



# 2024 – 2029 EDUCATION PLAN YEAR 2

## Spitzee School

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Photo Credit: Scott Harper – May 2024

# WELCOME TO OUR EDUCATION PLAN

## SCHOOL EDUCATION PLAN 2024-2029 (YEAR 2)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

[Our 2023-24 School Annual Education Results Report](#)

### OUR LAND ACKNOWLEDGEMENT

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 First Nation and the Métis Nation homeland of Foothills Métis District within the Battle River Territory government of Alberta.

Truth and Reconciliation for Learner Success Toolkit in Foothills School Division

### FSD LAND ACKNOWLEDGEMENT

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.

### 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 and Foothills School Division Goal Alignment  
Systems Thinking

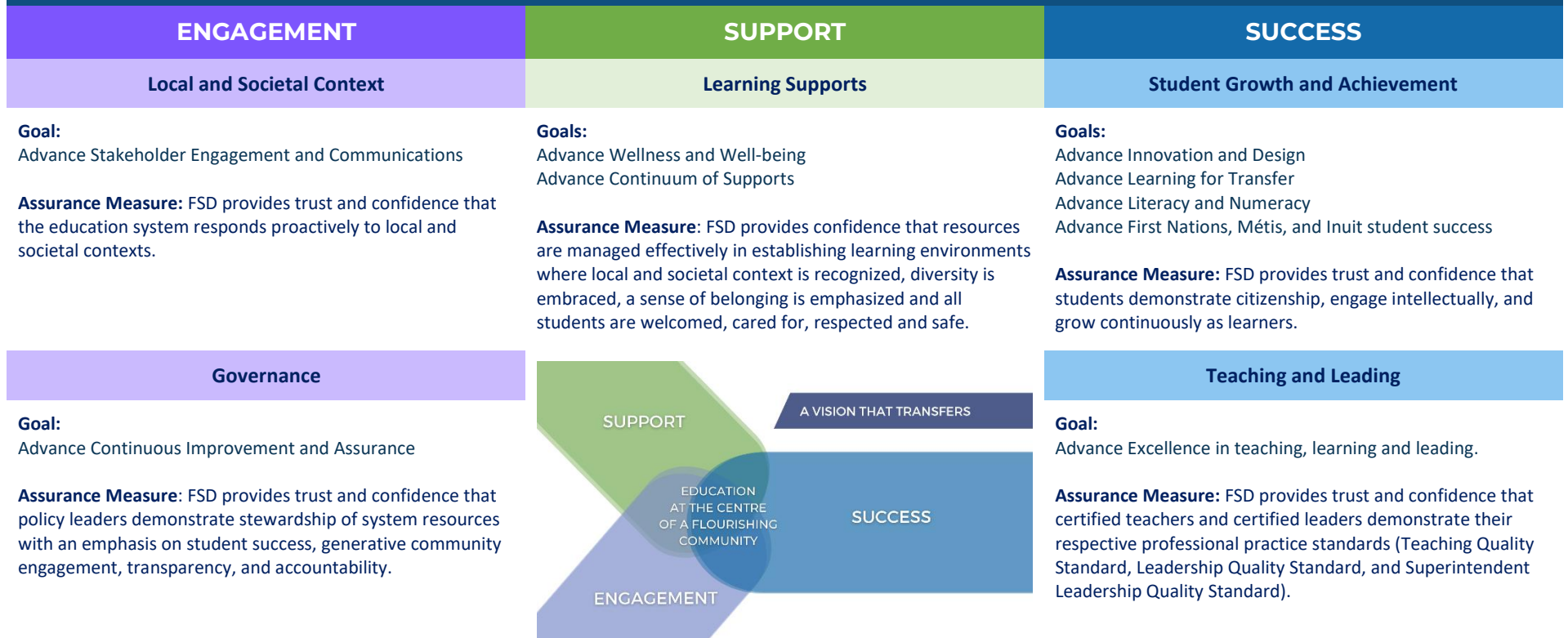
ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

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 2025-26
<ul style="list-style-type: none"><li>• Alberta’s students are successful</li><li>• First Nations, Métis, and Inuit students in Alberta are successful</li><li>• Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy</li><li>• Alberta’s K-12 education system and workforce are well-managed</li></ul>	<ul style="list-style-type: none"><li>• Learning that transfers</li><li>• Numeracy and literacy</li><li>• Wellness and wellbeing</li><li>• Continuum of supports</li><li>• First Nations, Métis, and Inuit student success</li><li>• Innovation and design</li><li>• Learning that transfers</li><li>• Excellence in teaching, learning, and leading</li><li>• Stakeholder engagement and communications</li><li>• Continuous improvement and assurance</li></ul>	<ul style="list-style-type: none"><li>• Student growth &amp; achievement</li><li>• Learning support</li><li>• Student growth &amp; achievement</li><li>• Learning support</li><li>• Student growth &amp; achievement</li><li>• Teaching and leading</li><li>• Local and societal context</li><li>• Local and societal context</li><li>• Governance</li></ul>

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



## OUR SCHOOL

Spitzee Elementary School is located in downtown High River, Alberta. Our school is adjacent to many features in the downtown area including the Museum of the Highwood and George Lane Park. “Spitzee” is derived from the Blackfoot word ISPITSI meaning “high”. They called this section of the country “ispitsi” due to the tall cottonwood trees that grew along the Highwood River bottom, around the Medicine Tree. Spitzee has a Jr. Kindergarten program, as well as Kindergarten to Grade 5. It is home to just under 300 students. We have 15 teachers, 5 educational Assistants, and 4 other support staff. We are the Spitzee Eagles, and we incorporate the 7 Habits of Happy Kids into our learning.

