

# Spitzee Elementary School Annual Education Results Report 2020-2021

Our 2020-2021 Annual Education Results Report provides stakeholders with accurate, accessible and easy to understand information on the progress of achieving goals as outlined in our education plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths and areas for growth. We share this information on an ongoing basis and seek input from students, staff, parents and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plan and provides assurance to our stakeholders that we are advancing our priorities of engagement, support and success for each learner.

*For further information follow links to*  
[School Education Plan](#)  
[School Website](#)

## 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 Métis Nation Region 3.

## Vision

Engagement, Support and Success for each learner.

## Mission

Each learner entrusted to our care, has unique gifts and abilities.  
It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

## Priorities

**Engagement:** Ensure and maintain Division wide engagement that is timely, meaningful and collaborative with all learners and communities.

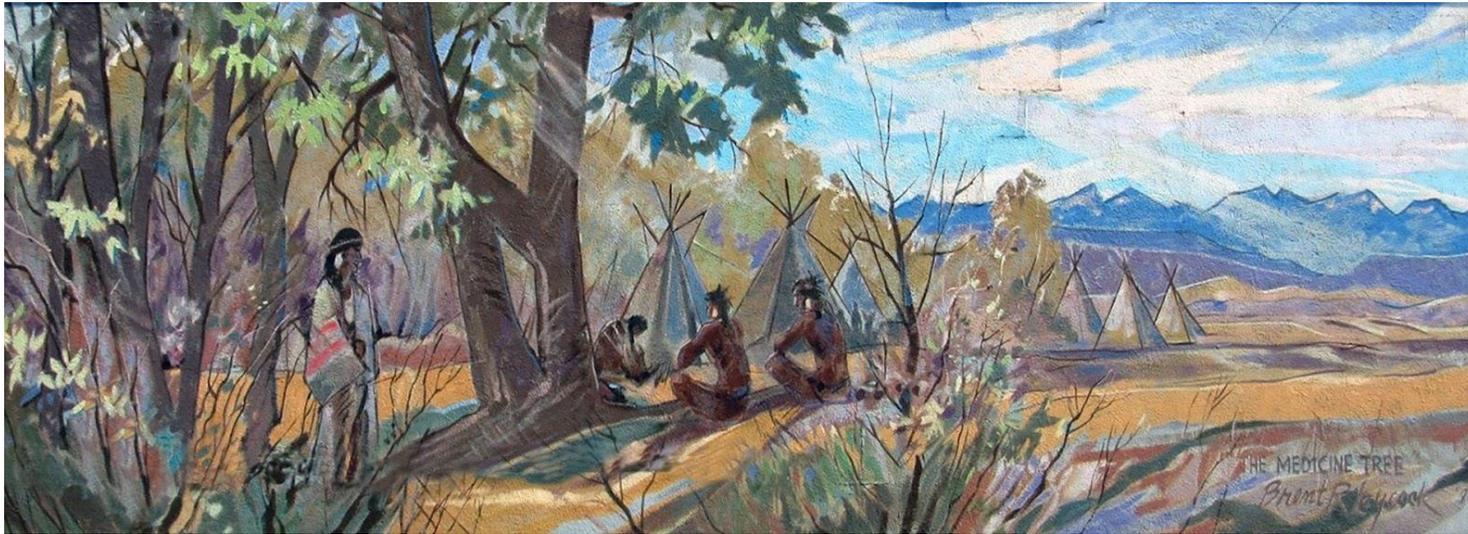
**Support:** Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe and inclusive.

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

[FSD Board Policy 01: Division Foundational Statements](#)

### About our School

- “Spitzee” was derived from the Blackfoot word *ISPITSI* meaning “high.” They called this section of the country *ispitsi* due to the tall cottonwood trees that grew along the Highwood River bottom around the Medicine Tree.
  - Spitzee has a Jr. Kindergarten program, as well as Kindergarten to Grade 5, which is home to about 300 students.
    - Spitzee is proud of its Nature Based Learning Program that has been developing over the last few years.



## Providing Assurance

### Guiding Principles

Our school’s planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education’s Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- o Developing/updating plans based on results, contextual information and provincial direction.
  - Utilized the FSD Guiding Principles to provide an educational setting for students, through a pandemic
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
  - Spitzee School used surveys such as the “Spitzee School Learning Survey” to gather stakeholder input
- o Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities.

