



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| 2023-2024

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

2023-24 School Goals

- **Spirit-To Be** (Trauma-Informed Practices and Holistic Approach);
- **Heart-To-Belong** (Positive Relationships, Community Relationships and Communication Plans);
- **Body-To Do** (Land-Based Learning, Continuum of Supports and Progressive Discipline Process);
- **Mind-To Know** (Literacy and Math, Collaborative Team Meetings).

Our School Focused on Improving

Piitoayis Family School (PFS) created a School Development Plan that approached school improvement through a holistic lens; our focused areas of improvement were:

- Targeted phonological awareness and decoding skills
- Targeted number sense to support conceptual understanding
- Conceptual understanding in mathematics
- Trauma informed practices for teachers

A Culture of Holism is the primary focus to support student achievement at Piitoayis Family School. A culture of holism considers the spiritual, emotional, physical, and mental domains of pookaiks. Holism considers a trauma-informed response that includes a spiritual component referred to as *Atsimoyihkaan*. Holism supports a focus on relationships with self and others, and how to encourage positive relationships with those around them using *kakyosin*. Holism also acknowledges how the physical self needs to be regulated in order to learn, which is promoted through *mookakiit iikakimaat*. Holism allows pookaiks to be well grounded and connected when they engage in learning.

What We Measured and Heard

PFS utilized data, gathered from Alberta Education's Provincial Universal Screeners and the English Language Arts and Literacy (ELAL) Report Card data from January 2024 and June 2024, to assess the efficacy of the strategies implemented to enhance student achievement during the 2023-2024 academic year. A thorough analysis is a vital component in guiding our next steps in striving for learning excellence & developing effective learning strategies for the upcoming year.

Applying a data-driven approach and examining trends over the past year enabled us to accurately identify areas of student achievement, assess the effectiveness of our previous goals, and implement targeted interventions tailored to student needs. Continuously monitoring evidence of student achievement ensures that our improvement initiatives remain informed, adaptive, and responsive to the needs of our students and school community.

Through our comprehensive data analysis, PFS observed the following:

October 2023 and June 2024 Provincial Assessment Data:			
	October 2023	June 2024	Changes
	Needs Additional Support	Needs Additional Support	
LeNS			
Grade 1	89%	80%	-9%
Grade 2	64%	78%	+14%
CC3- Regular Words			
Grade 1	89%	70%	-19%
Grade 2	50%	50%	0%
Grade 3	52%	76%	+24%
Numeracy			
Grade 1	57%	100%	+43%
Grade 2	13%	73%	+60%
Grade 3	28%	33%	+5%
Grade 4	55%	93%	+38%

Report Card Data for Reads to Explore & Understand:			
Stem: Reads to Explore and Understand	January 2024	June 2024	Changes
Indicator 1	26%	30%	+4%
Indicator 2	31%	17%	-14%
Indicator 3	18%	19%	+1%
Indicator 4	7%	17%	+10%
Other (IPP, ADP, NER)	15%	17%	+2%

Report Card Data for Writes to Express Information & Ideas:			
Stem: Reads to Explore and Understand	January 2024	June 2024	Changes
Indicator 1	43%	37%	-6%
Indicator 2	24%	27%	+3%
Indicator 3	12%	14%	+2%
Indicator 4	4%	3%	-1%
Other (IPP, ADP, NER)	15%	19%	+4%

Report Card Data for Math: Understands and Applies Concepts Related to Number and Patterns			
Stem: Understands and applies concepts related to number, patterns	January 2024	June 2024	Changes
Indicator 1	32%	24%	-8%
Indicator 2	34%	31%	-3%
Indicator 3	14%	20%	+6%
Indicator 4	5%	9%	+4%
Other (IPP, ADP, NER)	16%	17%	+1%

Analysis of our January and June report card data, provincial screening assessments, and additional local measures uncovered several positive trends in student performance in reading, writing, and math—with higher growth shown in reading outcomes. These results help PFS identify an opportunity to further enhance writing proficiency as we build on previous successes.

Results from the Provincial Assessments (LeNs, CC3, Numeracy) administered in the fall and spring indicated that many of our students showed a need for additional support in reading and math. While the data from these provincial assessments did not correlate with the data gathered through in-school assessments and report card indicators, PFS responded by utilizing the data to create small groups for additional targeted support and intervention. All students at PFS received direct, explicit, and systematic instruction in literacy and math to address any gaps in learning and increase their skill levels.

In terms of reading performance, PFS celebrated a decrease in students receiving an Indicator of 1 or 2 from January 2024 to June 2024. 57% of students received an Indicator of 1 or 2 in January 2024, which decreased to 47% in June 2024. PFS also experienced growth in students achieving an Indicator of 3 or 4 seeing a rise from 25% in January 2024 to 36% in June 2024. This data represents a 10% reduction in students receiving the lower indicators and an 11% increase in those achieving the higher indicators, showcasing our students' growing reading skills.

When we look at writing performance, we see encouraging signs as well. In January 2024, 67% of students received an Indicator of 1 or 2, which decreased slightly to 64% in June 2024. The percentage of students achieving an Indicator of 3 or 4 rose from 16% to 17% during this time. This reflects a 3% decline in the lower indicators paired with a notable 1% increase in the higher indicators, indicating some progress in writing skills.

