

Christina Gordon Public School

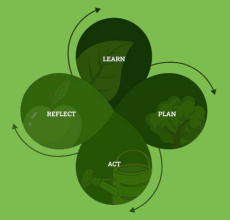
**Alberta Education Results Report
for Christina Gordon Public School**

Richard Thorne, Principal

Emilie Giroux, Vice Principal

Debbie Peddle, Vice Principal

Fall 2024



Principal's Message

Christina Gordon is an ECDP - Grade 6 school with 609 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.

Key support for our staff comes through Professional Learning Fridays (PLFs), 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, Literacy, Numeracy 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.

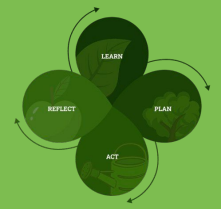
Our school provides a warm inviting climate where all are made to feel welcome, helping us to fulfill our mission that Christina Gordon be "A place where kids want to be and where parents want to send their kids". Our families are encouraged to be active members of our broader CG family by attending 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 etc..

This plan has been developed with input of of our staff and parents and lays out a path forward to continue with our focus on making Christina Gordon the best school it can be.

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
- Literacy - 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 609 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 in 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

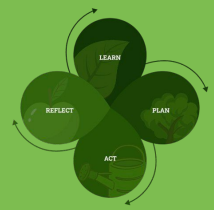
INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

Literacy - evidence of individual growth in writing and reading 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.

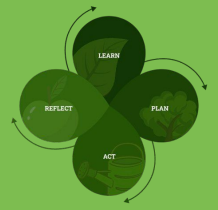
Social/Emotional and Mental Health - **To enhance our Positive Behavior Interventions and Supports (PBIS) program, ensuring a safe and caring environment for all students and staff.**



FMPSD PRIORITY AREA: Promote Growth and Success for All Students

DESIRED OUTCOME: Increase literacy skills focusing on fluency and comprehension in Div 1 and Div 2 by using LIM binders to track the percentage on individual growth, and in Div 2 have 75% of students meeting writing expectations by June by using a common assessment rubric.

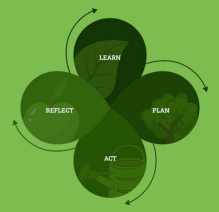
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (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>PAT data: 88.1% writing in the acceptable standard, and in excellence, we scored roughly 11 percentage points behind the provincial average.</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>Teacher anecdotal evidence suggests that students struggle with writing mechanics and structure. Compounding matters is that there is no common assessment for writing in Div 2 beyond PAT results.</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 writing 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 in a spreadsheet, gradebook and/or student goal binder using the common assessment rubric.</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>By November students will have their goal sheets in their LIM binders and Div 2 teachers will have identified the common assessment rubric.</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: Promote Growth and Success for All Students

DESIRED OUTCOME: Increase foundational numeracy skills in basic operations leading to a decrease of students being identified as at-risk.

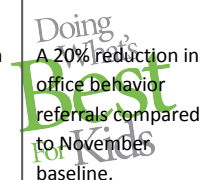
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (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, in division 1, and multiplication and division in division 2).</p> <p>In division 1, 33.3% of grade 2 and 19.01% of grade 3 students were considered at-risk in fall 2023 and 34% of grade 1 students were at risk in winter of 2024.</p> <p>A review of the numeracy data in fall 2023 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.</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. Teacher anecdotal evidence confirms that students continue to struggle with basic operations which hinders their ability to perform problem solving and multi-step problems.</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 for students be able to apply that knowledge to problem solving.</p>

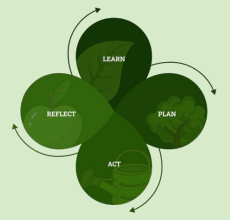


FMPSD PRIORITY AREA: To enhance our Positive Behavior Interventions and Supports (PBIS) program, ensuring a safe and caring environment for all students and staff.

DESIRED OUTCOME: A safe, caring, and inclusive school environment where students and staff thrive through the successful implementation of PBIS strategies. This will result in increased positive behavior among students, improved staff well-being, a reduction in office referrals, and ultimately promote academic success and a strong sense of community for all.