- *Spitzee School used "Federal COVID Allocations" as well as the allocated funds to achieve priorities and meet responsibilities. Examples include adding another teacher to reduce class size at the Grade 3 & 4 level, as well as increasing playground equipment resources so that students had things to do while they were cohorted for recess breaks.*
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
  - Use of results from the GRADE, MIPI, APORI, SOS-Q to guide learning
- o Monitoring implementation and adjusting efforts, as needed.
  - *Ongoing*
- o Measuring, analyzing and reporting results.
  - *Ongoing*
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
  - Ongoing
- o Communicating and engaging with stakeholders about school authority plans and results.
  - *Communication with stakeholders occurred via Social Media (You Tube messages from Admin and classroom teachers), discussions with School Council, messaging to parents in the monthly newsletters.*

## School Highlights and Celebrations: 2020-2021

- APORI results were excellent. Results demonstrated a maintaining of levels of approval or excellence in all areas.
- Parent engagement through social media remained strong
- Foothills resident / family physicians joined School Council meetings and worked with Admin and staff on 19 to Zero campaign
- Parent Engagement survey data showed strong connections and approval of work being done at Spitzee
- In the attempt to reduce the chance for COVID transmission, Spitzee encouraged more outdoor learning experiences. Nature Based Learning at Spitzee developed strong connections with kids to the community and world around them.
- Class cohorting, use of individual entrances for classes, staggered recesses, & playground zones for cohorts appeared to be successful in keeping positive COVID cases near zero.
- Gift of Play - Playground Structure fundraising started at \$8 000 in the fall of 2020 and to date has raised over \$65 000.

# Engagement

## *Our story of engagement for each learner*

- The 2020(1) Spitzee School Learning and Environment Survey feedback showed high levels of engagement from parents and students
- Prior to COVID, Spitzee Families demonstrated strong engagement with regards to the school.
- Spitzee School pivoted quickly to keep families engaged in the school. The use of Social Media, You Tube Videos showing new students and parents what the inside of their school and classrooms would look like. Performances for parents and the community's seniors who were locked down were made available at Remembrance Day, Christmas, Valentines and the annual Spring (Talent) Showcase
- The Spitzee Playground Project started amidst COVID. Starting the 2020 school year with only \$8000 in the bank, the Spitzee School Community raised over an additional \$67 000 on their way to a fundraising goal of \$125 000.
- Spitzee will continue to partner with The Calgary Rural Primary Care Network (local physicians and health care specialists (e.g. 19 to ZERO campaign)) as we emerge from COVID

***For further information on ENGAGEMENT follow links to:***

**[FSD 2019-2020 Annual Education Results Report and FSD Financial Statements](#)**  
**[Annual Education Results Overview and Highlights and Annual Education Results Report Summary](#)**  
**[Engage FSD](#) and **[Foothills School Division Stakeholder Engagement Plan](#)**  
**[Vision 2034: Prepared for the Future](#)****

### Stakeholder Engagement

Goal	Outcomes	Indicators
<ul style="list-style-type: none"> <li>Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Learners are engaged through communicating, collaborating and solving problems (Competencies) to advance education excellence.</li> </ul>	<ul style="list-style-type: none"> <li>Spitzee will continue to engage students and their families, staff and community in a shared vision for student success.</li> <li>Spitzee will continue stakeholder engagement practices ensuring the school identifies and responds to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students.</li> <li>Spitzee will anticipate local and societal needs and circumstances and respond with flexibility and understanding.</li> </ul>

#### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

**Provincial**

- **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

**Local**

- **FSD Engage Participation Rates:** Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.
- **Stakeholder Involvement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having a voice in education planning and decision making.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

**School**

- Feedback gathered through ongoing stakeholder engagement [2020\(1\) Spitzee School Learning and Environment Survey](#)

- Accountability measure of parent involvement.
- Accountability measure of continuous improvement
- Accountability Measure for overall quality of basic education.

### Strategies

- Weekly/Bi- weekly communication with parents through YouTube video Parent and Community Engagement Events
- Continue to engage our School Council and commit to having parents feel involved. Providing DATA and getting feedback and voice to improve learning for all.
- Involve and engage our parent community to help us with the Gift of Play- New playground [Gift of Play](#)
- Partnering with “The Calgary Rural Primary Care Network” Local family doctors are looking to collaborate with Spitzee/Joe Clark schools on a quality improvement project.

