


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

Niitsitapi Learning Centre

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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.

Outcome One: Students will enhance their encoding skills by actively applying their knowledge of decoding to spelling.

Celebrations

- *Grade 1 & 2 students needing letter-sound support showed a 27-percentage point improvement.*
- *Students at risk in decoding and word recognition declined by 23-percentage points, showing strong gains in phonics and fluency.*
- *Report card data shows more students at well-developed/mastery levels: reading improved by 5.75-percentage points, writing by 4.13-percentage points.*
- *Consistent implementation of structured literacy blocks and explicit phonics instruction using UFLI, built student confidence through predictable, familiar routines.*
- *Push-in literacy intervention provided small-group targeted instruction two days per week at 40 minutes per day (total 80 minutes weekly) during 2024–25, supporting students with focused decoding and spelling strategies.*

Areas for Growth

- *Improve writing proficiency, addressing spelling as a key focus to enhance sentence-level fluency and expressive writing.*
- *Strengthen culturally responsive literacy practices so students see their identity and voice reflected in learning.*
- *Maintain momentum in decoding while connecting reading and writing through balanced instruction.*
- *Increase the frequency and duration of small-group targeted interventions to maximize impact.*
- *Build consistency in scheduling and delivery across classrooms.*

Next Steps

- *Increase literacy intervention from 80 to 160 minutes per week by expanding push-in small-group instruction from two to four days for 2025–26.*
- *Provide ongoing professional learning focused on balancing decoding and writing instruction.*
- *Maintain and enhance Indigenous Student Success Learning Leader (ISSLL) role in providing targeted pull-out sessions for literacy, numeracy, and well-being, ensuring students who miss instruction receive timely, focused support.*
- *Introduce UFLI routines in kindergarten and establish a structured literacy intervention model.*

Our Data Story:

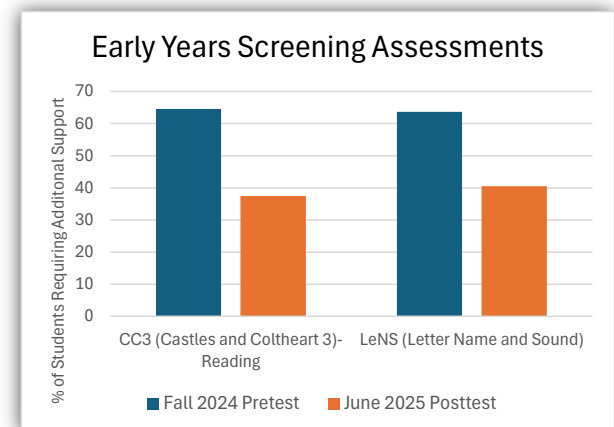
Niitsitapi Learning Centre's School Development Plan for 2024–2025 focused on improving early literacy achievement. This priority emerged from student learning data and teacher observations. The data revealed persistent challenges in writing and spelling, even as students made gains in decoding. Reading and writing are deeply connected: decoding helps students read words, while encoding enables them to spell and write words. Strengthening both skills is essential for literacy success. These efforts aim to ensure students build confidence and families see measurable progress in foundational literacy skills.

To support this work, teachers engaged in school-based literacy professional learning, including UFLI instruction, which emphasizes explicit instruction in sound-letter relationships, blending, segmenting, and spelling patterns. These practices strengthen decoding (reading) and encoding (spelling), ensuring both sides of the literacy equation are developed. Through Professional Learning Communities (PLCs), teachers designed integrated reading and writing tasks aligned with our goal: *Students will enhance their encoding skills by actively applying their knowledge of decoding to spelling.*

Early Years Screening in Fall 2024 revealed significant needs: 64.56% of students required support with letter-sound recognition (LeNS), and 63.64% needed help with decoding and word recognition (CC3). Over 80% were at beginning or developing levels in reading and writing. UFLI progress monitoring provided classroom-level evidence of these gaps, with average phonics scores starting at 21 in September—indicating early stages of phonics mastery and the need for explicit instruction and predictable routines.

