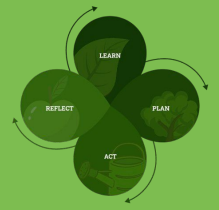


# Christina Gordon Public School

**Education Plan Alberta Education Results Report  
for Christina Gordon Public School  
Richard Thorne, Principal  
Emilie Giroux, Vice Principal  
Debbie Peddle, Vice Principal  
Spring 2025**



## Principal's Message: Moving Forward Together

Christina Gordon is a vibrant and diverse Early Childhood Development Program - Grade 6 school with 615 students, including 62 FNMI, 108 EAL, 58 students with severe needs and 138 students in our Early Learning programs. Supporting these students are approximately 80 dedicated school staff members, including 28.5 Alberta Teachers' Association teaching staff and 46 educational assistants, along with a school counselor and other essential support staff.

Embracing the diverse demographics of our community, CG prioritizes inclusivity through specialized services, which offers Intensive Individualized Intervention for students requiring specialized assistance. This initiative is in partnership with Family Supports for Children with Disabilities (FSCD), further emphasizing our dedication to creating an environment where every child feels valued and supported. We are also Alberta's first and only Language Friendly School, a program which fosters language inclusivity and promotes DEI in our school community.

Our school fosters a warm and welcoming atmosphere, which enables us to fulfill our mission of making Christina Gordon "A place where kids want to be and where parents want to send their kids." We encourage families to be active participants in our CG family by attending our engaging Family Nights.

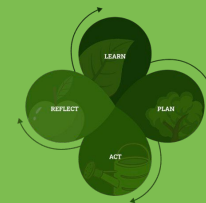
Alongside our comprehensive ECDP - Grade 6 program, we are proud to offer PEAK basketball and a range of leadership opportunities through our Leader in Me Program. In the upcoming 2025-2026 school year, we will continue providing interest-based Options blocks for Division 2 students. After-school clubs and teams cater to children of all ages and interests, whether they are passionate about sports, technology, the arts, or other engaging activities.

A crucial aspect of our school's success is our commitment to Professional Learning Fridays (PLFs). These valuable sessions provide collaborative time and professional learning opportunities in key areas to enhance student learning. In the 2025-2026 academic year, CG PLFs will continue to incorporate the Leader in Me program, Positive Behavior Intervention and Support, Literacy, Numeracy, and Mental Health Learning.

Our collaborative efforts with staff and parents have resulted in this forward-thinking plan, which outlines a clear path for us to follow as we continue striving for excellence and ensuring that CG remains an exceptional educational institution for our students and community.

Sincere Regards,

Richard Thorne, Principal



## FMPSD PRIORITIES

1. Promote Growth and Success for All Students
2. Maintain Safe and Caring Learning Environment and Supports for All

**LEARN:** Gather feedback to **learn** about areas for growth

**PLAN:** Create actionable **plans** based on feedback and available resources.

**ACT:** Implement the plans and take purposeful **actions**.

**REFLECT:** Evaluate actions and **reflect** on impact to guide next steps.

## CURRENT STATE

## LEARN

### 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

### 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 Health by effective integration of Positive Behavioral Interventions and Supports (PBIS), the Leader in Me (LIM) framework, and our code of conduct

## LOCAL CONTEXT

## LEARN

Christina Gordon School serves a diverse community, encompassing students from ECDP to Grade 6, totaling approximately 615 students supported by 80 staff members. Our commitment to inclusivity is paramount, evident in our specialized services 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 continue to 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 Div 2 options courses and leadership opportunities via the Leader in Me program. Additionally, we offer extracurricular activities in sports, technology and the arts.

## AREAS FOR GROWTH - DESIRED OUTCOMES

## PLAN

1. Growth 1 Promote Growth and Success for All Students Strengthening literacy Foundations
2. Growth 2 Promote Growth and Success for All Students Developing mathematical proficiency
3. Growth 3 Maintain Safe and Caring Learning Environments and Supports Provide a secure and supportive atmosphere for learning

## STRATEGIES FOR MOVING FORWARD

## ACT

1. PROFESSIONAL LEARNING
  - Our PLF plan for 2025-26 continues to place the 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
  - Grade level decodable text and high interest reading material
  - Reflex Math and Frax subscriptions
  - Tokens and rewards for our PBIS program.
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

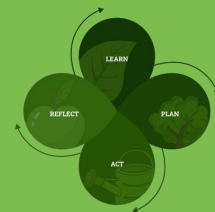
## MOVING TO DESIRED OUTCOME - INDICATORS OF SUCCESS



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 by 15% focusing on fluency and comprehension in Div 1 and Div 2, promoting continuous growth and academic success.

**CURRENT STATE (BASELINE DATA)**

LEARN

CC3 - At all grade levels CG students had more students at risk than FMPSD

LeNS - Grade 1 had more students at risk for letter sounds identification 55.9%

Div 2 - Dibels data indicates that a higher percentage of students in grades 4, 5, and 6 are identified as "at risk" in the literacy comprehension component of the assessment. This highlights a significant need to address comprehension skills at these grade levels in comparison to fluency accuracy and speed.

**WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?**

LEARN

Div. 1 Our grade 1 students continue to have more students classified as at-risk in literacy. 2. Compared to FMPSD, there are more students at risk in Literacy at all grade levels. 3. Students know their upper case letters however, LeNS focus is on lower case letters.

Div. 2 Students scored low in Comprehension

FNMI students have a higher percentage of being at risk in literacy than their peers.

ELL students although an improvement from last year, are still at higher risk than their peers.

**WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?**

LEARN

Div. 1 teachers report the need for more hands on activities, literacy games and targeted UFLI lessons to meet needs of students, and more access to level appropriate decodable texts. Teachers also report the need for weekly family communication about student learning.

Div. 2 Teachers report that they have a need for higher interest texts to engage students Teachers also report a need for weekly comprehension specific activities.

**IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE**

PLAN/ACT

Div. 1 -

- Continue with weekly review of literacy concepts through literacy games.
- Introduce levelled UFLI Targeted groups.
- Identify/acquire appropriate decodable texts.
- Dedicate more attention to effective tracking
- Have more high interest reading material for improved reading engagement.
- Ensure students are working with lower case letters through literacy games and play based learning.

Div. 2 -

- All grade levels will conduct interest inventory to ensure high engagement reading material.
- Minimum of 1 comprehension activity per week.
- Include multiple genres for comprehension discussions as whole class and small group activities.
- Ensure that all reading related activities have high focus on the higher level critical thinking questions.

**HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)**

REFLECT

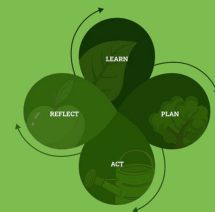
Regular grade-level meetings during PLF collab time. Report on celebrations, progress, and challenges using a short recording sheet with action items, next steps, etc. to be shared with administration. Scheduled monthly communication with parents (curriculum updates). By November students will have their goal sheets in their LIM binders. Also, in the fall we will review our Literacy data to make adjustments to our strategies if needed.

**DESIRED OUTCOME**

REFLECT

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.

Div 2 - Have 80% of our students reading at or above grade level by May/June.



**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)**

**LEARN**

Alberta Ed Numeracy screening assessment shows improvement at all grade levels except for grade 1. They stayed the same at 50% at risk. However, teachers report anecdotally that students continue to struggle with basic operations, mental math and applying foundational skills in problem solving.

**WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?**

**LEARN**

Provincial assessments show that students struggle with basic operations (addition, subtraction in division 1, and multiplication and division in division 2). In division 1, 50% of grade 1 and 49% of grade 5 students were considered at-risk in fall 2024. A review of the numeracy data in fall 2024 shows that Grade 1 and 2 has more FNMI students at-risk than their grade level peers. The data also shows that at the grade 1 and 5 levels, EAL have more students at risk than their grade level peers.

**WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?**

**LEARN**

Teachers report a need for more hands-on cooperative learning activities to help students become more proficient with number sense. Teacher report that they need to use cross curricular activities to broaden understanding and real life application. Teachers also need more engaging strategies such as Reflex Math and Frax.

**IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE**

**PLAN/ACT**

Div. 1 will continue to use cooperative learning activities to improve addition and subtraction proficiency. They will use more math games to create a positive association with math. Teachers will do monthly review of math concepts covered and will keep families informed of math goals and objectives.

Teachers in Div. 2 report the need to do weekly fluency tests. Also, use of program called 'Reflex' and 'Frax' will help improve math fluency. Teachers will do regular monthly review along with math vocabulary review. They will continue mathematics review as well.

**HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)**

**REFLECT**

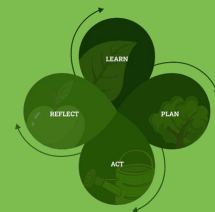
Regular grade level meetings during PLF collab time. Report on celebrations, progress, and challenges using a short recording sheet with action items, next steps, etc. to be shared with admin. Report data from common assessments to admin. Scheduled communication with parents (curriculum updates) Review results for instructional purposes, AB Ed. Numeracy Screening Assessment and Elk Island Math Assessment. Results of regular in class assessments and student math checks.

**DESIRED OUTCOME**

**REFLECT**

Enhance foundational numeracy skills in basic operations, particularly addition, subtraction, multiplication, and division, aiming to reduce the number of students identified as at-risk. This will be achieved by fostering fluency in these fundamental skills and promoting the application of this knowledge to problem-solving. Regular review and analysis of the Alberta Education Numeracy Screening Assessment and Elk Island Math Assessment will inform instructional strategies to support this goal.





## FMPSD PRIORITY AREA Maintain Safe and Caring Learning Environments and Supports

**DESIRED OUTCOME:** Our aim is to create and maintain inclusive, supportive, and emotionally secure learning environments by implementing a multi-faceted approach. By doing so, we will encourage positive student behaviors, promote social-emotional growth, and ensure academic success for all students while upholding safe and caring learning spaces with appropriate support systems.

### CURRENT STATE (BASELINE DATA)

LEARN

Our School Data indicates student's 'interest & motivation 63%, and 'positive behaviour at school' 89% is negatively reflected and is below the Canadian norm.

