



Christina Gordon
Public School

Assurance Model for Christina Gordon Public School
Richard Thorne, Principal
Emilie Giroux and Debbie Peddle, Vice Principals
Fall 2023



Principal's Message

Christina Gordon is an ECDP - Grade 6 school with 650 students. Supporting those students are approximately 80 school staff, including 30 ATA teaching staff and 43 EAs, along with a School counselor and a number of other support staff. We are lucky to have a New for the 23-24 dedicated FTE allocation for both ELL and FNMI, offering support in many key areas for these students.

Key support for our staff comes through Professional Learning Fridays, providing collaborative time and professional learning in key areas to support student learning. In 23-24, Christina Gordon PLFs will continue to incorporate Leader in Me, Positive Behaviour Intervention and Support, and Mental Health Learning.

Honouring the demographic of our community, CG continues to emphasize inclusivity as a top priority, offering the Triple I program for some of our students requiring Intensive Individualized Intervention, in partnership with FSCD (Family Supports for Children with Disabilities) Under the umbrella of inclusivity, CG celebrates students of many beliefs, ethnicities and backgrounds, all valuable members of our CG family.

Our school provides a warm inviting climate where all are made to feel welcome, helping us to fulfill our mission that Christina Gordon be "A place where kids want to be and where parents want to send their kids".

Our families are encouraged to be active members of our broader CG family by attending our regular Family Nights.

Along with a strong ECDP - Grade 6 program, we are fortunate to offer PEAK basketball and a range of opportunities for student leadership as part of our Leader in Me Program. New this year we are offering an interest based Options block for Division 2 students. Our after school clubs and teams provide options for children of all ages and all interests, whether they are interested in sports, technology, the arts and so on

Sincere Regards,

Richard Thorne, Principal

Location

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Christina Gordon Public School

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FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE

STRENGTHS

- Provision of an inclusive school environment where all are celebrated
- Strong family connection / involvement
- Collaborative and experienced staff
- Fostering of Student Leadership
- Safe and caring school
- High parent satisfaction
- Strong program, including after school programming, designed to meet the needs of all students regardless of ability or interest.

AREAS FOR GROWTH

- Numeracy - Using common instruments to determine areas of need in numeracy, then strategizing in these specific areas for overall numeracy development.
- Writing - Development of strong writing skills from pre-writing through early writing and then focusing on narrative writing
- Focus on creating a more positive school environment for all stakeholders.

LOCAL CONTEXT

Christina Gordon is an ECDP - Grade 6 school with 650 students and 80 staff, Honouring the demographic of our community, CG emphasizes inclusivity as a top priority, offering the Triple I program for some of our most seriously challenged early learners. Under the umbrella of inclusivity, CG celebrates students of many beliefs, ethnicities and backgrounds, all valuable members of our CG family. Our school provides a warm inviting climate where all are made to feel welcome, helping us to fulfill our mission that Christina Gordon be "A place where kids want to be and where parents want to send their kids". This is supported this year with the full implementation of our PBIS (Positive Behaviour Interventions and Support) program. Our families are encouraged to be active members of our broader CG family by attending our regular Family Nights. Along with a strong ECDP - Grade 6 program, we are fortunate to offer PEAK basketball and a range of opportunities for student leadership as part of our Leader in Me Program. Our after school clubs and teams provide options for children of all ages and all interests, whether they are interested in sports, technology, the arts and so on.

STRATEGIES FOR MOVING FORWARD

1. Our PLF plan for 2023-24 continues to reflect an emphasis on several priority areas: (1) identifying and addressing numeracy gaps using resources available for diagnosis such as the Elk Island Numeracy Assessment and AB Ed Numeracy assessment then providing resources including Mathology, Math Seeds and Mathletics and (2) focusing on improving writing, specifically narrative writing at all levels including pre-writing in Early Learning using the resources available including Empowering Writers. We will continue to receive support from Division Literacy and Numeracy coordinators throughout the entire process, including the provision of numerous PLF sessions. (3) Implementation of a PBIS structure to create a more positive school environment.

