

Spitzee Elementary School Education Plan 2022-2023

Our 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.

Follow Links to:

[School Annual Education Results Report](#)

[School Website](#)

“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.



School Highlights and Celebrations (from AERR November 2021)

Some excellent Assurance Survey responses. Percentage of parents satisfied:

- With Quality of Education & Student Learning Engagement (97% in each);
- With receiving a broad Program of Studies (94%);
- With students modeling active Citizenship (92%)
- With students being taught attitudes and behaviours that will make them successful at Work (91%)
- With Welcoming, Caring, Respectful and Safe Learning Environments & Lifelong Learning (86% in each)
- With Access to Supports (84%)

Stakeholder engagement was Excellent for Parents, Staff, and Community, Good for students and Communications
From our SOS-Q data, we can celebrate that 71% of students feel that our school is Safe & Caring, and this is further reinforced through our Students Matters exit survey that showed 86% of students feel that there has been an improvement.

Providing Assurance

Our School's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our School's 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.
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
- o Monitoring implementation and adjusting efforts as needed.
- o Measuring, analyzing and reporting results.
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- o Communicating and engaging with stakeholders about school plans and results.

Key insights from results analysis (of the impact of strategies implemented in Nov 2021)

● Engagement

- Parents: As much as we were able, due to ongoing COVID, we engaged parents through School Council, Committees, Fundraising and survey
- Students: Our Students' Matters group finished the year very strong (as COVID restrictions lessened); the group grew from 2 students to 8, in an effort to gain greater voice and perspective, as well as to develop leadership in younger students to continue this work; they led an Autism Awareness Campaign (87.2% of students were aware of that campaign); helped to support the Rainbow Alliance at Spitzee.
- Communications: After sending out a survey, we revised the weekly communications to parents through the Spitzee Biz, ensuring a format and contents that met the needs of parents.

● Support

- We began many PD days with drumming, walk & talk groups, and ensured that physical movement breaks and healthy snacks were included. We ensured that our agendas were focused on the priority and not crammed with too many items in one sitting. We had staff secret buddies to encourage kindness and to feel appreciated.
- We took the time to ensure we had a shared vision and began learning about the 7 Habits, as our common language and strategies for Social Emotional Learning
- We planned how we can combine our Spitzee Eagle Culture with student recognition around the 7 Habits (SEL)
- We supported student learning through the use of 1.5 Literacy and Numeracy EAs
- We continued providing Kindergarten and complex learners with regulation activities such as Move to Learn
- We continued with strategic drumming groups for students, based on Social Emotional Needs

● Success

- Through the focus on First Nations, Metis and Inuit during September (Indigenous Games aligned with the first National Day for Truth and Reconciliation, daily land acknowledgement, focus on National Indigenous History Month in June), teachers are feeling more confident in their instruction practice in Advancing First Nations, Metis, and Inuit Student Success

Engagement

for each learner

Engagement that is timely, meaningful, and collaborative

Our story of engagement for each learner at our school (anecdotal evidence)

- We start each day through our school-wide announcements which include our Land Acknowledgement, birthdays, current events and campaigns (e.g. what's going on in Music or an Autism Awareness Campaign). These PA announcements are paired with google slides that all teachers can have on their SMART boards so students can listen and watch/read. Students love hearing their names when we "catch them" being great Eagles in the school or at recess. Our Grade 5 students organize spirit days, which are well-received by the whole school, and our grade 4 & 5 students have an opportunity to participate in our Students' Matters committee, where they work on pressing issues, and analyze data to determine the next steps to help our students maximize their school experience.
- Students have been highly engaged in athletics this year with Flag Football, Tripleball, Basketball, Badminton, and Running Club! Students were also happy to see clubs start up again (post-COVID) such as Drama Club.
- Parents have been actively involved in the School Council at Spitzee. Through fundraising efforts, they have raised enough money to replace the old playground with a new one in July/Aug 2022! Through survey responses, parent input into communication has changed the layout and prioritized content in the weekly Spitzee Biz.
- Through initiatives like "Singing to Healthcare Heroes", cards for seniors, Door campaign on 2nd floor of the hospital, and Art for Ukraine, our students and staff are active members of our community.