Behavioural data collected internally indicates that 54% of behavioural issues include : disrespectful attitude, inappropriate language, and inappropriate physical contact and it occurs 67% of the time during lunchtime.

Teachers report that student behaviour is affecting curriculum delivery. As indicated in the PLF survey, staff want to continue with an hour of mental health/wellbeing time.

### WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?

LEARN

'Our School Survey' identified gaps in student learning primarily focus on low valuing of school outcomes, interest and motivation, and high anxiety levels. Awaiting Accountability survey results for March 2025.

### WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?

LEARN

High Occupational Stress: Teachers report that there is a high amount of stress due to student behaviour and disruptions.

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.

By focusing on the implementation of (PBIS), the school can address these gaps and contribute to improved teacher mental health

### IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE

PLAN/ACT

**Professional Development:** Enhance PBIS understanding and application by, ensuring relevance through collaborative design and delivery. **Collaborative Learning Teams:** Grade-level or division teams to analyze PBIS data, share strategies, and develop action plans.

**Parent and Community Engagement:** Share PBIS initiatives and successes through regular updates and 'Family Night', recognizing positive behavior and staff efforts. **Data-Driven Decision-Making:** Continue to review PBIS data to inform resource allocation and strategy adjustments, **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.

### HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)

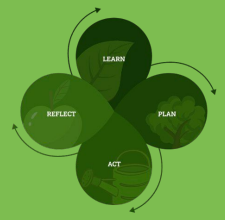
REFLECT

We will utilize baseline behavioral data collected during the 2024-2025 school year to establish our starting point for measuring progress. Our goal is to achieve a 25% improvement in positive behavior and 25% reduction in office referrals by November, with further 25% improvements in both areas by March. To support these objectives, we will provide ongoing professional development (PD) sessions on Positive Behavioral Interventions and Supports (PBIS) strategies throughout the year, aiming for 100% staff participation. We will also continue to allocate time during Professional Learning Friday (PLF) days to prioritize staff wellness activities and initiatives. Regular monitoring and analysis of the number of positive behavior acknowledgments, PBIS-related surveys, and office referrals will take place monthly to ensure we are on track to meet our goals and make adjustments as needed.

### DESIRED OUTCOME

REFLECT

Our goal for June 2025 is to further enhance our safe, caring, and inclusive school environment by successfully integrating Positive Behavioral Interventions and Supports (PBIS) strategies, the Leader in Me (LIM) philosophy, and our Christina Gordon code of conduct. We aim to achieve a 15% increase in positive behavior acknowledgments among students, as documented through behavior observation data, demonstrating an overall improvement in our school's climate and culture and a 10% decrease in occupational stress levels among staff, as measured by staff wellness surveys administered at the beginning and end of the year, indicating a more supportive and nurturing work environment for our dedicated team members. By focusing on these targets, we strive to build upon our existing foundation of safety, care, and inclusivity, creating an even more positive and thriving school community for all.



## Supporting Data Provided

1. Summary of Alberta Education Assurance Measure Results
2. Alberta Education Assurance Measure Results - EAL Report
3. Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report
4. School PLF Survey Results
5. Our School data
6. Literacy supporting data
7. Numeracy supporting data
8. Behavioural tracking data

## Summary of Alberta Education Assurance Measure Results

### Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

| 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  |

GOVERNMENT

### Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 2075 Christina Gordon Public School

| 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   |
| <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | n/a                            | n/a              | n/a                 | 52.7           | 3.5              | n/a                 | n/a                | n/a                    | n/a       |
| <a href="#">Drop Out Rate</a>                              | n/a                            | n/a              | n/a                 | 2.5            | 2.5              | 2.4                 | n/a                | n/a                    | n/a       |
| <a href="#">In-Service Jurisdiction Needs</a>              | 94.2                           | 90.9             | 90.1                | 81.1           | 82.2             | 83.0                | Very High          | Maintained             | Excellent |
| <a href="#">Lifelong Learning</a>                          | 81.2                           | 82.4             | 81.9                | 79.9           | 80.4             | 80.7                | High               | Maintained             | Good      |
| <a href="#">Program of Studies</a>                         | 90.8                           | 91.0             | 87.6                | 82.8           | 82.9             | 82.9                | Very High          | Maintained             | Excellent |
| <a href="#">Program of Studies - At Risk Students</a>      | 82.5                           | 81.5             | 82.0                | 80.6           | 81.2             | 81.5                | Low                | Maintained             | Issue     |
| <a href="#">Rutherford Scholarship Eligibility Rate</a>    | n/a                            | n/a              | n/a                 | 70.7           | 71.9             | 70.0                | n/a                | n/a                    | n/a       |
| <a href="#">Safe and Caring</a>                            | 90.9                           | 87.1             | 88.3                | 87.1           | 87.5             | 88.1                | Very High          | Maintained             | Excellent |
| <a href="#">Satisfaction with Program Access</a>           | 71.7                           | 73.1             | 74.6                | 71.9           | 72.9             | 72.7                | Low                | Maintained             | Issue     |
| <a href="#">School Improvement</a>                         | 84.3                           | 78.7             | 74.1                | 75.8           | 75.2             | 74.7                | Very High          | Improved Significantly | Excellent |
| <a href="#">Transition Rate (6 yr)</a>                     | n/a                            | n/a              | n/a                 | 60.1           | 59.7             | 60.0                | n/a                | n/a                    | n/a       |
| <a href="#">Work Preparation</a>                           | 88.9                           | 83.9             | 85.9                | 82.8           | 83.1             | 84.0                | Very High          | Maintained             | Excellent |