INDICATORS OF SUCCESS

SHORT TERM

- Timely data collection to inform instruction
- Implementation of instructional strategies based on data collected

MOVING TO - DESIRED STATE

- Reassessment indicating student improvement
- PAT results demonstrating improvement in writing
- Improved school climate.



GROWTH AREA: NUMERACY –Our goal is to broaden and improve the use of provincial and in-class diagnostics to assess skills and focus instruction moving forward, and continued use of strategies such as Mathology to improve learning.

ACTION FOR IMPROVEMENT: *If time and resources continue to be made available to teachers to help them get a good grasp of student standing at the onset of the school year; then teachers will be more effective in employing instructional strategies that will better ameliorate gaps in understanding.*

<p>Moving From...</p> <p><i>Curr State</i></p>	<p>Evidence in support of claim (baseline data)</p>	<p>What does the evidence tell you about student learning?</p>	<p>What does the evidence tell you about current teaching practices?</p>	<p>Strategies for improvement</p> <p><i>How?</i></p>	<p>Short Term success indicators (October)</p> <p><i>Evidence of Improvement</i></p>	<p>Moving To... (June)</p> <p><i>Desired State "Audacious" 1-year goal</i></p>
<p>Goals from last year are still relevant moving forward to next year.</p> <p>Staff in div 2 found that the new math assessment was less reliable than MIPI in previous years because students were being assessed on new curriculum that they hadn't learned.</p> <p>The use of Mathology resources in Division 1 has been effective; however Teachers are still building capacity in this area.</p> <p>Division 1 and 2</p>	<p>The AB Math Assessment for grades 2 and 3 indicated that 33.33% of grade 2 students were considered "At-Risk." and 19.01% of grade 3 students were considered "At-Risk." This represents a combined "At-Risk" population about 26%, which is fairly consistent with last year's results, which showed about 25% of grade 2 and 3 students being at-risk in numeracy.</p> <p>However, our current grade 3's showed only 19% at risk this year as opposed to 25% last year when they were in grade 2, which is a notable improvement.</p> <p>The Elk Island Math assessment for grades 4-6 reported that 60.5% of grade 4s were below grade level, 63% of grade 5s were below grade level and 34% of grade 6s were below grade level.</p>	<p>Areas of relative strength for grades 2 and 3 were comparing and ordering numbers, and equations with over 80% of students reaching the outcome. Writing numbers, placing numbers on the number line and subtraction were also strong, with about 70% of students able to complete these questions. Addition seems to be the greatest area for improvement, with only about 56% of students being successful in this area on the assessment.</p> <p>In grades 4, 5 and 6, numbers sense (place value, ordering and comparing numbers, number forms) were an area of relative strength.</p> <p>Grade 4s struggled in all</p>	<p>Teachers are using assessment data to plan interventions and drive instruction.</p> <p>Mathology shows promise as a central pillar of Division 1's instructional strategy for mathematics; however, teachers require more experience and familiarization with the program.</p> <p>There is a significant decrease between grades 2 and 3 of students who are assessed as being "At-Risk." This indicates that teachers are identifying areas of need and are working to close the gaps.</p>	<p>Revisit the Elk Island assessment in div 2 in the second half of the year; as well as incorporate the thrice-yearly ABEd assessments in helping to guide instruction.</p> <p>Use <i>Progressions</i> in the Creative Curriculum Resource in Early Learning to assess student progress.</p> <p>Utilize a math review tool for Division 2 to help reinforce competency in taught concepts throughout the year.</p> <p>Continue and broaden</p>	<p>Division 2 teachers have collected initial Elk Island assessment results and have used their findings to guide their instructional strategies.</p> <p>Division 1 teachers have analyzed the AB Ed math assessment data and are using their findings to guide instruction.</p> <p>Division 2 teachers are using collaborative time to familiarize themselves with the new curriculum and are sharing resources.</p>	<p>Assessments indicate growth in mathematics achievement from the start of the school year.</p> <p>Basic facts assessment tracking in Division 2 demonstrates growth in student learning. Improved PAT results for math over last year.</p> <p>Consistent use of Mathology in Division 1 classrooms.</p> <p>Division 1 teachers report anecdotally on an increased level of comfort with the new curriculum.</p>