Stakeholder Engagement Results Analysis					
<b>Performance Measures</b>	<b>Student Engagement</b> -Students Matters committee were to create a video to present for gr 4&5 to address self-confidence and external resilience.	<b>Staff Engagement</b> Staff was engaged in evidence-based continuous improvement, responding to needs of community (learning, social-emotional)	<b>Parent Engagement</b> Parental involvement in school council (due to pandemic)	<b>Community Engagement</b> Partnered with Calgary Rural Primary Care Network	<b>Communication</b> Weekly/Bi-weekly communication with parents through YouTube video
<b>Overall Achievement</b>	Good	Excellent	Excellent	Excellent	Good

## Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement*

*Impact and effectiveness of strategies implemented.*

- **Engagement**

- Parents: Parental Involvement has increased, there has been increased communication through social media, school/community engagement through the Playground Committee, and Ed Plan sent to School Council members for feedback
- Staff - Shared Leadership Team focused on reviewing data, successes, areas for improvement, and identifying area of focus (Learning for Transfer)
- Students - We need to use the principles of Student's Matters as the basis for a student leadership group

### Continuous Improvement

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i>	<b>Indicators</b> <i>Indicators of achieving outcomes.</i>
<ul style="list-style-type: none"> <li>● Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners are engaged through communicating, collaborating and solving problems (Competencies) to advance education excellence.</li> </ul>	<ul style="list-style-type: none"> <li>● Spitzee will continue to employ a cycle of evidence-based continuous improvement to inform ongoing planning, and priority setting and to build capacity.</li> <li>● Spitzee will use evidence from a variety of sources to ensure informed, responsive and transparent decision-making to improve student learning and achievement.</li> </ul>

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

**Provincial**

- **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

- **Continuous Improvement:** Increase in 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.
- **Overall Quality of Basic Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.

**Local**

- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

**Strategies**

*Strategies are actions taken to achieve goals and desired outcomes.*

- Working collaboratively with Div 1 teachers, learning coach, admin, and Miriam Ramzy to collect and review RRST data and other level “A” assessment data to identify foundational literacy gaps.
- We will then spend time aligning and committing to research-based strategies that target the components of foundational literacy development in a way that maintains areas of strength and addresses areas of weakness identified through assessments.
- K, 1 ,Admin., LC and Miriam Ramsy Director of Student Learning JK-6 have created a Literacy Task Force to address the literacy needs of our K and 1 students. Meeting on November 20th.
- Oral Expression: exposure to conversations, read alouds, accountable talks, see-think-wonders with picture prompts, more TBD...
- Phonological Skills: how does each classroom ensure phonological awareness (rhyming, syllables, word awareness, compound words), phonemic awareness (McCracken Spelling, LLI), and phonics (Letter land, Lively letters, LLI) instruction is explicit rhyming.
- Print-Based Skills: exposure to MANY positive experiences with books, home reading, classroom read alouds, library
- reassess RRST for all grade 1 students in March. We will see growth of 50% in all areas.
- grade 2 assessments to consider: WTW spelling inventory, Q PAS quick phonological awareness screening
- Create a Literacy plan for grade 2 that aligns with K and One. We will see literacy growth in reading and comprehension by March 2021. Staff will share strategies that are research based and successful. Level A assessments.
- Create a literacy plan for 3,4 and 5. Teachers will report an increase in comprehension for all students and have students at or near grade level by March 2021.
- LLI intervention groups-upper grades will demonstrate reading levels increasing by 4 levels.

**Continuous Improvement Results Analysis**

Performance Measures	Parental Involvement 86.1	Continuous Improvement	Overall Quality of Education 94.4	Guiding Principles of Assurance	Principles & Practices
Overall Achievement	Excellent	Not in Assurance Report	Excellent	Spitzee followed the guiding principles throughout 2020-2021, managing the school through the COVID-19 pandemic.	Spitzee staff continued to embody professionalism and empathy, while building relationships with students and families. In spite of frequent absences and transitioning back and forth from in-person to online learning, they did their best to ensure student success remained at the forefront.

