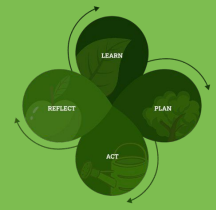


Christina Gordon Public School

Assurance Model for Christina Gordon
Richard Thorne, Emilie Giroux and Debbie Peddle
Spring 2024



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 EAL 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 24-25, Christina Gordon PLFs will continue to incorporate Leader in Me, Positive Behaviour Intervention and Support, and Mental Health Learning.

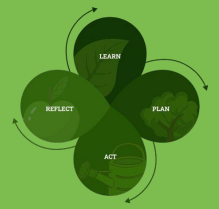
Honouring the demographic of our community, CG continues to emphasize inclusivity as a top priority, offering the Triple I program for some of our students requiring Intensive Individualized Intervention, in partnership with FSCD (Family Supports for Children with Disabilities) Under the umbrella of 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. For the 24-25 school year we will continue 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



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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

- Provision of an inclusive school environment where all are celebrated
- Strong family connection / involvement via monthly family nights and opportunities for families to be involved in the school
- Fostering of Student Leadership via the Leader in Me program
- Safe and caring school, with 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 - increase fluency in foundational skills
- Writing - Improve overall fluency and skills in decoding and comprehension. Have students create and monitor their progress for their own goals in reading/writing.
- Focus on supporting Social-Emotional and Mental Healthy by continued implementation of the PBIS program

LOCAL CONTEXT

Christina Gordon School serves a diverse community, encompassing students from ECDP to Grade 6, totaling approximately 650 students supported by 80 staff members. Our commitment to inclusivity is paramount, evident in our Triple I program catering to our early learners with exceptionalities. Embracing diversity, we cherish students from varied backgrounds, beliefs, and ethnicities, fostering a sense of belonging within our CG family. We reinforce our values with the full integration of the PBIS (Positive Behavior Interventions and Support) program. We encourage active family participation through our regular Family Nights, enhancing our community bond. We have a skilled and collaborative staff who provide excellent academic programming including our new div 2 options courses and leadership opportunities via the Leader in Me program. Additionally, we offer extracurricular activities in sports, technology and the arts.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

- Our PLF plan for 2024-25 reflects an emphasis on several priority areas by using CRM and divisional collaborative times to recount celebrations and share successes and best practices, analyze data from various assessments to track growth and identify areas of need, use reporting tools to track class and collective progress and stay accountable.

2. MATERIAL RESOURCES

- Tokens and rewards for our PBIS program
- Access to diagnostic and supportive learning tools as determined by division groups.
- Provision of Reflex Math resource, Div 2)

3. HUMAN RESOURCES

- Continued support from Division Literacy and Numeracy coordinators, division-based literacy and numeracy interventionists, if available, and staff-based ELL and FNMI support

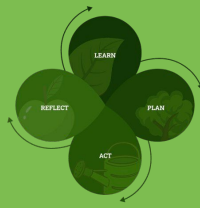
INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

Literacy - evidence of individual growth in writing and fluency via goal setting with Leader in Me Binders

Numeracy - Measurable improvement in fact fluency and mental math, and the ability to apply that knowledge to problem solving.

Social/Emotional and Mental Health -Increased staff participation in reward system (EAs and Early Learning) and decreased office referrals.



FMPSD PRIORITY AREA: Strengthen Quality Teaching and Learning

DESIRED OUTCOME: Increase literacy skills.

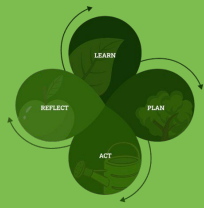
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Division 1 Based on the AB Ed Jan assessments for Grade 1, ELA at risk is 47% compared to 40% last year</p> <p>Division 2 74% are at or above grade-level reading expectations based on fall DIBELS data. 52.3% of Division 2 ELL students were reading below grade level 25% of FNMI students in Div 2 are below grade level in reading</p>	<p>Our grade 1 students have had an increase in being classified as at-risk in literacy.</p> <p>ELL and FNMI students have a higher percentage of being at risk in literacy than their counterparts.</p>	<p>Teachers are still becoming familiar with new assessments methods in Div 2.</p> <p>All teachers are adapting to new curriculum as it continues to roll out.</p>	<p>Lead Measures: Div 1- create a WIG based on reading, daily independent reading, continued implementation of UFLI, and cooperative learning (literacy centers). Div 2- create a WIG based on reading, daily independent reading, minimum of 1 comprehension reading exercise per week (using tools such as Common Lit, Read Works, Les Plans, etc.), 60 minutes of reading eggs per week, select or create a common witing rubric and complete daily journal writing. Maintain ELL and FNMI support positions, and intervention from division if it is allocated.</p> <p>Keeping Score: Div 1 - track minutes for WIG with classroom display, mini goals and rewards, track weekly UFLI assessments, Updating Progress in Power School, AB assessments Div 2 - track minutes for WIG with classroom display, mini goals and rewards, utilizing data reports from programs like Common Lit, Read Works, etc., track writing assignment scores using spreadsheet, gradebook or student goal binder.</p>	<p>Accountability Regular grade-level meetings during PLF collab time</p> <p>Report on celebrations, progress, and challenges using a short recording sheet with action items, next steps, etc. to be shared with admin</p> <p>Scheduled communication with parents (curriculum updates)</p>	<p>Div 1 - Improve overall fluency and skills in decoding and comprehension. Create individual literacy goals using the LIM binders, and measure the percentage of growth per individual.</p> <p>Div 2 - Have 80% of our students reading at or above grade level by May/June. To have 75% of students meeting expectations in writing as assessed by a common rubrics from Sep-April.</p>