## Summary of Alberta Education Assurance Measure Results - EAL Report

### 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 | <a href="#">Student Learning Engagement</a>   | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Citizenship</a>   | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">3-year High School Completion</a>   | n/a                                  | n/a              | n/a                 | 72.0           | 72.8             | 76.7                | n/a                | n/a         | n/a     |
|                                | <a href="#">5-year High School Completion</a>   | n/a                                  | n/a              | n/a                 | 88.1           | 88.7             | 87.2                | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT6: Acceptable</a>  | 61.5                                 | 69.2             | 69.2                | 64.6           | 65.4             | 65.4                | Low                | Maintained  | Issue   |
|                                | <a href="#">PAT6: Excellence</a>  | 7.7                                  | 15.4             | 15.4                | 16.5           | 15.7             | 15.7                | Low                | Maintained  | Issue   |
|                                | <a href="#">PAT9: Acceptable</a>  | n/a                                  | n/a              | n/a                 | 52.7           | 55.3             | 55.3                | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT9: Excellence</a>  | n/a                                  | n/a              | n/a                 | 10.1           | 11.0             | 11.0                | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Acceptable</a>   | n/a                                  | n/a              | n/a                 | 66.3           | 67.1             | 67.1                | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Excellence</a>   | n/a                                  | n/a              | n/a                 | 14.0           | 13.8             | 13.8                | n/a                | n/a         | n/a     |
| Teaching & Leading             | <a href="#">Education Quality</a>   | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Access to Supports and Services</a>                                       | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Governance                     | <a href="#">Parental Involvement</a>  | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |

### Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2075 Christina Gordon Public School (EAL)

| 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 |
| <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | n/a                                  | n/a              | n/a                 | 46.1           | 4.6              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Drop Out Rate</a>                              | n/a                                  | n/a              | n/a                 | 2.6            | 2.5              | 2.4                 | n/a                | n/a         | n/a     |
| <a href="#">In-Service Jurisdiction Needs</a>              | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Lifelong Learning</a>                          | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Program of Studies</a>                         | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Program of Studies - At Risk Students</a>      | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Rutherford Scholarship Eligibility Rate</a>    | n/a                                  | n/a              | n/a                 | 56.8           | 60.3             | 60.0                | n/a                | n/a         | n/a     |
| <a href="#">Safe and Caring</a>                            | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Satisfaction with Program Access</a>           | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">School Improvement</a>                         | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Transition Rate (6 yr)</a>                     | n/a                                  | n/a              | n/a                 | 65.2           | 62.7             | 64.7                | n/a                | n/a         | n/a     |
| <a href="#">Work Preparation</a>                           | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |

## Summary of Alberta Education Assurance Measure Results - FNMI Report

### 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 |
| Student Growth and Achievement | <a href="#">Student Learning Engagement</a>   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Citizenship</a>   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">3-year High School Completion</a>   | n/a                                   | n/a              | n/a                 | 58.6           | 57.0             | 59.5                | n/a                | n/a         | n/a     |
|                                | <a href="#">5-year High School Completion</a>   | n/a                                   | n/a              | n/a                 | 69.4           | 71.3             | 69.1                | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT6: Acceptable</a>  | 81.8                                  | 87.5             | 87.5                | 48.7           | 45.3             | 45.3                | High               | Maintained  | Good    |
|                                | <a href="#">PAT6: Excellence</a>  | 0.0                                   | 12.5             | 12.5                | 7.3            | 6.5              | 6.5                 | Very Low           | Declined    | Concern |
|                                | <a href="#">PAT9: Acceptable</a>  | n/a                                   | n/a              | n/a                 | 41.4           | 39.4             | 39.4                | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT9: Excellence</a>  | n/a                                   | n/a              | n/a                 | 6.1            | 5.3              | 5.3                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Acceptable</a>   | n/a                                   | n/a              | n/a                 | 76.9           | 74.8             | 74.8                | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Excellence</a>   | n/a                                   | n/a              | n/a                 | 11.8           | 11.3             | 11.3                | n/a                | n/a         | n/a     |
| Teaching & Leading             | <a href="#">Education Quality</a>   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Access to Supports and Services</a>                                       | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Governance                     | <a href="#">Parental Involvement</a>  | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |

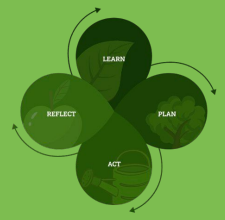
Notes:

### Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2075 Christina Gordon Public School (FNMI)

| 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 |
| <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | n/a                                   | n/a              | n/a                 | 23.5           | 1.3              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Drop Out Rate</a>                              | n/a                                   | n/a              | n/a                 | 5.2            | 5.1              | 5.0                 | n/a                | n/a         | n/a     |
| <a href="#">In-Service Jurisdiction Needs</a>              | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Lifelong Learning</a>                          | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Program of Studies</a>                         | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Program of Studies - At Risk Students</a>      | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Rutherford Scholarship Eligibility Rate</a>    | n/a                                   | n/a              | n/a                 | 43.7           | 43.9             | 41.5                | n/a                | n/a         | n/a     |
| <a href="#">Safe and Caring</a>                            | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Satisfaction with Program Access</a>           | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">School Improvement</a>                         | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| <a href="#">Transition Rate (6 yr)</a>                     | n/a                                   | n/a              | n/a                 | 36.8           | 35.5             | 36.3                | n/a                | n/a         | n/a     |
| <a href="#">Work Preparation</a>                           | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |



## School PLF Survey Results

### Summary For Christina Gordon Public School (20 responses)

The survey results indicate a generally positive perception of the learning opportunities provided this year, with a strong intention among participants to apply their professional learning in the classroom.

**Professional Learning Impact:** The learning opportunities provided this year, such as PLF time, coordinator support, and PD days, were generally well-received. A significant portion of participants (84%) agreed or strongly agreed that these opportunities contributed positively to their professional and teaching practices.

**Application of Learning:** There is a strong commitment among participants to apply their professional learning in the classroom, with 95% indicating agreement or strong agreement. This suggests a high level of engagement and readiness to implement new strategies and knowledge gained from professional development.

### Areas to investigate

- Disagreement on Learning Opportunities: A small but notable percentage of participants (16%) disagreed or strongly disagreed that the learning opportunities contributed to their professional practices. Understanding the reasons behind this dissatisfaction could help improve future professional development initiatives.

### More specifics

Participants provided various feedback on their professional learning opportunities (PLFs) this year. Key aspects that made these opportunities meaningful included **collaboration**, **sharing ideas**, and **learning new strategies**. For instance, teachers appreciated learning about indigenous culture, AI tools, new websites, and apps, and discussing complex behavior strategies.

### Several areas for improvement were highlighted:

- **More time for collaboration** with colleagues and within grades.
- **More in-person PD sessions**.
- Flexibility and **choice in PD opportunities**.
- **Improved scheduling** to avoid micromanagement and to tailor sessions more to specific needs.

### Needs for Further Support

The recurring themes for additional support were:

- Time for planning and collaboration.
- Clear differentiation strategies and handling complex behaviors.
- More autonomy and flexibility to address specific school needs.

### Evidence of Impact

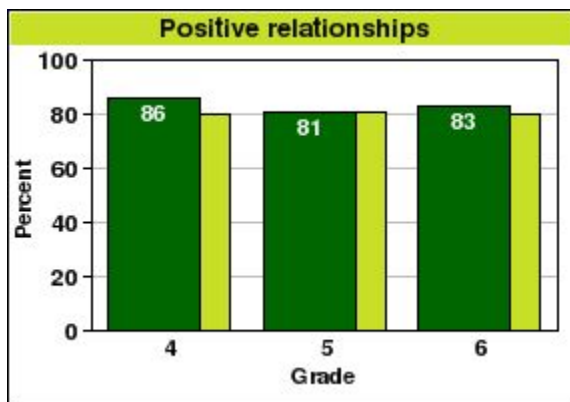
Participants noted positive impacts such as:

- Increased student engagement.
- Improved literacy and numeracy scores.
- Enhanced classroom strategies stemming from collaborative discussions.
- Use of concepts learned in PLFs to enhance instructional practices and classroom management.

Overall, while teachers appreciated the collaborative and practical aspects of their PLFs, they emphasized the need for more time, flexibility, and autonomy to make these sessions even more effective.



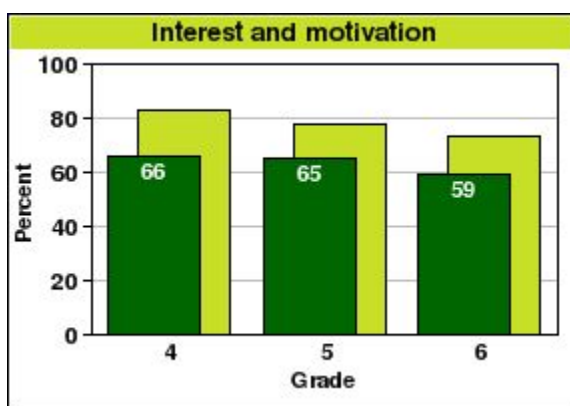
## 'Our School' Data



### Positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

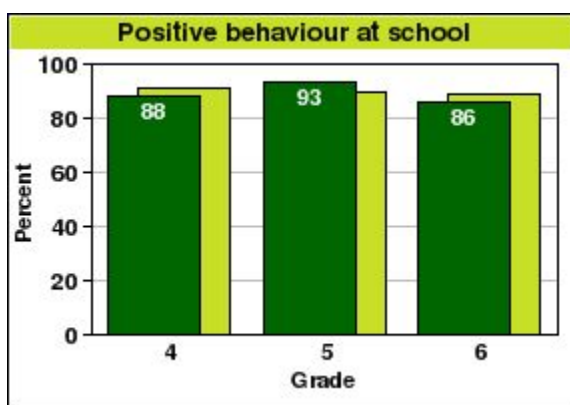
- In this school, 83% of students had positive relationships; the Canadian norm for these grades is 80%.
- 80% of the girls and 87% of the boys in this school had positive relationships. The Canadian norm for girls is 83% and for boys is 78%.