# Support

*Our story of support for each learner*

*For further information on SUPPORT follow links to:*

Goals	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Ensure and maintain learning environments that are welcoming, caring, respectful, safe and inclusive.</p>	<ul style="list-style-type: none"> <li>-Learners access a Continuum of Support.</li> <li>- Students and staff have access to mental health, wellness and well-being supports.</li> <li>-Students and staff have the opportunities to engage in and build a positive school culture</li> </ul>	<ul style="list-style-type: none"> <li>- Spitzee students and staff are active, healthy and well.</li> <li>- Spitzee students demonstrate understanding and respect for the uniqueness of all learners.</li> </ul>

- Learning environments meet learner needs, emphasize a sense of belonging and high expectations for all.

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

#### Provincial

- **Safe & Caring:** Increase in 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:** Increase in 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:** Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

#### Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase 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.
- Evidence of feedback from Staff Advisory and Students' Matters impacts decision making.
- **School and Divisional Student Continuum of Supports**  
Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

### Strategies

*Strategies are actions taken to achieve goals and desired outcomes*

-Staff Advisory Team will support staff through a variety of team building and Mental Health Wellness activities to create conditions for connections. Staff will report that they feel as connected as possible through this pandemic year.

- Exit Slips for Staff wellness.

-Ensure staff feels heard and addresses issues around air quality.

-Spitzee Leadership team develops a structure for Staff to go through attendance- October meeting

- Staff to analyze Attendance DATA and identify key trends.

-Staff to develop comprehensive schoolwide strategies to improve attendance- October 30

#### [Staff Feedback on DATA review](#)

-We will see our Attendance decrease with students who are ABS due to other issues besides COVID.

- Staff will identify students who are not connected with an adult and ensure they are connecting with them. Students will be asked who they connect with at Spitzee School. Involve FSLC if needed to do a school refusal assessment.

- Working collaboratively with Div 1 teachers, learning coach, admin, and Miriam Ramzy to collect and review RRST data and other level “A” assessment data to identify foundational literacy gaps.
  - We will then spend time aligning and committing to research-based strategies that target the components of foundational literacy development in a way that maintains areas of strength and addresses areas of weakness identified through assessments.
  - K, 1 ,Admin., LC and Miriam Ramsy Director of Student Learning JK-6 have created a Literacy Task Force to address the literacy needs of our K and 1 students. Meeting on November 20th.
    - Oral Expression: exposure to conversations, read alouds, accountable talks, see-think-wonders with picture prompts, more TBD...
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    - Print-Based Skills: exposure to MANY positive experiences with books, home reading, classroom read alouds, library
      - reassess RRST for all grade 1 students in March. We will see growth of 50% in all areas.
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  - Create a literacy plan for 3,4 and 5. Teachers will report an increase in comprehension for all students and have students at or near grade level by March 2021.
    - LLI intervention groups-upper grades will demonstrate reading levels increasing by 4 levels.
- “Why is phonological awareness important?”**
- A student’s level of phonological awareness at the end of Kindergarten is one of the strongest predictors of future reading success, in Grade 1 and beyond (Adams et. al. 2008).”

Learning Supports Results Analysis								
Performance Measures	Safe and Caring	Program Access	Students at Risk Services	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
Overall Achievement	89	90	16	79	43	34	56	53
<b>Key Insights from Results Analysis: Areas of Strength and Areas for Refinement</b>								

*Impact and effectiveness of strategies implemented.*

- **Support**

- Partnership with the Calgary Rural Primary Care Network - 19 to Zero initiative
- Students feel like school is a safe & caring place; time now to focus in on Resilience, Self-confidence, and student relationships
- Take care of the mental health and wellness of staff

# Success

## ***Our story of success for each learner***

- Staff and students focused on Place Based Learning, which moved learning from traditional classrooms to outside of the school walls and grounds. Students wrote, drew pictures, calculated and explored their surroundings. During a time when isolation, cohorting and a reduction in objects to manipulate were the norm, Place Based Learning created a safe learning environment where students were regulated & happy. Students were highly engaged in their learning, as they discovered their place in High River, looking at the history and future of their community.