FMPSD PRIORITY AREA: Strengthen Quality Teaching and Learning

DESIRED OUTCOME: Increase numeracy skills.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Div 1 - according to the AB Ed Assessment for Grade 1 in January, 34% of our students are At Risk, which is an improvement over last year at 43%.</p> <p>There has been no new standardized data from Div 2 since the Elk Island Assessment in the fall, however, teachers report anecdotally that students continue to struggle with basic operations, mental math and applying foundational skills in problem solving.</p>	<p>Provincial assessments show that students struggle with basic operations (addition, subtraction, multiplication and division).</p>	<p>Teachers are still becoming familiar with new assessments methods in Div 2.</p> <p>All teachers are adapting to new curriculum as it continues to roll out.</p> <p>There has been no division-wide assessment since the fall.</p>	<p>Lead Measures: Daily math fact practice/warm up Using common assessments (both in grade levels and provincial assessments) Use data to drive instruction and interventions</p> <p>Keeping Score: Track mastery using pre and post assessments Utilizing data reports from programs like Math Seeds, Prodigy, Mathletics, etc. Updating Progress in Power School</p>	<p>Accountability</p> <p>Regular grade level meetings during PLF collab time Report on celebrations, progress, and challenges using a short recording sheet with action items, next steps, etc. to be shared with admin</p> <p>Report data from common assessments to admin</p> <p>Scheduled communication with parents (curriculum updates)</p>	<p>Overall goal is to increase fluency in foundational skills (additional, subtraction, multiplication and division) and to be able to apply that knowledge to problem solving.</p>



FMPSD PRIORITY AREA: Maintain Safe and Caring Learning Environments and supports.

DESIRED OUTCOME: Continue the implementation of Positive Behavior Interventions and Supports (PBIS) in our school to foster a safe and caring learning environment, with a focus on consistency, staff development, and data-driven decision-making.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>AEA Data Valuing school outcomes and interest/motivation are mostly below Can. norms</p> <p>*Students have levels of anxiety above Canadian norm</p> <p>*Relevancy, safety and advocacy, and expectations for success are mostly at or above Canadian norm but area to improve</p> <p>*Grade 6s tend to score more “harsh” than 4s and 5s.</p> <p>*downward trends in relevance, student teacher relationships and climate (0.2%, 0.1%, 0.3%)</p> <p>Staff Wellness</p> <p>*50% of staff are rating occupational stress levels at 7 or above, compared with 56% division wide.</p> <p>*More staff want to continue with an hour of mental health/wellbeing time,</p>	<p>AEA data and ‘Our School Survey’ identified gaps in student learning primarily focus on low valuing of school outcomes, interest and motivation, and high anxiety levels.</p> <p>Implement targeted interventions centered around (PBIS) framework. By focusing on PBIS strategies, the school can create a supportive environment that fosters positive student behavior, emotional well-being, and increased motivation, leading to improved learning experiences and overall student success.</p>	<p>High Occupational Stress: Although the school's occupational stress levels are slightly lower than the division-wide average, 50% of staff still report high stress levels. This suggests a need for better stress management strategies and mental health support for teachers.</p> <p>Desire for Mental Health/Well-being Time: More staff members want to continue allocating time for mental health and well-being, indicating a demand for additional resources and support in this area.</p> <p>By focusing on the implementation of (PBIS), the school can address these gaps and contribute to improved teacher mental health</p>	<p>Professional Development: Enhance PBIS understanding and application by, ensuring relevance through collaborative design and delivery.</p> <p>Collaborative Learning Teams: Grade-level or division teams to analyze PBIS data, share strategies, and develop action plans.</p> <p>Coaching and Mentoring: Peer-to-peer coaching and mentoring program to support teachers in PBIS strategies, promoting collaboration and continuous improvement.</p> <p>Parent and Community Engagement: Share PBIS initiatives and successes through regular updates, recognizing positive behavior and staff efforts.</p> <p>Family Night Info : Strengthen school-community partnerships by providing resources and engaging with parents at monthly events.</p> <p>Data-Driven Decision-Making: Regularly review PBIS data to inform resource allocation and strategy adjustments,</p> <p>Student Voice and Leadership: Engage students in surveys, focus groups, and leadership roles, empowering them to create a safe and caring environment through PBIS collaboration</p>	<p>Aim for a 90% implementation fidelity rate across all classrooms and common areas, as measured by regular observations and staff feedback.</p> <p>Provide ongoing professional development sessions on PBIS strategies throughout the year, targeting 100% staff participation.</p> <p>Monitor discipline referral data to evaluate the effectiveness of PBIS strategies, with the goal of reducing office discipline referrals by 25% compared to the previous year.</p>	<p>By implementing these improvement strategies and involving stakeholders at every level, the school can effectively address gaps in PBIS implementation and teacher practice, ultimately enhancing outcomes for all students and fostering a safe and caring learning environment.</p>

Spring 2024 Supplemental Alberta Education Assurance Measures

Overall Summary from Spring 2023 AP surveys and June 23 PAT results

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

PAT Results June 2023 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 (Feb 2024) - Christina Gordon Public School