### KEY INSIGHTS

## OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

### GOALS

#### Advance stakeholder engagement and communications by:

- Ensure teachers communicate learning to parents twice per month (some send weekly emails) with a link to Edsemlbi so parents also have easy access to gradebook information.
- Ensure parents are involved in learning (e.g. volunteers doing Precision Learning and through Council’s 3 Year plan)
- Continue communication through Spitzee Biz, including introductions of various staff members.
- 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)
- Ensure student voice is heard through Students Matters reps, plus “bring a friend” meetings, student involvement in morning announcements, and student leadership team

#### Advance evidence-based continuous improvement and assurance by:

#### Evidence-informed decision-making:

- Ensure a continuous improvement cycle in which staff are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- Ensure twice monthly PLC meetings to look at curriculum, plan assessments, review grade-level data and plan interventions accordingly.

#### Engagement:

### MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **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 of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



- 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.
- Continue to work with School Council (for example, giving feedback around how to support learning, getting feedback on our Education Plan)
- Continue to work with Foothills colleagues around professional learning, transitions from Elementary to Middle School, etc.

**Learning and Capacity Building:**

- Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
- Continue to develop classroom support plans proactively to plan universal and targeted supports within each class for Social Emotional Learning, Literacy and Numeracy
- Continue to work collaboratively to design engaging student learning for transfer modeled after the work of Garfield Gini-Newman and Julia Stern, for example

**VIEW OUTCOMES AND INDICATORS**

## OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

### GOALS

#### Advance wellness and well-being by:

- Continuing staff professional learning about Executive Functioning skills / Social Emotional Learning and provide purposeful teaching/practice of executive functioning skills to students
- Using consistent language throughout the school to support Social Emotional Learning (e.g. 7 Habits, Social Thinking K to 2, Minds Up)
- 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
- Starting staff meetings with an opportunity for “connection” (e.g. icebreakers, modeling regulation strategies, sharing gratitude)
- Continuing our learning of trauma-informed practice and executive functioning skills
- **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.**
- Continuing to promote healthy school cultures through student/staff well-being & wellness using the lens of Belonging, Independence, Mastery and Generosity (Circle of Courage)

#### Advance a continuum of supports by:

- 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)
- 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.)
- Continuing to provide drumming groups as a means of targeted social-emotional learning support

### VIEW OUTCOMES AND INDICATORS

### MEASURES AND TARGETS:

#### PROVINCIAL & LOCAL

- **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.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students’ Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.



# OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

## GOALS

### Advance innovation and design by:

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

### Advance learning that transfers by:

- 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.
- 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.
- Utilizing high impact assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning.
- Continuing sending home biweekly emails to ensure parents are well-informed of their child's learning and progress

## VIEW OUTCOMES AND INDICATORS

## MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

## GOAL

### Advance literacy and numeracy by:

- Creating Classroom Support Plans for Literacy and Numeracy to ensure proactive creation of universal and targeted strategies and interventions
- Designing high-quality instruction and using effective strategies to ensure high levels of learning for all students
- 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).
- 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.
- Reviewing data at the next PLC or staff meeting
- 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)
- Advancing the work of teacher-built assessment tools in literacy and numeracy
- 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.

## VIEW OUTCOMES AND INDICATORS

## MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

## OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

### GOAL

**Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:**

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
  - Collaborate with First Nation, Metis, and Inuit Elders, leaders and community to support cultural learning and accurate depiction of Indigenous worldviews as evident in curriculum.
  - Enhance the application of foundational knowledge of First Nation, Metis, and Inuit worldviews through activities such as (but not limited to)
    - Circle of Courage philosophy of resiliency
    - Land-based learning, including the use of local historical indigenous locations to promote and support engagement (Big Rock, The Old Women's Buffalo Jump / Cayley Kill Site)
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
  - Implement a continuum of supports for First Nation, Metis and Inuit student success such as:
    - Nutrition supports including breakfast and lunch programs
    - Cultural excursions and activities
    - Supporting student access to extra-curricular activities
- Support the implementation of Truth and Reconciliation Commission recommendations.
  - Spitzee School will use the identity of the school's Blackfoot heritage name "Ispitsi" to nurture relationships and connections with our First Nations communities.
  - Identify professional learning needs of staff and plan accordingly.
  - Continue to engage with local Indigenous community members to learn more about local Blackfoot Heritage (e.g. visit Old Woman's Buffalo Jump and/or The Big Rock with Jared Tailfeathers).

### MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
  - 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.
  - 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 3 and 5 Years (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

### VIEW OUTCOMES AND INDICATORS

## GOAL

### Advance excellence in teaching, learning, and leading by:

- Teachers and leaders engaging in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.
- Continuing to work collaboratively to design engaging student learning for transfer modeled after the work of Garfield Gini-Newman and Julia Stern, for example.
- Developing and demonstrating a professional body of knowledge and providing instructional leadership:
  - 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
  - Teachers and leaders will enhance understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values through sound design, instruction and resources
- Creating inclusive learning environments where high quality teaching, learning, and leading occur.
  - 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)

## VIEW OUTCOMES AND INDICATORS

## MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