### ***For further information on SUCCESS follow links to:***

[FSD Truth & Reconciliation for Learner Success Toolkit](#)

Numeracy Excellence Commitments (link to follow)

[Literacy Excellence Commitments](#)

[FSD Parent Learning Link](#)

[FSD Staff Learning Link](#)

[FSD Student Learning Link](#)

[FSD Framework for Learning](#)

[FSD Continuity of Learning](#)

[Design and Assessment](#)  
[First Nations, Metis, Inuit](#)  
 FSD [Literacy](#) and [Numeracy](#)  
[FSD Early Learning](#)  
[Innovation & Design, Career Futures](#)

### Student Growth and Achievement

<b>Goals</b> Ensure and maintain excellence in teaching, learning and leadership.	<b>Outcomes</b> <i>Measurable statements of what Spitzee seeks to achieve.</i>  Learners cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences.	<b>Indicators</b> <i>Indicators of achieving outcomes.</i>  <ul style="list-style-type: none"> <li>Spitzee students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.</li> <li>Spitzee students achieve learning outcomes, demonstrating strengths in literacy, numeracy and competency development.</li> <li>Spitzee students learn for transfer by applying knowledge, skills and understanding of concepts in a variety of contexts and situations.</li> <li>Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</li> <li>Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.</li> <li>Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning,</li> </ul>
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collaborative engagement and reflective practice.

- Collaboration between teachers, leaders, students and families and other professionals enables optimum learning.
- Teachers and leaders use a range of data and evidence to inform cycles of evidence-based continuous learning.

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

#### Provincial

- **Program of Studies:** Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase in percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Learning Outcomes (PAT & Diploma).**
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

#### Local

- **Student Intellectual Engagement Survey:** Increase in percentage of students who chose 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).
- **RRST (Reading Readiness in English & French):** Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

### Strategies

*Strategies are actions taken to achieve goals and desired outcomes.*

- Continue to focus on developing citizenship through the four pillars of Education (UNESCO)
- Continue to build Leadership Capacity at Spitzee School. Involve the SLT team
- Administration and LC meet to go over RRST DATA to summarize performance to inform decisions to improve learning for all. (Nov. 5)
- Learning Coach, Administration, Miriam Ramsey, Kindergarten, grade one teachers analyze DATA from RRST and make decisions resulting in quality teaching, leading and optimal learning for all. (November 20)
- Work with Charity Tegler to bring in virtual FNMI cultural events for the spring 2021 to continue our work around Truth and Reconciliation.
- Our students will be able to demonstrate their learning by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.
- Morning announcements continue to bring awareness to students and staff re- significant dates etc. Example- Metis Week

## Student Growth and Achievement Results Analysis

### Innovation, Creativity and Competency Development

Performance Measures	Program of Studies	Work Preparation	Citizenship	Intellectual Engagement (CTF/CTS)	Competency Development	My Blueprint	Principles & Practices
Evaluation Overview	93	93	89	<i>Not Yet Reported</i>	<i>Not Yet Reported</i>	<i>Not Yet Reported</i>	<i>Not Yet Reported</i>

#### **Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

#### **Key Insights from Results Analysis: Areas of Strength and Areas for Refinement**

*Impact and effectiveness of strategies implemented.*

*Areas of Strength:*

- Place based learning and teaching through conceptual understanding are becoming common place
- Early Literacy needs continued focus, likely as an impact of COVID-19

*Next Steps:*

- Continue to develop our Place Based Learning programs
- Use baseline data to direct Literacy and Numeracy skills and achievement
- Integrate CTF into our Gr 4 & 5 learning.
- Develop skills to assess CTF so as to be part of the Learner Profile in March 2022

**Learning that Transfer**

**Learning Outcomes: Provincial Achievement Tests/Diploma Exams Results**

Performance Measures	Quality of Education 94% Agree or Strongly Agree	Life-Long Learning 84% Agree or Strongly Agree	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
Overall Achievement	N/A New Survey	<b>Excellent</b>	n/a	n/a	n/a	n/a	n/a
Performance Measures Intellectual Engagement	<b>High Expectations</b> 92% Agree or Strongly Agree	<b>Relevance</b> 88% Agree or Strongly Agree	<b>Rigor</b> 91% Agree or Strongly Agree	<b>Effort</b> 94% Agree or Strongly Agree	ELA/SS	Math/Science	CTS
<b>Overall Achievement</b>	<b>Excellent</b>	<b>Excellent</b>	<b>Excellent</b>	<b>Excellent</b>	n/a	n/a	n/a

**Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

- Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts.
- Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.