<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies ensures our School is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible and easy to understand information about the progress and performance of our School in relation to provincial assurance domains and the Division priority of engagement, support and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> ● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system. ● communication provides assurance. 	<ul style="list-style-type: none"> ● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School. ● Stakeholder engagement informed decision making and education plans.

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

Strategy 1: Student Engagement -

- Athletics, Fine Arts Clubs & Student Leadership Opportunities such as Students' Matters & friends, Patrollers, Planning school spirit days & school-wide events, Leaders at monthly 7 Habits assemblies

Strategy 2: Staff Engagement -

- Collaboration Opportunities such as Spitzee Leadership Team, Professional Learning Communities, committees, Divisional Curriculum Design Team - New Curricula

Strategy 3: Parent Engagement -

- Opportunities to be in the school (Parent Council, hot lunches, fundraisers, committees) and give voice (e.g. School Learning & Environment Survey)

Strategy 4: Community Engagement -

- Spitzee Outreach Programs (Manor sidewalk murals, Legion, Christmas/Valentines/Mother's Day/Father's Day Cards to seniors, Thank You Health Care Heroes, integration of 7 Habits learning to support and promote local businesses in High River)

Strategy 5: Communications -

- Social Media (Twitter, Instagram) You Tube Christmas Concert / Talent Show, Presentations, School Newsletter - "Spitzee Biz"

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

- **Stakeholder 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)

<p>Goal</p>	<p>Outcomes</p>	<p>Indicators</p>
<p><i>Desired Result</i></p> <p>Advance evidence-based continuous improvement and assurance.</p> <p>Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p><i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility. 	<p><i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. ● The School's Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities. ● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans. ● The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.

Strategies

Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)

- **Strategy 1: PLCs** - Work in PLCs to collaborate on new curricula and design/implement learning that allows for meaningful transfer to life
- **Strategy 2: Continuous Improvement** - Utilize data collected through PowerBI's dashboard to support school staff in understanding the current reality of our students, plan for improvement and track efficacy
- **Strategy 3: Communication & Reflection** - Ongoing reflection of progress and communication of this to our school community / stakeholders through the Spitzee Biz

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

- **FSD School Assurance Survey:** Increase in percentage of teachers, parents and students satisfied with Assurance Measures.
- **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)

For Further Information 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](#)

[FSD 2020-21 School Relaunch Updates & Handbook](#)

[Trustee News & FSD: Trustee Guide to Good Governance](#)

Support

for each learner

Learning environments that are welcoming, caring, respectful, safe and inclusive.

Our story of support for each learner at our school (anecdotal evidence)

- Drumming - The drumming program has been instrumental in supporting mental health and social emotional growth for students during yet another COVID year. Students met once a week in small groups to drum together, express emotions and listen to one another's stories. Students report they loved being part of a small group where they were heard and able to help others, and had a place to belong in such an unpredictable year. This year Drumming groups did not have to be cohorted.
- Spitzee School is home to the Eagles. In 2021-2022 the staff chose to move this work forward through the 7 Habits. Staff have already begun learning the 7 Habits and figuring out how to incorporate this learning into the classroom. In 2022-2023 Spitzee students will enjoy regular assemblies to learn about each habit and focus on that habit for the next month, inside the classroom, the school, and outside as well.
- Some 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. They explored the river area and scientifically explored the river water.
- From Jan 2022 to June 2022, those young learners who were identified as "at-risk" for gaps in literacy or numeracy received ½ hour daily small group support in an effort to close the gaps between achievement and expectation. Although it created a "revolving door" of students coming and going, it was extremely important and strategically focused.

<p align="center">Goal <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></p>
<p align="center">Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> ● Learners contribute to developing and advancing cultures of wellness and well-being. ● Learners contribute to and feel welcomed, cared for, respected and safe. ● Learners access a continuum of support. <p>“Students will learn</p> <ul style="list-style-type: none"> ● to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ● to build resilience and positive mental health skills for suicide prevention ● to know the difference between and how to manage health stress and traumatic stress” <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> <p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p>	<ul style="list-style-type: none"> ● Improved wellness and wellbeing in students and staff. ● All students and staff demonstrate understanding and respect for the uniqueness of all learners. ● All learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Improved understanding of an inclusive education system is shared by all education partners. ● Improved collaboration with education partners to support learning. ● Improved wrap around services and supports that enhance conditions required for optimal learning and wellness. ● Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities.