<p>teachers will require time and resources to review and plan for the new Mathematics curriculum.</p>	<p>It is difficult to compare these results to last year's MIPI, because while MIPI provided insight into areas of strength and weaknesses, it did not provide an assessment on overall grade level. However, teachers found the reporting of "grade levels" to be off compared to what they see in class and the low achievement on the assessment is likely due to students being asked "new curriculum" questions that they have not yet learned.</p>	<p>other areas (patterns and equations, fractions, addition and subtraction, and multiplication and division), with incorrect answers approximately 50-60% of the time.</p> <p>Grade 5 and 6 students performed better in the patterns /equations and addition/subtraction sections, but also did poorly on fractions, multiplication and division.</p>	<p>Number sense and patterns & equations have been an area of focus for div 2 teachers for the last few years. Since this has shown to be a relative strength in the Elk Island assessment, it is reasonable to conclude that the focus in this area has been successful.</p>	<p>the use of Mathology in Division 1; while concomitantly giving teachers time to explore the resource and its features.</p> <p>Data shows that FNMI students are stronger in reading than in math in div 2. This may be an area of focus for our FNMI support teacher.</p>		
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GROWTH AREA: LITERACY (Div 1): Large gaps in reading skills among Division 1 students need to be addressed prior to writing initiatives. This necessitates a focus on the foundations of reading, such as phonological awareness and other decoding skills, that is consistent with the new curriculum; emphasis on the Science of Reading philosophy. **(Div 2):** Narrative writing will continue to be addressed for grades 4 through 6, using the Empowering Writers program to help address student challenges in the use of basic conventions, narrative structure and story prompts.

ACTION FOR IMPROVEMENT: Div 1: Teachers in Division 1 will focus on the Science of Reading strategies that emphasize the foundations of reading. Staff will work with the Division's Literacy Coordinator to identify resources that have been shown to be effective. **Div 2:** Teachers in grades 4 to 6 will continue to use the Empowering Writers program to strengthen the consistency of instruction and assessment in Division 2.

Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short Term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
<p>Division 1 Continuing to identify students at risk and plan interventions to close gaps. CC3 and Lens assessments completed in September.</p> <p>Division 2 Second year of implementation of the Empowering Writers program with particular focus on narrative writing. The 6 Traits of Writing program will be used supplementally in</p>	<p>Division 1 The CC3 and Lens assessment for grades 2 and 3 indicated that 40.6% of grade 2 students were considered "At-Risk." and 37.9% of grade 3 students were considered "At-Risk." This represents a combined "At-Risk" population of about 38%, which is a significant improvement over last year's results, which showed about 45% of grade 2 and 3 students being at-risk in numeracy.</p> <p>Division 2</p>	<p>Division 1 Feedback from teachers based on classroom assessments indicates considerable gaps in student reading skills.</p> <p>Division 2 The adoption of the Empowering Writers program has allowed for more meaningful collaboration among grade-level teachers due to the use of a consistent instructional language.</p> <p>The data indicates that targeted classroom</p>	<p>Division 1 Current teaching practices may not always be consistent with the approach mandated by the new curriculum coming into effect this fall.</p> <p>Teachers are making use of the data to provide targeted interventions to students who are below grade level. Our full time literacy support position likely contributed substantially to this success. Teachers are making use of PD time to develop new strategies in</p>	<p>Use <i>Progressions</i> in the Creative Curriculum Resource in Early Learning to assess student progress.</p> <p>Division 1 Continue to build capacity in the Science of Reading philosophy that underlies much of the new curriculum. Seek support from the Division Literacy Coordinator as part of this strategy.</p> <p>Many Div 1 teachers are also implementing UFLI to help address phonemic gaps and most have it as a PGP and a PLF group.</p>	<p>Division 1 Teacher access to materials and resources based on the new Curriculum, UFLI and Science of Reading modules.</p> <p>Division 2 Writing benchmarks completed for ELL students.</p>	<p>Division 1 Improved LeNS/CC3 scores for reading.</p> <p>Classroom assessment demonstrating growth over the academic year.</p> <p>Division 2 Improved PAT results for writing.</p> <p>Improved DIBELS results in the spring.</p> <p>Improvement in ELL and FNMI reading</p>