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 & 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>*Gr. 6 students provided more critical assessments than Gr. 4 and 5 students when evaluating social-emotional outcomes</p> <p>*downward trends in relevance, student teacher relationships and climate (0.2%, 0.1%, 0.3%)</p> <p>Also, 'Our School Data' indicates student's positive relationships, interest & motivation, positive behaviour at school and sense of belonging is reflected negatively.</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>By Nov. establish a baseline for the current school year using data from the initial months, and use this baseline to determine the percent improvement in positive behavior and reduction in office referrals.</p> <p>Provide ongoing PD sessions on PBIS strategies throughout the year, targeting 100% staff participation.</p> <p>Continue to dedicate time during PLF days specifically for staff wellness activities and initiatives</p> <p>Monitor and analyze the number of positive behavior acknowledgments, PBIS-related surveys, and office referrals on a monthly basis</p>	<p>By June 2024 create a safe, caring, and inclusive school environment through successful use of PBIS strategies.</p> <p>A 15% increase in positive behavior acknowledgments among students, as documented through behavior observation data and PBIS recognition systems.</p> <p>10% decrease in occupational staff stress levels among as measured by staff wellness surveys administered at the beginning and end of the year.</p> <p>A 20% reduction in office behavior referrals compared to November baseline.</p>





OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



609 STUDENTS

18% English Language Learners
22% Early Childhood Learners
10% First Nations, Métis, Inuit
10% Severe Disabilities



80 STAFF

28 ATA Employees
52 CUPE Employees



PARENTS

85% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

76 Students 25 Teachers 56 Parents

STAKEHOLDER FEEDBACK

100% of parents felt their teachers care about their child.

97% of students felt their school was good or very good.

100% of parents felt their child is safe at school.

PROGRAM PRIORITIES

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

IMPROVEMENT AREAS

- ✦ Continue to improve access to appropriate supports and services in school (CG up from 77.2 in 2023 to 79.6 in 2024. Province 79.9 in 2024)
- ✦ Continued improvement in percentage of students receiving PAT Excellence (up from 11.5 in 2023 to 17.6 in 2024. Province at 19.8)
- ✦ Continue to improve safe and caring/ citizenship, particularly in staff and students through full and consistent implementation of PBIS.

2023-2024 SCHOOL REPORT CARD

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

STUDENT LEARNING AND ENGAGEMENT

2023-2024 School Result - 87.2%
2022-2023 School Result - 88.5%
2023-2024 Provincial Result - 83.7%

EDUCATION QUALITY

2023-2024 School Result - 92.3%
2022-2023 School Result - 90.2%
2023-2024 Provincial Result - 87.6%

PAT EXCELLENCE

2023-2024 School Result - 17.6%
2022-2023 School Result - 11.5%
2023-2024 Provincial Result - 19.8%

PAT ACCEPTABLE

2023-2024 School Result - 77.9%
2022-2023 School Result - 62.3%
2023-2024 Provincial Result - 68.5%

CITIZENSHIP

2023-2024 School Result - 83.3%
2022-2023 School Result - 80.3%
2023-2024 Provincial Result - 79.4%

PARENTAL INVOLVEMENT

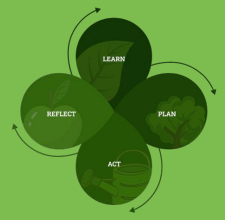
2023-2024 School Result - 84.9%
2022-2023 School Result - 86.9%
2023-2024 Provincial Result - 79.5%

ACCESS TO SUPPORT AND SERVICES

2023-2024 School Result - 79.6%
2022-2023 School Result - 77.2%
2023-2024 Provincial Result - 79.9%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2023-2024 School Result - 87.8%
2022-2023 School Result - 84.7%
2023-2024 Provincial Result - 84%



What data did we look at?

