



Crystal Park School

Principal: Cindy Clarkson

3-Year School Education Plan

2021/2022 – 2023/2024

Year 3 – 2023/2024



**Grande Prairie
Public School
Division**
Every Student Succeeds



**Crystal Park
School**

www.gppsd.ab.ca/school/crystalpark



GPPSD2357

Who we are!

Our Mission:

Crystal Park School is an inclusive community that works together to nurture and develop the whole child. We value; responsibility for our actions, continually raise the bar for high expectations, healthy relationships, positively contributing to our community, caring for our environment, a safe environment, individuality and embracing diversity, and taking responsibility for our learning.

**Pre-Kindergarten to
Grade 8**



503 Students



81 Staff



School Council our Partners in Education

School Council Chair: Terri-Lynn Mailman

School Council Vice-Chair: Laurie Mailman

Secretary: Marisol Bourgoin

School Trustee: Rob Martin



At Crystal Park School we...

Crystal Park is a Pre-Kindergarten to Grade 8 school with a student population of 504. Our focus as a staff with our students and families continues to be ensuring our environment is inclusive for all its members. We facilitate our vision and mission through our expectations, relationship building, and opportunities that are provided. Crystal Park School takes pride in the work we do every day to meet individual students' needs to ensure all students have the necessary supports to be successful.

Serving our students at Crystal Park School is a staff of approximately 80 people. This staff consists of 21 instructional staff, 43 educational assistants, 5 custodians, 3 administrators, a learning support teacher, an administrative assistant, a library tech, a STEM (Science Technology Engineering and Math) –lead teacher, a business manager, a KinderPAL instructor and a lifeguard.

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Intentional focus on effective planning and instructional practices that meet the learning needs of every student.

Focus: Ensure programming meets the learning needs of individual students.

Strategies:

- Professional Growth Plans are aligned with Teacher Quality Standard
- Create a collaborative culture of teacher learners.
- High yield instructional practices are expected to be used in the classroom, and professional learning is available to support teachers in this area. Ex: small group instruction
- Teachers implement daily literacy and numeracy instruction
- Targeted Numeracy Time (TNT) implemented in the elementary timetable
- STEM Learning is incorporated across curriculums

Evidence

- Improvement in Division Assurance Surveys from students, parents, and staff
- Improvement in Alberta Education Assurance Measures (AEA)
- Evidence of increased student achievement as observed on division, provincial and teacher created assessments
- Visual evidence of student engagement in the classroom
- The % of IPP goals met increases
- Attendance is more consistent, and enrolment increases

Priority: Inclusion

Outcome: Staff foster inclusive learning environments.

Focus: Intentional creation of inclusive learning environments for all students

Strategies:

- Social Emotional Learning is intentionally planned for.
- Homeroom structure implemented at the Junior High level
- Indigenous ways of knowing are incorporated to support the learning experiences of all students
- Intentional focus on creating positive and collaborative relationships with students, parents, and other stakeholders to support student learning
- Increase student voice and staff decision making opportunities
- Intentionality in planning for executive functioning skills and relationship building
- Create student focus groups with grade level representation
- Purposeful community building activities. For example, Wolverine Spirit Days(cross-graded)

Evidence

- Common language heard in the building
- Build teacher capacity to meet individual student needs
- Increased parent participation in school
- Increased student achievement
- Improvement in Division Assurance Surveys and Alberta Education Assurance Measures
- Less referrals to administration for negative peer interactions
- Increase in attendance