<p>order to introduce students to non-fiction writing such as compare/contrast, and persuasive writing.</p> <p>Literacy rates in Div 1 are holding steady but are improving in div 2.</p> <p>Awaiting on DIBELS assessments due at the end of November.</p> <p>2023 spring results from Fontas and Pinnell for our ELL students in division 2 show that there was an improvement from the same time period last year as, overall, students reading below grade level was 57.5% last year and now this year is only 42%.</p>	<p>Feedback from teachers indicates that consistency in instructional programs is required to best address student needs in the writing process.</p> <p>Spring literacy data from F&P indicated that 33.9% of grade 4 students, 33.3% of grade 5 students and 22.5% of grade 6 students were reading below grade level.</p> <p>2023 spring results from Fontas and Pinnell show that 35% of our students are approaching grade-level reading while 74% are at or above grade-level reading expectations. These results also show a marked improvement in our literacy data when compared with the same period last year, when only 65% of our Division 2 students were at or above grade level in reading.</p>	<p>instruction and interventions in literacy, small group interventions in literacy (via or EA position last year) and our small grade 6 class sizes last year had a substantial positive impact on literacy results.</p>	<p>Science of Reading and UFLI to create robust literacy programs.</p> <p>Division 2 The consistent approach to narrative writing in Division 2 has allowed teachers to do more cross grade collaboration and will allow more effective tracking of student results over grade levels.</p> <p>The results show that more students are reading at or above grade level in Division 2 than in Division 1. This indicates that we are "closing the gaps" between Division 1 and Division 2, as almost 10% more students are reading at or above grade level in Division 2.</p>	<p>Division 2 Scaffolding learning by continuing cross grade collaboration to ensure common instructional approaches through grades 4 to 6</p> <p>Have staff learn more and explore the new curriculum. Seek support from the Division Literacy Coordinator as part of this strategy of familiarization and implementation.</p> <p>We also have allocated an EA to help address gaps in our very large grade 6 classes.</p> <p>ELL and FNMI position to support literacy in these area, as well as .2 literacy position for general literacy support.</p>	<p>results.</p> <p>Classroom assessment demonstrating growth in writing skills over the academic year.</p>
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650 STUDENTS

21% English Language Learners
23% Early Childhood Learners
9.8% First Nations, Métis, Inuit
10.1% Severe Disabilities



80 STAFF

30 ATA Employees
49 CUPE Employees



PARENTS

78% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

76 Students 26 Teachers 48 Parents

PROGRAM PRIORITIES

- ✓ Improve literacy through programs such as UFLI and Empowering Writer
- ✓ Improve numeracy through targeted instruction based on data collected.
- ✓ Improve morale/ emotional well being through full implementation of PBIS.

STAKEHOLDER FEEDBACK

100% of parents said that their child's school is a welcoming place to be
90.2% of stakeholders are satisfied with the overall quality of basic education
98% of parents and 100% of teachers said that literacy skills children are learning at school are useful.

IMPROVEMENT AREAS

- ⊕ Improve access to appropriate supports and services in school (CG 77.2%, AB 80.6%)
- ⊕ Improvement percentage of students receiving PAT Acceptable and Excellence .
- ⊕ Improve safe and caring/ citizenship, particularly in staff and students through full and consistent implementation of PBIS.

2022-2023 SCHOOL REPORT CARD

Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2022-2023 School Result - 88.5%
2021-2022 School Result - 83.4%
2022-2023 Provincial Result - 84.4%

CITIZENSHIP

2022-2023 School Result - 80.2%
2021-2022 School Result - 82.4%
2022-2023 Provincial Result - 80.3%

EDUCATION QUALITY

2022-2023 School Result - 90.2%
2021-2022 School Result - 91.8%
2022-2023 Provincial Result - 88.1%

PARENTAL INVOLVEMENT

2022-2023 School Result - 86.9%
2021-2022 School Result - 82.2%
2022-2023 Provincial Result - 79.1%

