

Piitoayis Family School

1921 9th Ave SE, Calgary, AB T2G 0V3 t | 403-777-7860 f | 587-999-9815- e | Piitoayis@cbe.ab.ca

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

School Development Planning

Introduction

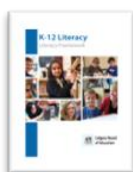
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in a school annual results report. This report demonstrates improvement results and next steps and support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

[SIRR Report 2024-25 SY](#)





School Development Plan – Year 2 of 3

School Goal:

Students' achievement in literacy will improve at PFS.

Outcome:

Students will enhance their encoding (writing and spelling) skills by actively applying and transferring their knowledge of decoding to written expression.

Outcome Measures

- CC3, LeNS
- Acadience Literacy Screeners
- Report Card Data—ELAL: Reading and Writing
- Words Their Way Spelling Inventory (Grades 1-6)

Data for Monitoring Progress

- Intervention Flexible Group Tracking Spreadsheet
- PFS Data Tracking Spreadsheet
- Teacher Surveys about Literacy Professional Learning
- Alberta Education Assurance Survey
- OurSCHOOL Survey (K-3, 4-6)
- UFLI Progress Monitoring

Learning Excellence Actions

- Embed direct, explicit instruction using the UFLI Foundations program alongside the CBE ELAL K-3 & 4-6 Scope and Sequence to ensure consistent, research-informed teaching of decoding and encoding skills.
- Provide daily, structured opportunities for students to connect Grapheme–Phoneme Correspondence to writing by applying and transferring decoding skills into encoding, spelling, and written expression across the day.
- Model and guide practices with gradual release to help students take responsibility for encoding and writing tasks.
- Implement consistent progress-monitoring cycles to guide instruction, small-group intervention, and responsive teaching.

Well-Being Actions

- Provide multiple opportunities to practice and consolidate skills;
- Low floor, high impact learning tasks to meet the needs of all learners;
- Multiple entry points for learning tasks.
- Flexible way to demonstrate understanding;
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection;
- Design learning opportunities that honour student identity, voice, choice, interests, and strengths;
- Consistent, predictable, routines, structures, and processes.

Truth & Reconciliation, Diversity and Inclusion Actions

- Okkakiosatoo – Look Carefully: teachers use strength-based instruction and assessment to notice, celebrate, and support students' incremental growth.
- Integrate ceremony, Blackfoot values, stories, and land-based learning to strengthen student identity and support meaningful literacy development.
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind;
- Use the CBE Indigenous Education Holistic Lifelong Learning Framework to ensure classroom stories reflect both Indigenous and Western perspectives respectfully.





Professional Learning

- System Professional Learning focused on K-6 Literacy
- Networking: Exploring the Art & Science of Reading
- Ongoing School-Led Professional Learning about decoding, encoding, and the growth that occurs through application in different contexts (Admin & LL)
- Learning from Elders and Knowledge Keepers—traditional teachings, oral storytelling
- Early Learning Intervention Lead Teacher will attend Professional Learning Network

Structures and Processes

School-Wide:

- PLCs with focus on writing instruction, calibration, and assessment
- Collaborative Response to track student interventions
- Literacy learning across the day

Classroom-Based:

- Daily focused literacy block that incorporates direct, explicit instruction of both decoding and encoding in conjunction with a structured scope and sequence
- Daily structured and supported writing times
- Use of manipulatives like whiteboards, Elkonin boxes, letter tiles, etc.
- Utilize routines and games: word ladders, matrices, puzzles, word sorts
- Literacy centres that consolidate and reinforce learned skills
- Targeted Intervention

Resources

- UFLI Foundations Resource
- Heggerty Phonemic Awareness Program
- CBE ELAL K-3 & 4-6 Scope and Sequence Documents;
- Reading Assessment Decision Tree (RAD) Gr 4-12
- ELAL Insite | Teaching Practices
- The Writing Rope: The strands that are woven into skilled writing: Sedita, J.
- 7 Mighty Moves; Kemeny, L.
- Science of Learning: N. Swain
- Rock Your Literacy Block, Kemeny, L.
- CBE K-9 Universal Calibration Protocol
- ELA/ELAL Insite | Equity & Interventions
- CBE Circle of Indigenous Cultural Supports
- Student Intervention Learning Leader
- Indigenous Student Success Learning Leader



School Development Plan – Data Story

2024-25 SDP GOAL ONE: Students' achievement in Literacy will improve at PFS

Outcome one: Students will enhance their encoding (writing and spelling) skills by actively applying and transferring their knowledge of decoding to written expression.

Celebrations

- LeNS and CC3 results show improvement in early literacy skills. The number of students requiring additional support with foundational reading skills decreased, reflecting growth in decoding and encoding, and increased confidence with early print concepts. Students demonstrated increased independence in spelling, writing, and written expression.
- Reading report card trends show steady improvement. Fewer students are beginning the year below expectations, and more are demonstrating strong comprehension and accuracy. This reflects growth in decoding, the ability to apply and transfer reading strategies, and confidence with grade-level text.
- Writing report card data shows meaningful gains. More students are moving toward meeting expectations by using phonics, encoding, spelling, and written expression more independently. Students are increasingly able to apply and transfer foundational literacy skills into their daily writing.

Areas for Growth

- Improving student learning by providing stronger support in phonological awareness, decoding, and reading fluency, as many students continue to need targeted instruction in these areas.
- Increasing opportunities for students to grow their early writing skills, as many remain at the *Developing* stage and require more practice with foundational writing skills.
- Building more consistent, scaffolded literacy interventions so students who need specialized support can make meaningful progress and experience greater confidence in their learning.

Next Steps

- Expand small-group, evidence-based interventions that are focused on targeted instruction and student need (e.g., Heggerty, UFLI Foundations, Phonological Awareness Continuum).
- Increase teacher capacity through ongoing PD in early literacy practices, structured literacy, and progress monitoring.
- Implement consistent school-wide formative assessment cycles to guide instruction and intervention adjustments.
- Strengthen cross-curricular literacy experiences (oral language, vocabulary, and writing across subjects).