Strategies

Strategies are actions taken to achieve goals and desired outcomes (Share 1 to 3 Strategies)

- **Strategy 1: Ensure Staff Wellness** - Schedule in drumming for staff, use a year-long calendar to clearly communicate when & how Ed Plan strategies and events will occur; ensure PL agendas are focused and reasonable (not too many items); model a calm environment
- **Strategy 2: Common language and strategies of Social Emotional Learning** - Staff will teach students about social emotional learning (SEL) through the 7 Habits. This will woven through the 7 Grandfather Teachings.
- **Strategy 3: Belonging** - Eagle Culture -Staff and students will use the 7 Habits to discuss what it means to be a Spitzee Eagle, developing a motto to encapsulate the culture of Spitzee School moving forward.

Measures and Targets

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

Provincial

- **Safe & Caring:** Increase in percentage of teachers, parents and students 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.

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 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)

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance our Continuum of Supports Continue to develop and advance our continuum of support.</p>	<p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p>	<p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p>

	<p>“A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.” <i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.” <i>Alberta Guide to Education, Page 27</i></p>	<ul style="list-style-type: none"> ● Students and staff demonstrate understanding and respect for the uniqueness of all learners. ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfill their respective roles with a shared understanding of an inclusive education system. ● Collaboration with education partners to support student learning and well-being. ● Wrap around services and supports that enhance conditions required for optimal learning and student well-being. ● Structures and systems support learning and meet the needs of students, families, staff and communities.
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Strategies

Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)

- **Strategy 1: Academic Supports** - Staff use common assessments (GRADE, F&P, MIPI, Math Running Records) to identify learning gaps, then use targeted literacy groups (LLI), numeracy groups (e.g. Leaps & Bounds) and use of AAC (LAMP, TouchChat, etc.) to close gaps
- **Strategy 2: Social-Emotional** - Universal: 7 Habits program to teach Social Emotional Learning to all students; Targeted: Drumming Circles to encourage and help with self-regulation; small groups with Tammy Beach (YDC) and Bark Kellock (FSLC); move to learn groups; SLP/OT/PT small group work; Individualized: FSLC work

Measures and Targets

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

Provincial

- **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.
- **School Continuum of Supports**
Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.
- **School-based Students' Matters Engagement**
Evidence from student analysis of information gathered from student generated engagement opportunities created through Students' Matters.
- **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)

Assurance Links for SUPPORT

For Further Information Follow Links to

Comprehensive School Health

[FSD Parent Learning Link](#)

[FSD Staff Learning Link](#)

[FSD Student Learning Link](#)

[Support for Each Learner](#)

[Staff Wellness](#) and [Student Well-Being](#)

[Safe and Caring Learning Environments](#)

[Accessing my Learning](#)

[Academic Resources](#)

[Fun Ideas to Try](#)

[Parent Learning Opportunities](#)

[Resiliency](#)

[Community Resources](#)

Success

for each learner

Student Growth and Achievement

Excellence in teaching, learning and leadership

Our story of success for each learner at our school (anecdotal evidence)

- In order to support our grade 5 colleagues, we focused on Innovation & Design / CTF in order to build confidence in delivering programming and evaluating student work in this new reporting area. Divisionally, we chose to delay this reporting which allowed teachers to continue focusing on the current pressing reality (continued high rates of absenteeism due to the pandemic). Two staff members will further develop professionally to lead the work on Maker Space, CTF.
- 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.

- Some teachers began exploring My Blueprint as an ePortfolio

<p>Goal 1 <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p>“Students will integrate the broad knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations.” <i>AB ED Ministerial Order on Student Learning, p. 2</i> Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p>

Strategies

Measures and Targets

Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)

- **Strategy 1: Innovation and Design** - Staff will provide Maker Centered and CTF Learning opportunities for students at Spitzee School.
- **Strategy 2: Goals and Reflection** - Staff will learn about and create opportunities for design thinking and feedback loops using My Blue Print
- **Strategy 3: Place-Based Learning** - Staff will continue to explore Place-based learning, taking students out of the classroom and into the community and nature in order to make connections, and help students understand their world.

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 including fine arts, career, technology, and health and physical education.
- **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.