PAT EXCELLENCE

2022-2023 School Result - 11.5%
2021-2022 School Result - 17.9%
2022-2023 Provincial Result - 16%

ACCESS TO SUPPORT AND SERVICES

2022-2023 School Result - 77.2%
2021-2022 School Result - 81.3%
2022-2023 Provincial Result - 80.6%

PAT ACCEPTABLE

2022-2023 School Result - 62.3%
2021-2022 School Result - 71.6%
2022-2023 Provincial Result - 63.3%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2022-2023 School Result - 84.5%
2021-2022 School Result - 86.9%
2022-2023 Provincial Result - 84.7%



Christina Gordon Public School

NARRATIVE OF THE RESULTS

Doing What's Best for Kids



The literacy data that we looked at last year and will continue to look at this year are a combination of the CC3 and LENS literacy data from Division 1. In Division 2, we have Fountas and Pinnell literacy data from last spring, while our teachers are currently working with DIBELS for fall data. We have also reviewed PAT results from 2022-23.

This year's literacy data from Division 1 shows that literacy will require a greater focus, as more of our students in Division 1 are at risk for literacy (38%) than numeracy (26%). This trend of literacy being a greater area of need than numeracy in division 1 is consistent with last year, however, it is worth noting that there is a significant improvement in the number of students who are **not at risk** in literacy: 72% this year as opposed to 55% last year during the same time period.

For Division 2, the DIBELS results are still being populated, but 2023 spring results from Fountas and Pinnell show that 35% of our students are approaching grade-level reading while 74% are at or above grade-level reading expectations. These results also show a marked improvement in our literacy data when compared with the same period last year, when only 65% of our Division 2 students were at or above grade level in reading. Also consistent with last year is that the results show that more students are reading at or above grade level in Division 2 than in Division 1. This indicates that we are "closing the gaps" between Division 1 and Division 2, as almost 10% more students are reading at or above grade level in Division 2.

A review of literacy data based on Fountas and Pinnell in spring 2023 shows that 52.3% of Division 2 ELL students were reading below grade level. Data from this fall's DIBELS assessment is still being formulated. A review of Division 1 fall data showed 32% of ELL students were at risk, while 68% were not at risk. This is an improvement from the same time period last year as, overall, ELL students reading below grade level was 57.5% last year and now this year is only 42%. Our ELL students represent about 21% of our student population.

In analyzing data for our FNMI students, it was noted that 59% of students in Division 1 are at risk for literacy, and 25% of students in Div 2 are below grade level in reading. Our FNMI students represent just under 10% of our student population.

Our PAT results from 2022-23 in ELA show that we are doing very well in many areas. For the overall acceptable standard, we are exceeding the provincial average 83.9% to 76.2%, however we scored lower in the standard of excellence (roughly 7% lower than the provincial average). Our FNMI results were very positive, exceeding provincial averages in both standards of acceptable and excellence by 26.9% and 17.9% respectively. Our ELL student achievement in ELA mirrored our general population in being above the provincial average in the standard of acceptable (roughly 10% higher) but lower in the standard of



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excellence (roughly 7% lower).

In terms of writing specifically, the PAT data informs us that our school is slightly behind in most percentage areas. For writing in the acceptable standard, we scored 88.1% whereas the provincial average was 89.9%. In narrative and functional writing our scores were 22.4% versus 23.2% and 12.1% versus 12.6% respectively. The one area where we fell more significantly behind is in the overall writing category of excellence, where we scored roughly 11 percentage points behind the provincial average.

In numeracy, we have used the Elk Island assessment as a screening tool in Division 2, and the Alberta Ed Numeracy Screening Assessment for Division 1.

In division 1, 33.3% of grade 2 students were considered at-risk for numeracy, while 19.01% of grade 3 students were considered at-risk, which represents an overall at-risk percentage of 26%. This is slightly up from last year, where 24% of our grade 2 and 3 students were considered at-risk in numeracy during the same time period. However, last year's data shows that 25% of grade 2 students and 23.4% of grade 3 students were at-risk. Therefore, while more grade 2 students are at-risk this year, the percentage of grade 3 students at-risk this year has decreased. The 2023 data indicates that comparing numbers, ordering numbers and equations were areas with greater accuracy, while writing numbers, addition and subtraction were areas where more focus is needed, with about half of students being at-risk in these areas.