**Key Insights from Results Analysis: Areas of Strength and Areas for Refinement**

*Impact and effectiveness of strategies implemented.*

*Areas of Strength: Spitzee Students, Parents and Teachers . . .*

- *appreciate the Quality of Education at Spitzee School*
- *are Life Long Learners*
- *have High Expectations*
- *see Relevance in the work that students are doing*
- *feel that there is rigor (challenge) in the work that students do*
- *encourage students to do their best*

*Next Steps:*

- *continue to set High Expectations for literacy and numeracy skills*
- *continue to establish rigor in the literacy and numeracy work that is done at Spitzee School*
- *continue to encourage students to challenge themselves in their learning*

**Literacy and Numeracy**

**Literacy**

<p><b>Performance Measures</b> % of students at or above grade level</p>	<p><b>Listening</b> 65% At or Above Grade Level</p>	<p><b>Vocabulary</b> 55% At or Above Grade Level</p>	<p><b>Comprehension</b> 54% At or Above Grade Level</p>	
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(Grades 2 – 9) GRADE Assessment				
<b>Overall Achievement</b>	<b>Good</b>	<b>Acceptable</b>	<b>Acceptable</b>	

**Numeracy & Mathematics**

<b>Performance Measures</b> % of students at or above grade level (Grades 2 – 10) MIP1 Assessment	<b>Number</b> <i>64% At or Above Grade Level</i>	<b>Patterns &amp; Relations</b> <i>78% At or Above Grade Level</i>	<b>Shape &amp; Space</b> <i>81% At or Above Grade Level</i>	<b>Statistics &amp; Probability</b> <i>74% At or Above Grade Level</i>	
<b>Overall Achievement</b>	<b>Good</b>	<b>Good</b>	<b>Excellent</b>	<b>Good</b>	

**Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

- Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.
  - Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)
  - Improvement in foundational numeracy and mathematical knowledge and skills for all students

**Key Insights from Results Analysis: Areas of Strength and Areas for Refinement**

*Impact and effectiveness of strategies implemented.*

*Areas of Strength:*

- *Patterns & Relations*
- *Shape & Space*

*Next Steps:*

- *Focus on and improve comprehension in students*
- *Focus on and improve vocabulary*

## First Nations, Métis and Inuit Student Success

### **Evidence: *Provincial and Local Measures***

*Provincial and local measures assessed progress on achieving outcomes.*

- **Strategy 1 - Building Relationships:** Spitzee School will use the identity of the school's Blackfoot heritage name "Ispitsi" to nurture relationships and connections with our First Nations communities.
- **Strategy 2 - Cultural Appreciation:** Spitzee School will use the Eagle mascot to shift thinking and attitudes, increasing understanding and appreciation of First Nations, Métis and Inuit worldviews and culture (e.g. exploring the Circle of Courage as a means of defining the classroom culture)
- **Strategy 3 - Parent and community Engagement:** Spitzee School will pursue opportunities and engage in practices to facilitate reconciliation within the school community
- **Strategy 4 - Instructional Practice or Professional Learning** - Staff will explore and utilize the Truth & Reconciliation for Learner Success Toolkit, as well as additional resources available through our FSD Staff Learning Link



### **Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement***

*Impact and effectiveness of strategies implemented.*

#### *Strengths:*

- *Staff who are engage in learning about Indigenous learning*
- *Sharing of Indigenous Learning on Social Media*
- *Celebrating Local, Provincial & National events within the school*
- *Our "Eagle Culture"*

#### *Next Steps:*

- *Continue to develop the "Eagle Culture" in the spirit of Reconciliation*

- Utilize FSD Indigenous Learning Facilitator to help lead Indigenous learning for all

## Teaching, Learning and Leadership

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p style="text-align: center;"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>In-service jurisdiction needs:</b> 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.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• <b>FSD Professional Learning Survey:</b> 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.</li> <li>• <b>Evidence of Principles and Practices</b> that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)</li> </ul>		
<p style="text-align: center;"><b>Strategies</b> <i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1 - Assessment:</b> Spitzee staff will use the principles and practices of the <b>12 Fixes Assessment Course</b></li> <li>• <b>Strategy 2 - Conceptual Learning:</b> Spitzee staff will become familiar with and utilize Conceptual Learning as outlined in the planning guide “Sustained Conceptual Learning for Depth and Transfer”, using the Playlists to guide professional learning on PD days</li> </ul>		