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 each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **MyBluePrint:** Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool.
- **Learner Profiles:** Growth in student achievement in maker-centered learning/CTF/CTS and competency development.
- **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)

<p align="center">Goal 2 <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></p>
<p align="center">Advance learning for transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p>Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> <p>“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i> “Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020</i></p>	<ul style="list-style-type: none"> ● 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.

Strategies

Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)

- **Strategy 1: Staff Professional Learning** - Staff will work in PLCs on PD days, digging into the 3 principles of Learning for Transfer, through the new curricula.

Measures and Targets

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

Provincial

- **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.

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 each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.
- **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)

<p align="center">Goal 3 <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></p>
<p align="center">Advance First Nations, Métis and Inuit student success</p> <p>Advance First Nations, Métis and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p>	<ul style="list-style-type: none"> ● Improved programs, services, and strategies for First Nations, Métis and Inuit student success. ● All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. ● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs. ● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.

Strategies

Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)

Measures and Targets

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

- **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 by inviting elders and knowledge keepers into the school to share stories
- **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

Provincial

● Learning Outcomes (PAT & Diploma):

- o Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.

Local

- **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 **tools, services** and **strategies** that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.
 - Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.
- **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)

<p align="center">Goal 4 <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></p>
<p align="center">Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.</p>	<p><i>achieve.</i> Learners are literate and numerate</p> <p>Students will have the literacy and numeracy competency to engage in learning across the content areas.</p> <p>“Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</i></p>	<ul style="list-style-type: none"> ● 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

Strategies

Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)

- **Strategy 1: Essential Understandings & High Yield Strategies** - Through the use of divisionally designed unit of students of the new curricula, staff will use effective strategies to ensure high levels of learning for all students
- **Strategy 2: Use of data to guide instruction** - Staff will utilize common assessments, analyze the data, and design instruction for all levels of learning

Measures and Targets

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

Provincial

- **Learning Outcomes (PAT & Diploma):**

- o Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science.

Local

- **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.
- **School Professional Learning Plans** indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.
- **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)

<p style="text-align: center;">Goal 5 <i>Desired Result</i></p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance excellence in teaching, learning and leading that results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading.</p> <p>FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56</i></p>	<ul style="list-style-type: none"> ● Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ● Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice. ● Teachers and leaders improve their professional practice in learning for transfer. <ul style="list-style-type: none"> ● Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning. ● Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.

Strategies

Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)

- **Strategy 1 - Conceptual Learning:** Spitzee staff will become familiar with and utilize Conceptual Learning through the use of new curricula and divisionally designed units.

Measures and Targets

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

Provincial

- **In-service jurisdiction needs:** 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.

Local

- **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 that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

[For Further Information 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](#)



To Achieve our Education Plan we focus on
Engagement, Support and Success for each learner

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>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.</p>	<p>Our Commitments for Optimum Student Learning</p> <p><i>Optimum student learning is achieved through engagement, support and success.</i></p>	<p>Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</p> <p>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</p>
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leadership.

Local and Societal Context	Learning Supports	Student Growth and Achievement
Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	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.	Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.
Governance		Teaching and Leading
Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.		Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.
Local and Societal Context	Learning Supports	Student Growth and Achievement

<p>Goal 1 Advance stakeholder engagement and communication</p>	<p>Strategic Plan Stakeholder Engagement and Communications</p>	<p>Goal 1 Advance wellness and well-being</p>	<p>Strategic Plan Wellness and Well-being</p>	<p>Goal 1 Advance innovation and design</p>	<p>Strategic Plan Innovation and Design</p>
		<p>Goal 2 Advance our continuum of support</p>	<p>Strategic Plan Continuum of Support</p>	<p>Goal 2 Advance literacy and numeracy</p>	<p>Strategic Plan Literacy and Numeracy</p>
		<p>Vision 2034: Prepared for the</p>  <p>Future</p>			<p>Goal 3 Advance First Nations, Métis and Inuit student success</p>
<p>Governance</p>	<p>Goal 4 Advance learning for transfer</p>				<p>Strategic Plan Learning for Transfer</p>
<p>Goal 2 Advance evidence-based continuous improvement and assurance</p>	<p>Strategic Plan Continuous Improvement and Assurance</p>				<p>Teaching and Leading</p>
		<p>Goal 5 Advance excellence in teaching, learning and leading</p>	<p>Strategic Plan Excellence in teaching, learning and leading</p>		