- Ab Ed Assurance measures survey results including PAT results (October 2024)
- Our school survey (Fall 2024)
- Literacy: Division 1 - Based on the fall 2024 CC3/LENS assessment, roughly 37.9% of grade 2 and 3 students were at-risk. This is an improvement compared to 39% at the same time last year. Also notable is that only 32.5% of grade 2 students were at-risk, compared to their May 2024 results as grade 1s, where 47% were at risk.
- Literacy Division 2 - In the 2024 fall DIBELS data, 50.3% of students in Div 2 are At-risk. This is an increase of at risk-students since last year, where 26% of Div 2 students were at-risk. However, we interpreted last year's numbers with scrutiny due to the DIBELS assessment being brand-new to teachers and trouble with inputting data.
- Numeracy Div 1 - The AB Gov fall numeracy data shows that 34% of our division 1 students are at-risk in numeracy (50% of grade 1, 31% of grade 2, and 23% of grade 3).
- Numeracy Div 2 - The Elk Island Assessment for grades 4-6 shows that 38% of students are at-risk. Our overall percentages have improved significantly over last year with 38% of Div 2 students identified as at-risk this year compared to 52.5% last year.
- Social Emotional: we have looked at the AERR and Our School survey results. Students report that positive relationships, sense of belonging and positive behaviour are all above Canadian norms. According to the AERR, Overall 90.9% of parents, teachers and students agree that: Students are safe at school, and are learning the importance of caring for others, are learning respect for others and are treated fairly at school. This score has increased each year since 2020 and is 3.8% higher than the province.

What did we learn about our students / staff strengths and needs?

STRENGTHS

- Compared to last year's numeracy data, 60.5% of our Gr 4s were at risk, showing that more than 10% of our current Gr 5s have improved. Likewise, 63.2% of our Gr 5s were at-risk last year, showing that our Gr 6's have improved by almost 30%.
- Students in Div 1 are showing growth in literacy and numeracy year over year.

AREAS FOR GROWTH

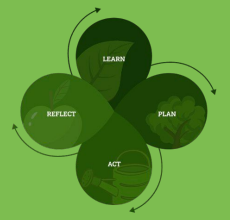
- September CC3/LENS testing is new for grade 1s this year, but our current data shows 50% at risk in literacy. The same can be said of their numeracy results.
- In div 2, grade 5s have the greatest area of need in literacy.
- According to the Our School survey Students who are interested and motivated is below Canadian norm 78% compared to 67%.
- EAL and FNMI students generally are higher at-risk in literacy and numeracy than their peers.

What did we do during 2023-2024 (last year's PLF plan)?

Our 2023-2024 PLF plan focussed on:

- Improving numeracy skills
- Improving literacy
- Improving social-emotional health, including supporting full implementation of PBIS
- Leader in Me
- First Nations Metis and Inuit
- Collaborative Response Model

Educators engaged in collaborative learning within both school-wide and grade-specific groups. These interactions provided opportunities for teachers to reflect on their individual teaching practices, share successful strategies, identify areas for growth, and collectively develop targeted plans to enhance student outcomes. This collaborative approach fostered a supportive environment that encouraged continuous professional development and improvement.



Provincial expectation for schools to look at:

ENGLISH AS AN ADDITIONAL LANGUAGE

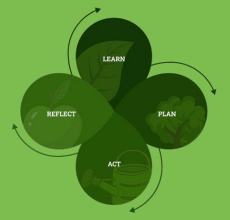
- Overall, 37% of div 1 and 52% of div 2 ELL students are at risk in literacy.
- 40.9% of div 2 students are at-risk in numeracy.
- 39% of div 1 students are at-risk in numeracy.

FIRST NATIONS, MÉTIS, INUIT

- 46.3% of div 2 students, and 62.8% of div 1 students are at risk in literacy.
- 44.6% of div 2 students are at risk in numeracy.
- 56.5% of div 1 students are at risk in numeracy.

What do we need to work at - the goals of our 2024-2025 education plan?

- Increase literacy skills focusing on fluency and comprehension in Div 1 and Div 2. Students will use LIM binders to track the percentage on individual growth, and in Div 2 have 75% of students meeting writing expectations by June by using a common assessment rubric.
- Increase foundational numeracy skills in basic operations leading to a decrease of students being identified as at-risk.
- To enhance our Positive Behavior Interventions and Supports (PBIS) program, ensuring a safe and caring environment for all students and staff.