## Teaching, Learning and Leadership Results Analysis

<b>Performance Measures</b> % of teachers who agree	<b>Shared Vision, Mission &amp; Values</b>  67% Agree or Strongly Agree	<b>Collaborative Culture</b>  60% Agree or Strongly Agree	<b>Collective Inquiry and Reflective Practice</b> 59% Agree or Strongly Agree	<b>Commitment to Continuous Improvement</b> 65% Agree or Strongly Agree	<b>Results &amp; Action Oriented</b> 86% Agree or Strongly Agree	
<b>Overall Achievement</b>	Good	Good	Acceptable	Good	Excellent	

**Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

- *The Spitzee Leadership Team” will meet once per month to discuss and plan learning. The SLT is made up of any staff member who wishes to meet collaboratively.*
- *A running record of the work that is being done, is collected in an ongoing Google Doc. This allows for review as well as the ability for other staff who are not part of the PLT, to take part in reflection.*

**Key Insights from Results Analysis**

*Impact and effectiveness of strategies implemented.*

*Strengths:*

- *The SLT is a collaborative structure where staff can share ideas and reflect upon best practice.*
- *The Spitzee staff are a Results and Action Oriented staff. Staff do not do work that does not have the purpose of improving student learning.*
- *The Spitzee staff have a Shared Vision, Mission & Values.*

*Next Steps:*

- *The Spitzee staff has historically had a very Collaborative practice, however the Pandemic has greatly impacted their ability to meet and collaborate in a professional and collegial manner.*
- *The Spitzee staff will continue to improve their Collective Inquiry & Reflective Practice, which has been greatly impacted by the pandemic.*

## The Foothills School Division is focused on the priority of Engagement, Support and Success for Each Learner

### 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 Commitments for Optimum Student Learning



### 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 leadership.

Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
<p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>		<p><b>Assurance Measure:</b> FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>		<p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p>	
Governance				Teaching and Leading	
<p><b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.</p>				<p><b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>	
FSD Goals 2020 - 2021					
Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
<p><b>Goal 1</b> Advance system-wide stakeholder engagement</p>	<p><b>Strategic Plan</b> <a href="#">Stakeholder Engagement</a></p>	<p><b>Goal 1</b> Advance a system-wide approach to a safe, caring and welcoming learning environment</p>	<p><b>Strategic Plan</b> <a href="#">Safe, Caring and Welcoming Learning Environment</a></p>	<p><b>Goal 1</b> Advance system-wide innovation, creativity and competency development</p>	<p><b>Strategic Plan</b> <a href="#">Innovation, Creativity and Competency Development</a></p>

<b>Governance</b>		<b>Goal 2</b> Advance system-wide continuum of supports	<b>Strategic Plan</b> <a href="#">Continuum of Supports</a>	<b>Goal 2</b> Advance system-wide literacy and numeracy	<b>Strategic Plan</b> <a href="#">Literacy and Numeracy</a>
<b>Goal 2</b> Advance system-wide evidence-based continuous improvement cycles	<b>Strategic Plan</b> <a href="#">Continuous Improvement Cycles</a>	<b>Goal 3</b> Advance system-wide approach to positive mental health, wellness and well-being	<b>Strategic Plan</b> <a href="#">Positive Mental Health, Wellness and Well-being</a>	<b>Goal 3</b> Advance system-wide First Nations, Métis and Inuit student success	<b>Strategic Plan</b> <a href="#">First Nations, Métis and Inuit Student Success</a>
		 <p style="text-align: center;"><b><u>Vision 2034:</u></b> <b><u>Prepared for the Future</u></b></p>		<b>Teaching and Leading</b>	
				<b>Goal 4</b> Advance system-wide high-quality design, instruction and assessment practices	<b>Strategic Plan</b> <a href="#">High-quality Design, Instruction and Assessment</a>
				<b>Goal 5</b> Advance system-wide excellence in teaching and leading	<b>Strategic Plan</b> <a href="#">Excellence in Teaching and Leading</a>