Overall, our data clearly demonstrates higher gains in reading proficiency, laying a strong foundation that we can continue to build upon. Our data shows that there is room for growth in writing proficiency, this contrasting trend highlights an exciting opportunity for us to renew our focus and innovate our strategies to enhance writing skills among our students. While we will continue to embed direct, explicit, and structured instruction for reading skills and word study, we will move to emphasize focus on transferring these skills to encoding (writing) to internalize and master decoding skills through application in encoding. We are poised to elevate writing proficiency to match our reading successes, setting our students on a path to even greater achievement!

In math performance, PFS celebrated a decrease in students receiving an Indicator of 1 or 2 from January 2024 to June 2024. 66% of students received an Indicator of 1 or 2 in January 2024, which decreased to 55% in June 2024. PFS also experienced growth in students achieving an Indicator of 3 or 4 seeing a rise from 19% in January 2024 to 29% in June 2024. This data represents an 11% reduction in students receiving the lower indicators and a 10% increase in those achieving the higher indicators, showcasing our students' growing math skills.

Along with some improvements on these standardized assessments, we also noticed an improvement in our grade 5 students' perception on the CBE Student Survey from last year to this year in relation to their ability to persevere in the face of challenge.

PFS didn't have any survey measures for our other grades that would allow us to see a similar change, so PFS asked teachers to talk with their students about how they felt about working through challenging problems in class including difficult math problems and reading words that are hard to decode. Students were proud to share their accomplishments in reading and mathematics; in particular they felt they now have strategies to use when things get tough. Each class put together a "What to do when things get tough" poster of strategies to refer to.

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents that agree that students have access to supports and services at school, and when asked, they indicated overall that their reluctant readers are more positive about reading at home than they have been in the past.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Numeracy data collected through Provincial Universal Screeners showed an increase in students who "need additional support", but this information did not correlate to our report card data which showed considerable improvement from January to June. In this academic year, there will be focused professional learning, collaborative planning, robust assessments, and progress monitoring to identify gaps in learning and ensure that timely interventions are put into place for learners who require additional support. Analysis of our ELAL report card data, provincial screening assessments, and additional local measures uncovered several positive trends in student performance, especially in reading and writing—with particularly impressive	Example - Students' decoding skills have improved - Marginal improvement in students' writing skills - Students are becoming more confident in their ability to show <i>mookakiit iikakimaat</i> and persevere when learning tasks are challenging - Student pride in who they are as learners and as members of the Indigenous community is evident - Cultural Ceremonies at PFS were a highlight of the year and were well-received by families; ceremonies included face painting, berry soup offering, Solstice and Equinox blessings, Tobacco Harvest, Naming of Spirit Bear, Drum Ceremony, and an annual offering.	Example - Explicit and direct instruction of encoding - Daily writing instruction - Provide targeted intervention for students at all grade levels - Connect conceptual understanding to procedural fluency in mathematics - Increase parental engagement - Ensure that students feel safe at school by creating safe, welcoming, caring, and respectful learning environment - Implement trauma-informed practices that reduce student anxiety and connect to Indigenous pedagogy

progress in reading outcomes. These results help PFS identify an opportunity to further enhance writing proficiency as we build on previous successes. In terms of reading performance, PFS celebrated a decrease in students receiving an Indicator of 1 or 2 from January 2024 to June 2024. 57% of students received an Indicator of 1 or 2 in January 2024, which decreased to 47% in June 2024. PFS also experienced growth in students achieving an Indicator of 3 or 4 seeing a rise from 25% in January 2024 to 36% in June 2024. This data represents a 10% reduction in students receiving the lower indicators and a remarkable 11% increase in those achieving the higher indicators, showcasing our students' growing reading skills. When we look at writing performance, we see encouraging signs as well. In January 2024, 67% of students received an Indicator of 1 or 2, which decreased slightly to 64% in June 2024. The percentage of students achieving an Indicator of 3 or 4 rose significantly from 16% to 17% during this time. This reflects a 3% decline in the lower indicators paired with a 1% increase in the higher indicators, indicating minimal progress in writing skills. Overall, our data clearly demonstrates gains in reading proficiency, laying a strong foundation that we can continue to build upon. While there is room for growth in	▪ The Indigenous Students Success Learning Leaders (ISSLL) lead work to increase and facilitate shared learning through the Spiritual Domain of the CBE Indigenous Holistic Lifelong Learning Framework ▪ The ISSLL helped to lead the work of embedding the CBE Indigenous Holistic Lifelong Learning Framework into our school culture, planning, instruction, and assessment.	
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writing proficiency, this contrasting trend highlights an exciting opportunity for us to renew our focus and innovate our strategies to enhance writing skills among our students. We are poised to elevate writing proficiency to match our reading successes, setting our students on a path to even greater achievement!		
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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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	Piitoyis 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	62.2	72.1	71.2	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	52.3	72.7	70.1	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	15.6	15.6	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	0.0	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	76.4	86.1	87.4	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	59.0	75.2	76.6	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	54.6	67.7	67.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	56.1	56.7	50.6	79.5	79.1	78.9	Very Low	Maintained	Concern

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time