In division 2, results from the Elk Island assessment showed that students have greater accuracy in the areas of number sense (place value, ordering and comparing numbers, and number forms). This was a goal area last year, so the data indicates this has been an area of success. Grade 4 students struggled with accuracy overall more than grades 5 and 6, however, fractions, multiplication and division were demonstrated to be areas of need across division 2. These areas, as well as addition and subtraction in grade 4, will require a focus on number sense as well as patterns and equations.

A review of the numeracy data shows that 31.5% of FNMI students are at-risk in grades 2 and 3, and 53% of FNMI students in Division 2 are at-risk. Approximately one-third of Division 2 students were absent for this assessment which may have had an impact on these results.

Anecdotal evidence from our teachers indicated that the assessment results may be skewed given this high number of students who were considered to be below acceptable (60.5% in grade 4, 63.2% in grade 5 and 34.0% in grade 6). Teachers that the students being asked questions on the new curriculum which they may not have yet covered was one possible reason for the results.



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Our PAT results from 2022-23 in math show that we are slightly behind the provincial average for overall achievement (approximately 3% in both standard of acceptable and excellence). Our FNMI results were very positive, nearly doubling the provincial averages in both standards of acceptable and excellence. Our ELL student achievement was higher than the provincial average in the standard of excellence by about 8% but lower in the standard of acceptable by about 10%.

In supporting these gaps in 2022-2023, a large part of our plan was targeted interventions from a position specializing in literacy interventions. We also devoted a large part of our PLF time in 2022-2023 to focus on literacy through grade-level collaboration and a focus on adopting the Science of Reading as the new reading program and Mathology as the main numeracy program for division 1. The PLF collaboration groups also analyzed data together in order to identify areas of need and drive instruction and interventions. Many of our division 2 teachers engaged in an Empowering Writers collaboration group within the division. Time dedicated to supporting the development of a PBIS plan and The Regulated Classroom strategies also support the general climate, culture and achievement of our school. In our PLF plan for this year we are continuing with data-based focus on literacy and numeracy, as well as devoting an hour during each PLF to further develop our school PBIS plan. In this area we have moved from planning to implementation with explicit teaching of expectations and a whole-school rewards system.

We have recently begun literacy intervention groups with a division-based teacher who is focusing on students in grades 2 and 3 who are approaching grade level, with the intention of having them reach grade level within a few months. This year our budget so far only allows us to have a .2 literacy support position. However, we have established a .4 ELL position to identify and support those students moving forward through literacy groups and establishing teacher resources. So far this position has focused on performing an extensive audit of our ELL students which has resulted in identifying approximately 60 new students and supporting teachers through the new benchmarking process.

At Christina Gordon Public School our vision is to be a school, “Where students want to be and where parents want to send their kids.” Key to this is the positive climate that we endeavour to provide, where students feel safe and have a strong sense of belonging. Data in our Accountability Survey bears this out, year after year, with consistently high ratings in these areas from students, parents and teachers.

The data from the “Our School” survey, however, causes us pause. Instead of being significantly higher than the Canadian norm, as we would aspire to be, in some of these important indicators we are at or slightly below the Canadian norm. For example, with regards to, “Students with a positive sense of belonging,” Christina Gordon rates 72% compared to 79% as the Canadian norm. That is up from 66% the previous year, but still a concern. In terms of a “Positive Learning Climate,” students at Christina Gordon



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Doing What's Best for Kids



rated 6.6 out of 10 compared to 6.9 as the Canadian norm. This number has been trending down over the past three years. Similar concerns are found in other indicators on the Our School Survey, specifically, “Students with positive behaviour at school,” “Feeling safe at school,” and, “Positive teacher-student relations.”

During the 2022-23 school year, to address this concern, we started our journey to developing and implementing PBIS in our school. Positive Behavioral Intervention and Support (PBIS) is an evidence-based framework that supports students’ behavioural, academic, social, emotional and mental health. It ties in directly with our ‘Leader in Me’ initiatives.

