


Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Dr. Gordon Townsend School

28 Oki Drive NW, Calgary, AB T3B 6A8 t | 403-955-7004 e | DrGordonTownsend@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Goal One: Student engagement in learning will improve.

Outcome One: Student regulation will improve through the development of executive functioning skills.

Outcome Two: Student sense of knowing themselves as a learner and being known for their school community

Celebrations

- 100% of *Student Voice Documents* had executive functioning strategies selected. Up 10% from 2023-2024.
- There was a 2.4% increase in the number of students completing a Student Voice Document at Dr. Gordon Townsend with some programs increasing engagement in the Student Voice Document from 29% to 61% (Eating Disorder Program) and 63% to 91% (Rehabilitation 2).
- 83% of students completed numeracy tasks - 8% improvement over 2023-2024.

Areas for Growth

- Increase formal assessments to include CORE Vocabulary Screening Test, Elementary Words Their Way Spelling Inventory. These formal assessments were done in 31% of students in the sample.
- Continue to focus on completing literacy tasks. 73% of students completed literacy tasks - 2% decline from 2023-2024.
- Connect explicit instruction on executive functioning skills to principles of outcomes -based assessment.

Next Steps

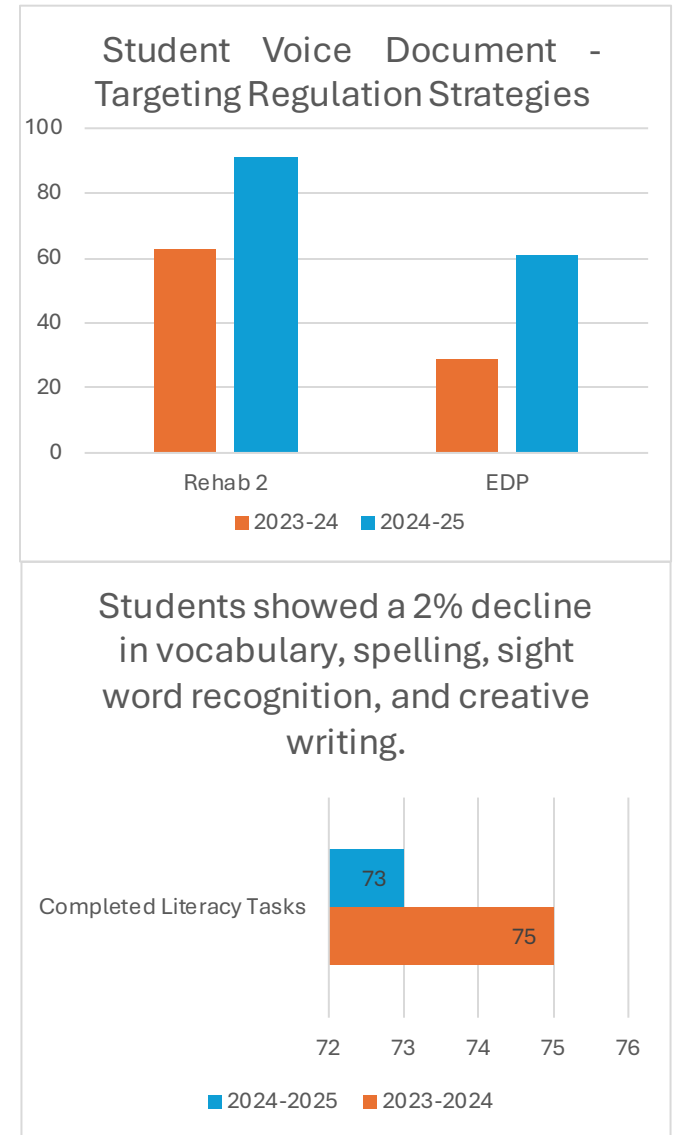
- Expanding cross-curricular learning that links Literacy, Numeracy, and SEL through targeted task design for all grade levels.
- Continue to connect explicit instruction on executive functioning skills into all task design.
- Continuing to use experiential learning to connect students to community and land in ways that strengthen belonging and engagement.

Our Data Story:

Dr. Gordon Townsend's 2024-2025 School Development centered on building student engagement in learning through the development of executive functioning skills, task design grounded in the Holistic Lifelong Learning Framework. This year our learning community worked together to strengthen student growth in Literacy, Numeracy, and Wellness. When students feel supported, they are more confident and capable learners. Guided by this, teachers aligned instruction assessment and social-emotional learning (SEL). Across all classrooms.

We understand that academic success and emotional well-being are deeply connected. Over the past year, all students at Dr. Gordon Townsend School developed a specific self-regulation goal targeting one of the eleven executive functioning skills. This focus was reflected in 100% of Student Voice Documents, each including explicit strategies for supporting self-regulation. This is up 10% from 2023-2024. Engagement with the Student Voice Document process also increased, with overall participation rising by 2.4%. Notably, the Eating Disorder Program (EDP) saw engagement grow from 29% to 61%, and the Rehabilitation 2 (Rehab2) program from 63% to 91%. Overall, these results highlight that intentional focus on executive functioning and self-regulation supports emotional awareness, academic achievement and readiness to transition beyond the program.

100% of students experienced successful transitions over the year. Teachers observed measurable improvement in executive functioning, including better use of regulation strategies, enhanced ability to follow directions, and increased perseverance in completing tasks. Students also showed progress in managing distractions, initiating tasks independently, and meeting deadlines. Many responded positively to consistent routines and expectations, which supported their regulation and readiness for learning.



To support student growth in literacy, teachers used the *Literacy Decision Tree*, *Maze comprehension*, and *spelling inventories* to identify strengths and gaps. In literacy, 31% of students completed formal assessments, showing improvement in vocabulary, spelling, sight word recognition, and creative writing. Increased engagement in reading routines, visual arts, and word games supported these gains. Teachers noticed an increased attention to detail noted in creative writing. Learning games, word tasks in a laminated booklet for easier fix of mistakes. Educational Discharge data indicated 73% of students completed literacy tasks with a 2% decline from 2023-2024.

In Numeracy, the MIPI was used to determine grade level abilities and gaps in number sense. 83% of students completed numeracy tasks - 8% improvement over 2023-2024. Students showed improvement in graphing, solving for variables, and understanding fractions and decimals. Hands-on learning tools and games enhanced engagement, while strategies such as task chunking supported students in overcoming learning reluctance and building confidence.