### Interest and motivation

Students who are interested and motivated in their learning.

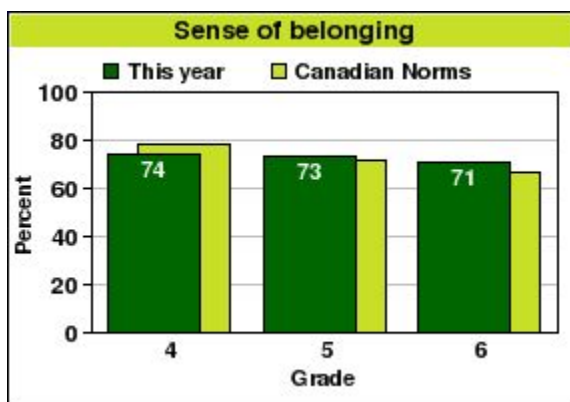
- 63% of students in this school were interested and motivated; the Canadian norm for these grades is 78%.
- 65% of the girls and 64% of the boys in this school were interested and motivated. The Canadian norm for girls is 80% and for boys is 76%.



### Positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 89% of students had positive behaviour; the Canadian norm for these grades is 90%.
- 93% of the girls and 87% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 86%.

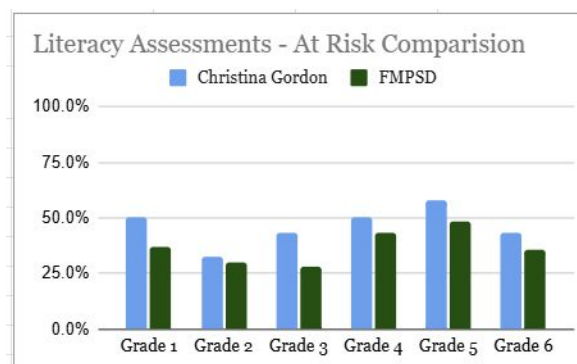
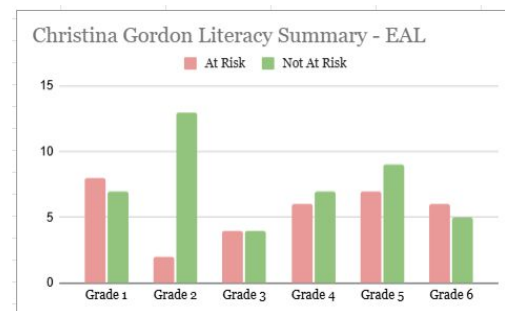
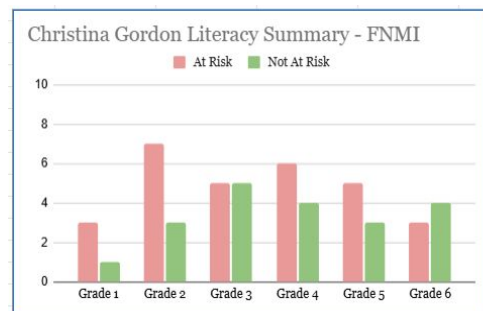
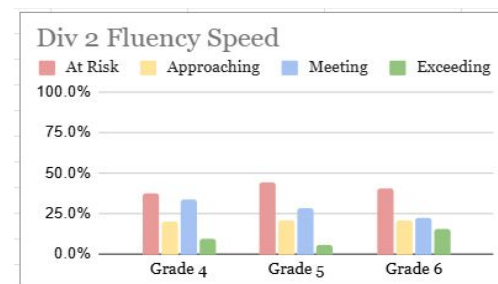
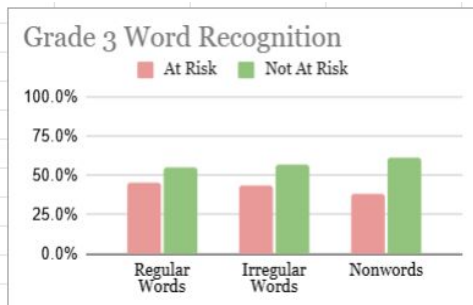
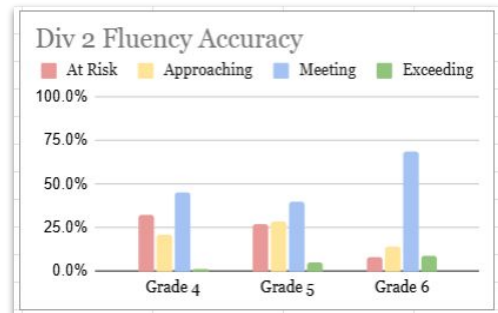
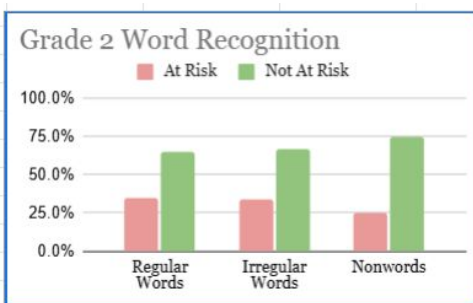
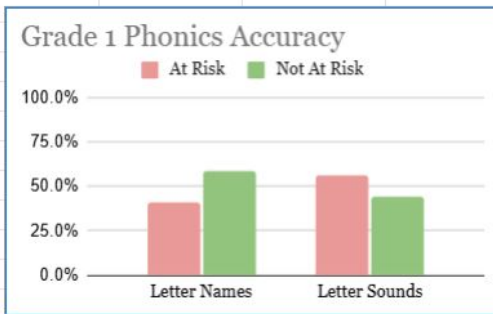


### Sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

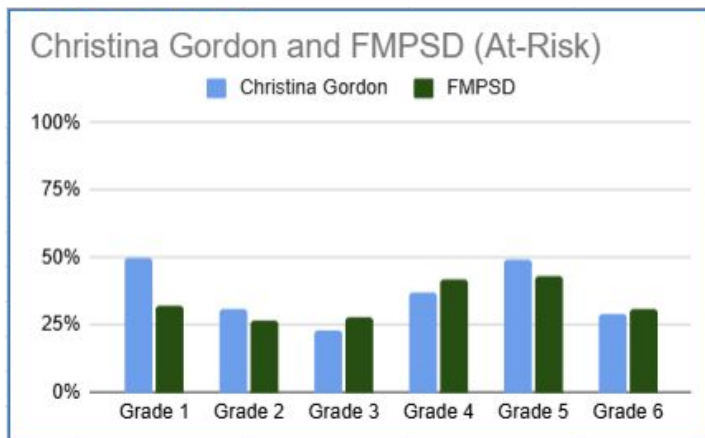
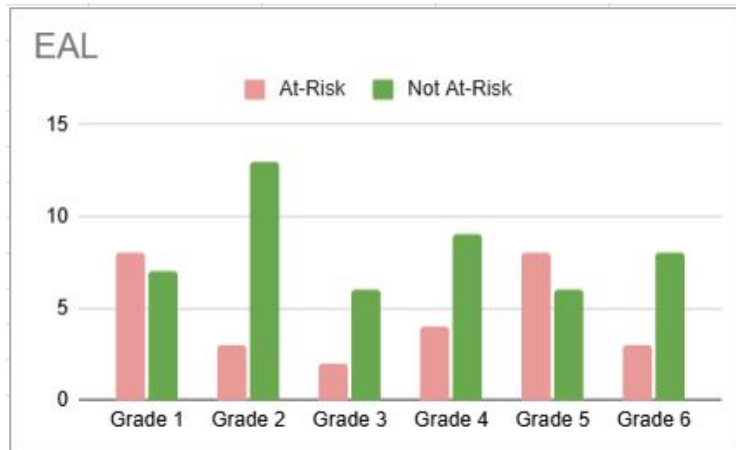
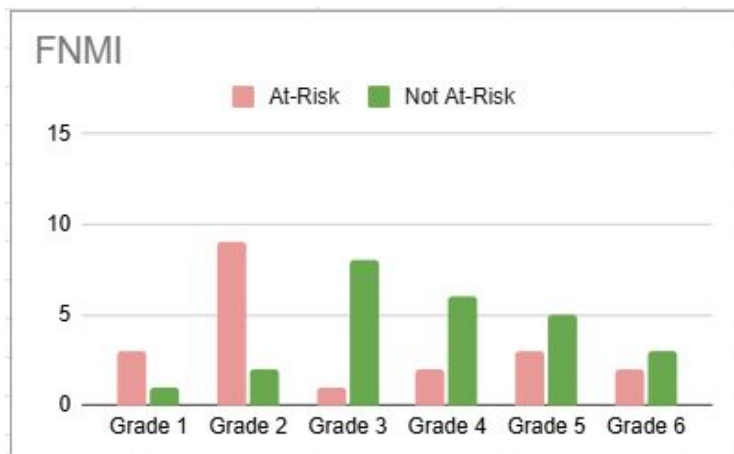
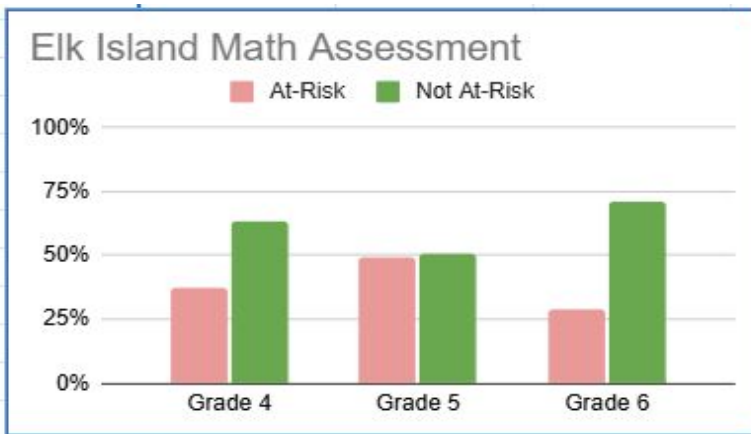
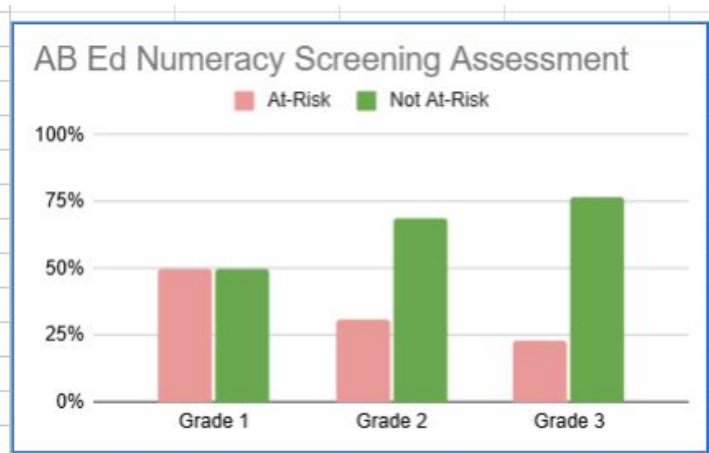
- 73% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 69% of the girls and 78% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.

