



Niitsitapi Learning Centre

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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.

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

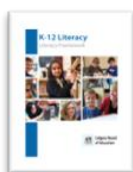
Strong student achievement for lifelong learning and success

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 Plan – Year 2 of 3

School Goal

Students' achievement in Literacy will improve.

Outcome:

Students will use what they learn about sounds and spelling to write simple, connected sentences and short paragraphs.

Outcome Measures

- CC3, LeNS
- Report Card Data—ELAL: Reading and Writing
- UFLI Progress Monitoring

Data for Monitoring Progress

- Seasonal University of Florida Literacy Institute (UFLI) Progress Monitoring (spelling/encoding skills)
- Local Intervention Flexible Group Tracking Sheet
- Professional Learning Communities (PLC)
- Teacher Perception Data—confidence in implementing UFLI
- Attendance Data
- Indigenous Education Holistic Data Tracking Spreadsheet

Learning Excellence Actions

- *Deliver explicit phonics instruction using UFLI aligned with CBE ELAL Scope and Sequence.*
- *Provide daily structured opportunities to apply Grapheme-Phoneme Correspondence in authentic writing tasks.*
- *Co-create success criteria and use writing exemplars to clarify student understanding.*
- *Model writing processes and gradually release responsibility.*
- *Implement high-impact strategies to teach planning, organization, and editing strategies within writing tasks.*

Well-Being Actions

- *Sustain learning spaces that ensure a safe and respectful learning environment.*
- *Provide repeated opportunities to practice and consolidate literacy skills.*
- *Activate students as owners of their learning through goal setting, self-assessment, and reflection.*
- *Use technologies intentionally and purposefully to support literacy practices and represent learning.*
- *Utilize flexible grouping to address specific learning needs.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Sustain collaboration with Indigenous Elders and Knowledge Keepers to embed oral language, Blackfoot values, and traditional teachings.*
- *Know learners' cultural backgrounds, life experiences, and learning needs.*
- *Design learning that honours student identity, voice, choice, and interests.*
- *Decolonize curriculum by integrating Indigenous worldviews and stories.*





Professional Learning

- *Early Learning Professional Learning Network*
- *ELA/ELAL Insite | Professional Learning*
- *Book Study – The Writing Rope*
- *Explore the Self-Regulated Strategy Development (SRSD for writing development)*

Structures and Processes

Classroom:

- *Provide daily structured and supported literacy blocks and writing times*
- *Repeated opportunity for students to practice and consolidate literacy skills*

School:

- *Collaborative Grade Team Planning and Collaborative Response team meetings.*
- *Professional Learning Communities*
- *Daily Small Group Targeted Literacy Intervention*

Resources

- *UFLI Foundations Resource*
- *CBE ELAL K-3 Scope & Sequence*
- *CBE K-12 Literacy Framework*
- *CBE Indigenous Holistic Lifelong Learning Framework*
- *The Grammar Project*
- *Sedita, J. (2023). The writing rope: A framework for explicit writing instruction in all subjects. Paul H. Brookes Publishing Co.*
- *CBE ELA/ELAL Insite | Teaching Practices*
- *CBE Indigenous Education Team Indigenous Student Success Learning Leader*
- *Literacy Intervention Learning Leader*

School Development Plan – Data Story





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2024-25 SDP 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 points, writing by 4.13 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

- Writing proficiency improved but at a slower rate than reading; spelling continues to be a key area of focus as it impacts sentence-level fluency and expressive writing.
- Continue to strengthen culturally responsive literacy practices so students see their identity and voice reflected in learning.
- Maintain momentum in decoding while ensuring balanced instruction connecting reading and writing.
- Increase the frequency and duration of small-group targeted intervention to maximize impact.
- Ensure 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 ISSLL's 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.

