	Very High	Very High	Very High	High	Low	Maintained

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

TEACHING, LEARNING, AND LEADING	EVALUATION
Strategy 1: Teachers and leaders engaging in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.	Very High
Strategy 2: Continuing to work collaboratively to design engaging student learning for transfer modeled after the work of Garfield Gini-Newman and Julia Stern, for example.	High
Strategy 3: Developing and demonstrating a professional body of knowledge and providing instructional leadership	High
Strategy 4: Creating inclusive learning environments where high quality teaching, learning, and leading occur.	High

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 AECA and our FSD Professional Learning Survey.

This data told us that:

- **Clarity of shared direction strengthened**, increasing from 83% to 100%.
- **Professional collaboration remains a significant strength**, with Professional Learning and Collaborative Culture rated Very High at 93%.
- **PLCs demonstrated considerable growth**, increasing from 84% to 100%, supporting our focus on collaborative and evidence-informed practice.