## School Data - Literacy



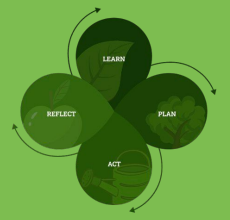


## School Data - Numeracy



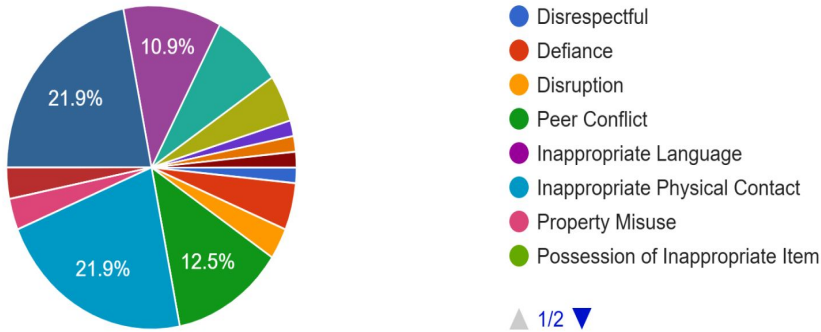
# SUPPORTING DATA

*Doing What's Best for Kids*

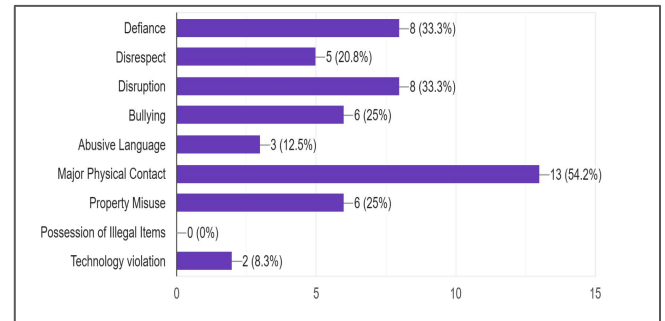


## Behavioural Tracking Data

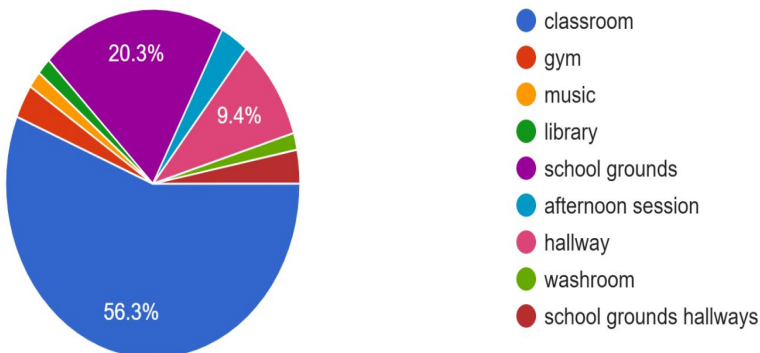
### Minor Behaviour



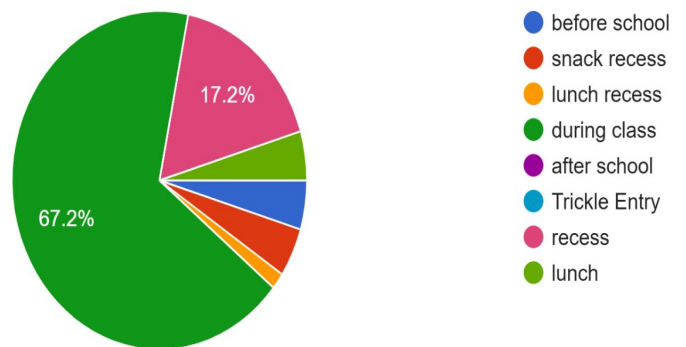
### Major Behaviour



### Location



### Time



### Office Referral