Supporting Data Specific to School Desired Outcomes/Goals

Accountability Pillar Overall Summary- 2024

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	87.2	88.5	85.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.3	80.2	81.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	PAT6: Acceptable	77.9	62.3	62.3	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	17.6	11.5	11.5	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	92.3	90.2	91.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.8	84.6	85.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.6	77.2	79.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.9	86.9	84.5	79.5	79.1	78.9	Very High	Maintained	Excellent

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2075 Christina Gordon Public School (FNMI)

Assurance Domain	Measure	Christina Gordon Public School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Learning Supports	PAT6: Acceptable	81.8	87.5	87.5	48.7	45.3	45.3	High	Maintained	Good
	PAT6: Excellence	0.0	12.5	12.5	7.3	6.5	6.5	Very Low	Declined	Concern

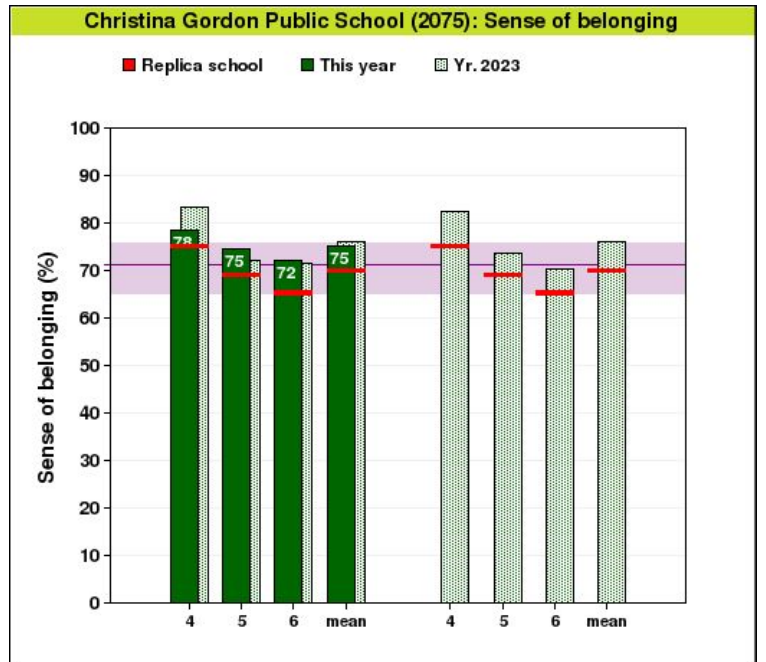
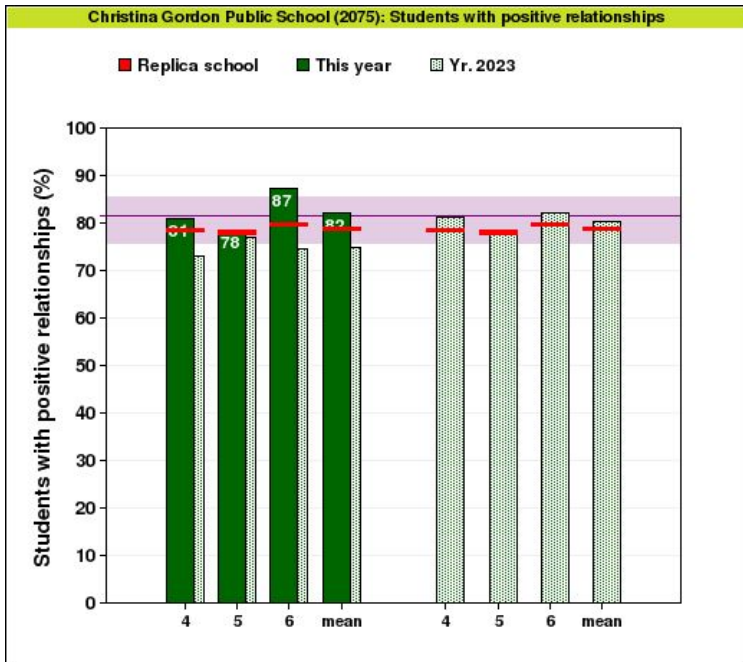
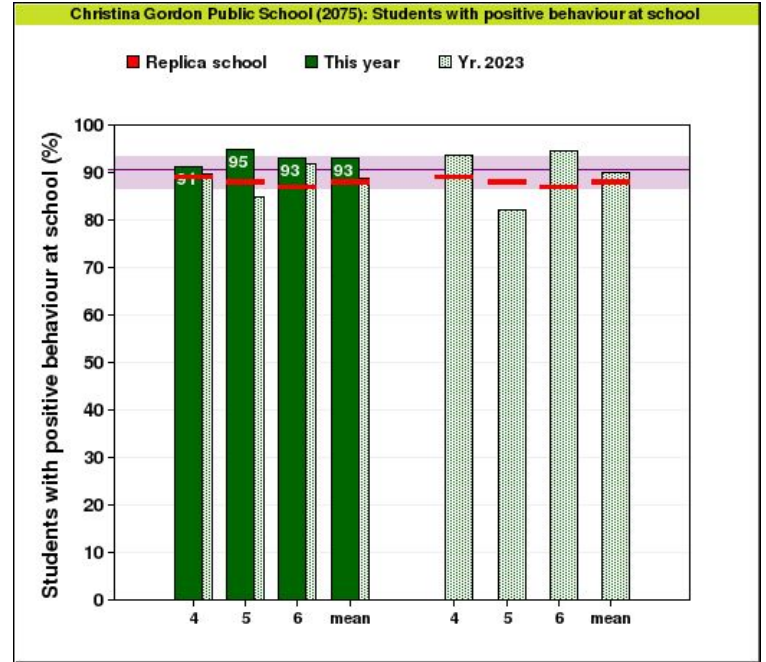
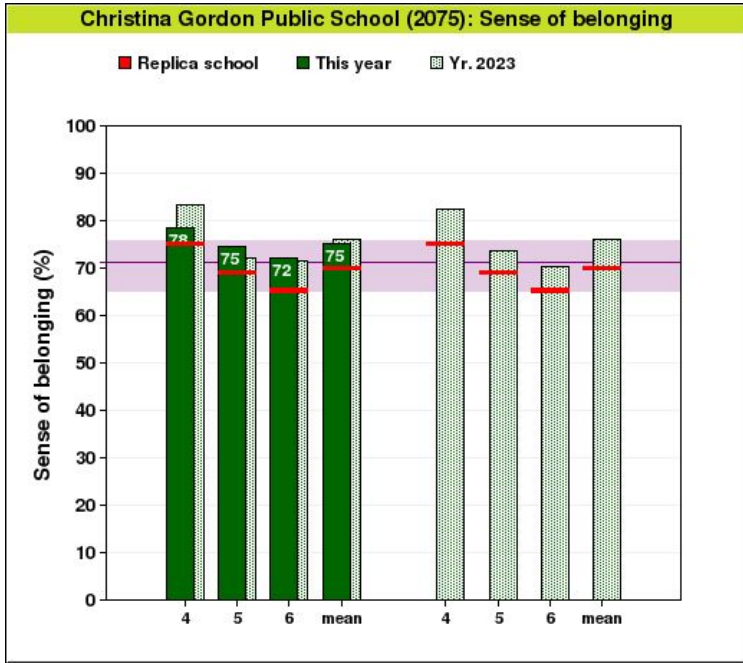
Required Alberta Education Assurance Measures - Overall Summary

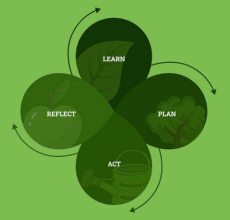
Fall 2024

School: 2075 Christina Gordon Public School (EAL)

Assurance Domain	Measure	Christina Gordon Public School (EAL)			Alberta (EAL)			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	PAT6: Acceptable	61.5	69.2	69.2	64.6	65.4	65.4	Low	Maintained	Issue
	PAT6: Excellence	7.7	15.4	15.4	16.5	15.7	15.7	Low	Maintained	Issue

Our School Report (Fall 2024)





LITERACY DATA

Number of students At-Risk in Fall 2023 and Fall 2024
Note: Grade 1 students were not assessed in 2023



CG NUMERACY DATA

Number of students At-Risk in Fall 2023 and Fall 2024
Note: Grade 1s were not assessed in fall last year

