



2024 – 2029 EDUCATION PLAN YEAR 1

Spitzee School

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 1)

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 2022-23 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 territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Homeland of the Métis. View our [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 and Foothills School Division Goal Alignment](#)
[Systems Thinking](#)

OUR GOALS & ASSURANCE MEASURES

| ENGAGEMENT | SUPPORT | SUCCESS |
|----------------------------|-------------------|--------------------------------|
| Local and Societal Context | Learning Supports | Student Growth and Achievement |

Goal:
Advance Stakeholder Engagement and Communications

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

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.

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 School is the oldest physical building in the Foothills School Division. The “Heritage Wing” was first constructed in 1912 and included 2 other additions on the old brick structure. Students from Kindergarten to grade 12 attended school in this 3-story building, including Prime Minister Joe Clark, and W.O. Mitchell was a teacher here before going on to have his famous books published. The High River Historic Society has deemed the Heritage Wing a historic site. A new wing was added to the school in 1970, which featured “no walls” as part of the learning trend at the time. Spitzee has almost 300 students from Jr. Kindergarten to Grade 5, which also includes full and part time Kindergarten classes.

Spitzee’s 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) and the Foothills Métis District, which is part of 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 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.

KEY
INSIGHTS

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued 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 Edsembli 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 Family grouping planning team)
- Ensure student voice is heard through Students Matters reps, plus "bring a friend" meetings, and Friday Leadership class (CTF).

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
 - Ensure twice monthly PLC meetings to review grade-level data and plan interventions accordingly.
- **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.
 - 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

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.

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance wellness and well-being by:

- Continuing staff professional learning about Executive Functioning skills / Social-Emotional Learning:
 - Using consistent language throughout the school to support Social Emotional Learning (e.g. 7 Habits, Social Thinking K to 2, Minds Up)
 - Purposeful teaching/practice of executive functioning skills to students
 - 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
 - Learning & The Brain Conference (Nov 2024), focused on Resilience, Behaviour, Regulation & Trauma
- 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. Move to Learn)
- Ensuring that all data gathered is distributed and examined in a timely manner, so targeted interventions have maximum opportunity for impact
- Continuing to provide drumming groups as a means of targets 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.

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued 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
 - Continuing to design learning to include the use of learning launches, guides to success, visual journals
 - Create more opportunities for design challenges (Share out at staff meetings / lunch club)
- Encourage 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 will 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.
- Utilize high impact assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning.
 - Continue 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).

GOAL

Advance literacy and numeracy by:

- Designing high-quality instruction and use effective strategies to ensure high levels of learning for all students
- 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.
- As data becomes available, we review at the next PLC or staff meeting
- Advance the development and application of literacy and numeracy resources and programming to support student growth and achievement.
- Ensure that all students continuously develop skills in literacy and numeracy
- Provide 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)
- Advance the work of teacher-built assessment tools in literacy and numeracy
- Find or create effective resources that lead to improved student learning (e.g. Matific, Knowledgehook, stickers on stair risers to develop math facts)

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

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued 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
 - Utilize Jordan’s Principle Funding to gain timely access to supports such as educational assistants to address educational gaps
- 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 to support engagement.
 - Staff will start the year (August 27, 2024) with a PD opportunity to Blackfoot Crossing, to learn about Blackfoot Heritage. The goal of this PD opportunity will be to help staff create learning launches for their work around Indigenous Learning within the curriculum.

VIEW OUTCOMES AND INDICATORS

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 (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.

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.
 - Continue 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 provide 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 Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.