

**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

Piitoayis Family School

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School Improvement Results Reporting | For the 2024-25 School Year

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 an annual report that demonstrates improvement results and next steps. These results 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).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- 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.

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

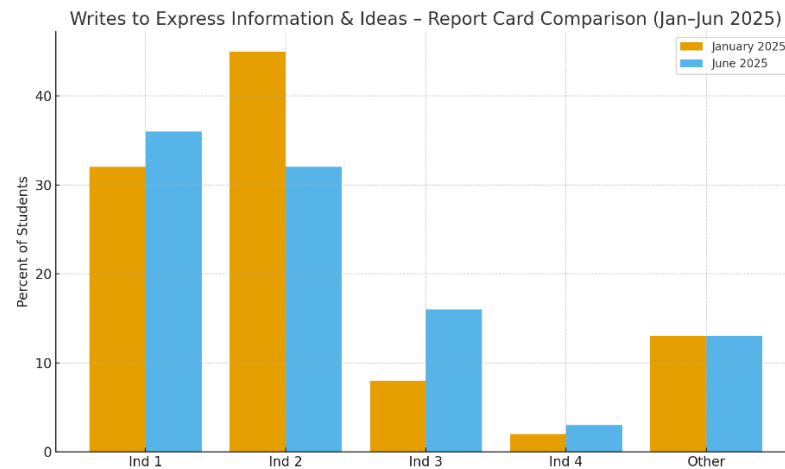
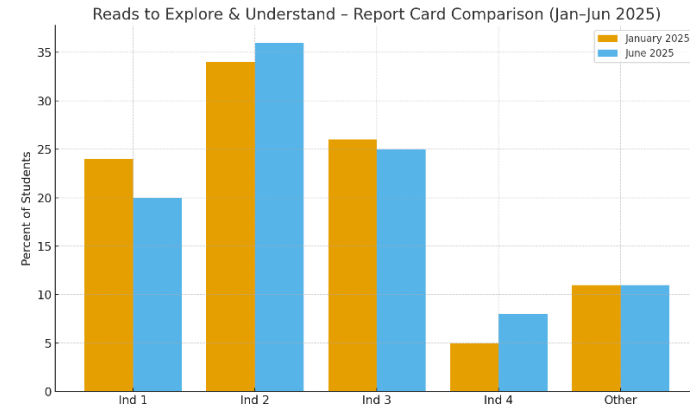
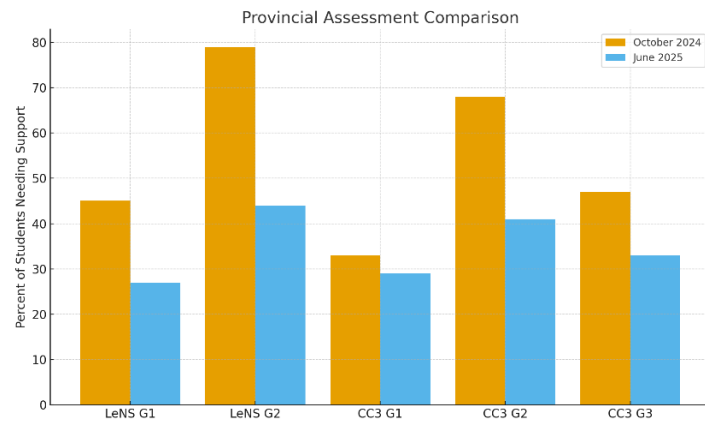
- Expand small-group, evidence-based interventions that are focused on targeted instruction and student need (e.g., Heggerty, UFLI Foundations, Phonological Awareness Continuum).
- Increase teacher capacity through ongoing PD in early literacy practices, structured literacy, and progress monitoring.
- 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).

Our Data Story:

Our 2024-25 SDP focused on student enhancing skills by actively applying their knowledge of decoding to writing. Teachers, support staff, Elders, Knowledge Keepers, Indigenous Student Support Learning Leaders (ISSLL's), students, and families all contributed to a schoolwide effort grounded in collaboration, culturally responsive practices, and structured literacy.

As we look back, our writing data illustrates meaningful improvement. During the 2024-25 school year, the percentage of students who achieved Indicators 1 (not meeting grade level expectations) or 2 (basic achievement of grade level expectations) on the *Writes to express information and ideas* stem decreased by 9%. At the same time, the percentage of students achieving Indicators 3 (good achievement of grade level expectations) or 4 (excellent achievement of grade level expectations) increased by 9% demonstrating stronger application of phonics, word study, and comprehension skills within writing.

Reading data paints a more nuanced picture. The percentage of students receiving Indicators 1 (not meeting) and 2 (basic) on the *Reads to explore and understand* stem decreased slightly by 1%, while Indicators 3 (good) and 4 (excellent) improved modestly by 2%. However, when examining provincial literacy screeners for Grades 1–3, the gains were significant. In LeNS, the percentage of Grade 1 students requiring additional support decreased by 18%, and Grade 2 students decreased by 35%. These sharp reductions highlight the effectiveness of consistent, direct instruction in phonemic awareness, phonics, and word study—practices that have become a hallmark of literacy instruction at PFS.



Insights and Next Steps

Our data exists within a context of strength and complexity. Many students and families experience the impacts of poverty, inter-generational trauma, and systemic barriers, which influence attendance, readiness, and regulation. At Piitoayis Family School, we respond with compassion, consistency, and cultural humility by focusing on centering relationships, belonging, and student strengths. These realities reinforce the importance of predictable routines, trauma-informed practices, and layered supports, including targeted small-group instruction informed by literacy diagnostics, teacher observations, and classroom assessments.

Our structured literacy approach—including UFLI Foundations, Heggerty, and direct, explicit instruction in phonemic awareness and phonics—is strengthening students’ foundational reading skills. Improvements on Provincial Assessments and report card indicators reflect steady growth in decoding. Writing progress is also positively emerging, highlighting the need to continue reinforcing how decoding supports encoding, spelling, and written expression. This aligns directly with our schoolwide literacy outcome and guides our next steps.

Looking ahead, we will strengthen writing and encoding to deepen reading and decoding. This includes explicit instruction, consistent modelling, and ongoing monitoring across literacy areas. We will expand targeted interventions in phonemic awareness, phonics, and encoding, while integrating Blackfoot values, cultural teachings, stories, and land-based learning. Emotional safety and belonging will remain central to supporting literacy growth.

We are strengthening our literacy program by increasing direct and explicit instruction in encoding and writing, supported by ongoing professional learning and modelling for staff. Consistent schoolwide assessment cycles will help us monitor student progress and adjust instruction based on real-time small-group data. We will continue expanding targeted interventions in phonemic awareness, phonics, and encoding, supported by our Indigenous Student Success Learning Leader to meet both academic and social-emotional needs. Predictable routines and a strong focus on well-being will help students feel safe, regulated, and ready to learn. We will also deepen our use of culturally grounded practices—such as ceremony, story, and land-based learning—to support identity and resilience. Throughout literacy instruction, Blackfoot values like *kakyosin*, *kimmapiiyitsinni*, and *mookaakit iikaakiimaat* will be woven into daily routines, with cultural narratives used to strengthen comprehension and writing.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Piitoayis Family School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	78.2	62.2	68.2	83.9	83.7	84.4	Very Low	Improved	Issue
	Citizenship	64.9	52.3	64.1	79.8	79.4	80.4	Very Low	Maintained	Concern
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	5.0	10.3	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	0.0	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.9	76.4	83.8	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.8	59.0	70.7	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	69.0	54.6	63.5	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	63.6	56.1	52.4	80.0	79.5	79.1	Very Low	Maintained	Concern