To achieve these gains and address persistent gaps, we implemented structured literacy blocks, explicit phonics instruction using UFLI, and push-in literacy intervention for small groups. Teachers also worked in PLCs to calibrate writing samples and refine instructional practices. Push-in literacy intervention provided two 40-minute sessions per week (80 minutes total) for small-group targeted instruction—a strong start, but not enough to fully close gaps.

By June 2025, the story shifted: the percentage of students requiring additional support decreased significantly—LeNS risk dropped 27 percentage points and CC3 risk dropped by 23-percentage points. The percentage of students receiving report card indicators of 1 (Not Meeting) or 2 (Basic) decreased - reading by 5.75-percentage points and writing by 4.13 percentage points—indicating fewer students performing below expectations. UFLI progress monitoring showed steady gains, with phonics scores increasing from 21 in September to 60 by June as students advanced through lessons. This growth supports key Grade 1–2 expectations—reading fluency and spelling accuracy—while signaling that students are meeting or approaching foundational outcomes essential for later comprehension and composition. Consistent progress through UFLI confirms the impact of explicit instruction and predictable routines.



Students began to show confidence in reading routines, but spelling continued to challenge their ability to express ideas in writing. These gains reflect the impact of structured literacy blocks, explicit phonics instruction, and targeted interventions. However, writing growth lagged behind reading, signaling the need for refined strategies and increased intervention time, revealing key priorities for our Year Two SDP goal of closing the gap between reading and writing achievement.

Insights and Next Steps

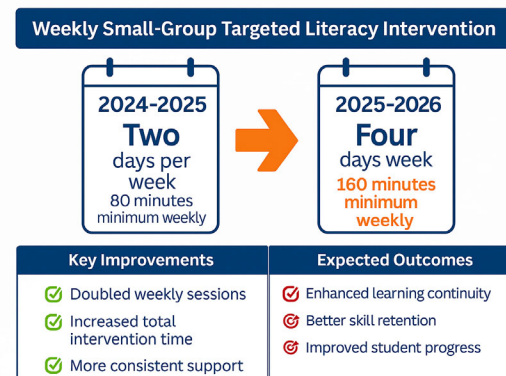
While continuous improvement is evident, writing proficiency and intervention frequency require further attention. Push-in literacy intervention was effective but limited to two sessions per week for Grades 1 and 2. For 2025–2026, we will increase small-group targeted instruction for these grades to four sessions per week (160 minutes total) to accelerate growth. We will continue to lift Indigenous perspectives and student voice in literacy tasks to enhance engagement and cultural relevance.

In Kindergarten, we will introduce relevant UFLI routines and instructional practices and develop an intervention model for literacy learning. The ISSLL will remain a key partner in providing targeted pull-out sessions for students who miss instruction, ensuring they strengthen foundational skills and stay on track.

Last year, our focus was on helping students use their decoding skills to improve spelling. This year, we are building on that by supporting students to use what they know about sounds and spelling to write simple, connected sentences and short paragraphs. We will do this through more targeted support, focused strategies, and plenty of opportunities for students to practice their writing in meaningful ways.

Parental involvement is a notable area of growth. Teacher perceptions on the Assurance Survey decreased slightly from 77.8% to 73.5%. Parents at Niitsitapi Learning Centre are not eligible to complete the survey, which is only available for parents of students in Grades 4 through 12. Moving forward, teachers will work together to find additional ways to engage families in their child's learning.

These next steps build on our successes and address existing gaps, ensuring that every student experiences literacy growth and success while families are more actively engaged in their child's learning journey.



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	Niitsitapi Learning Centre			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	97.0	100.0	99.1	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	92.6	87.3	90.9	79.8	79.4	80.4	Very High	Maintained	Excellent
	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
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.9	98.5	97.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.7	92.1	95.0	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	85.1	90.7	92.3	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	73.5	77.8	86.6	80.0	79.5	79.1	Low	Maintained	Issue