Our PBIS team at Christina Gordon worked with staff and students to develop a school-wide behavioural matrix. Through this matrix, staff worked on establishing school-wide expectations and spent time explicitly teaching those expected behaviours. Students have clear expectations and are regularly acknowledged for the things they are doing well.

The outcome we seek is a healthy school environment where punishment isn’t the focus but rather restorative practices that focus on teaching expectations, preventing problems, and using logical consequences, where we engage with families to work toward positive outcomes. PBIS encourages a culture where every student feels valued, connected to the school community and supported by caring adults.

Supporting data

Spring 2023 - Alberta Education Assurance Measures - Overall

Assurance Domain	Measure	Christina Gordon Public 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	88.5	83.4	83.4	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	80.2	82.4	87.9	80.3	81.4	82.3	High	Declined	Acceptable
	PAT: Acceptable	62.3	71.6	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	11.5	17.9	n/a	16.0	17.7	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	90.2	91.8	94.1	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.6	86.9	86.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	77.2	81.3	81.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	86.9	82.2	86.9	79.1	78.8	80.3	Very High	Maintained	Excellent

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	Christina Gordon Public 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
In-Service Jurisdiction Needs	90.9	89.3	92.0	82.2	83.7	84.3	High	Maintained	Good
Lifelong Learning	82.4	81.4	79.1	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	91.0	84.1	87.7	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	81.5	82.5	85.7	81.2	81.9	83.4	Low	Maintained	Issue
Safe and Caring	87.1	89.5	92.9	87.5	88.8	89.1	High	Declined	Acceptable
Satisfaction with Program Access	73.1	76.1	79.7	72.9	72.6	73.9	Intermediate	Declined	Issue
School Improvement	78.7	69.4	80.0	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	83.9	87.9	88.8	83.1	84.9	84.5	High	Maintained	Good

Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	Christina Gordon Public School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	41	n/a	n/a	67	61	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	56.1	n/a	n/a	71.6	62.3	Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	9.8	n/a	n/a	17.9	11.5	Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (**Overall**)

		Christina Gordon Public School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	62	83.9	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	62	11.3	n/a	n/a	52,106	18.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	61	62.3	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	61	13.1	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	61	68.9	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	61	16.4	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Low	n/a	n/a	61	62.3	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	61	11.5	n/a	n/a	57,655	18.0	n/a	n/a

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (**FNMI**)

		Christina Gordon Public School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	n/a	n/a	8	87.5	n/a	n/a	3991	60.6	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	8	25.0	n/a	n/a	3991	7.1	n/a	n/a
Mathematics 6	Acceptable Standard	High	n/a	n/a	8	87.5	n/a	n/a	3907	42.0	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	8	12.5	n/a	n/a	3907	5.6	n/a	n/a
Science 6	Acceptable Standard	High	n/a	n/a	8	87.5	n/a	n/a	3990	46.0	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	8	12.5	n/a	n/a	3990	9.0	n/a	n/a
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	8	87.5	n/a	n/a	4332	45.3	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	8	12.5	n/a	n/a	4332	6.5	n/a	n/a

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (**EAL**)

		Christina Gordon Public School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	13	84.6	n/a	n/a	9044	73.9	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	13	7.7	n/a	n/a	9044	13.9	n/a	n/a
Mathematics 6	Acceptable Standard	Very low	n/a	n/a	13	53.8	n/a	n/a	9076	64.9	n/a	n/a
	Standard of Excellence	High	n/a	n/a	13	23.1	n/a	n/a	9076	15.2	n/a	n/a
Science 6	Acceptable Standard	Very low	n/a	n/a	13	53.8	n/a	n/a	9728	64.7	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	13	15.4	n/a	n/a	9728	17.2	n/a	n/a
Social Studies 6	Acceptable Standard	Intermediate	n/a	n/a	13	69.2	n/a	n/a	10098	65.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	13	15.4	n/a	n/a	10098	15.7	n/a	n/a

Our School Data (June 2023) - Christina Gordon Public School

