



Crystal Park School

Principal: Cindy Clarkson

Annual Education Results Report

2021-2022



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



**Crystal Park
School**

www.gppsd.ab.ca/school/crystalpark



GPPSD2357


Crystal Park School

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Crystal Park School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	80.2	89.1	n/a	85.1	85.6	n/a
	Citizenship	71.9	79.6	70.6	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	41.1	n/a	46.0	67.3	n/a	73.8
	PAT: Excellence	5.6	n/a	4.0	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0
	Education Quality	88.6	90.6	85.3	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.8	83.6	n/a	86.1	87.8	n/a
	Access to Supports and Services	74.8	80.8	n/a	81.6	82.6	n/a
Governance	Parental Involvement	68.7	78.9	71.6	78.8	79.5	81.5

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Results						
Overall Multi Year Summary						
Assurance Domain	Measure	Crystal Park School				
		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	89.1	80.2
	Citizenship	66.6	68.9	72.4	79.6	71.9
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	63.5	46	n/a	n/a	41.1
	PAT: Excellence	3.6	4	n/a	n/a	5.6
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	82.8	82.5	88	90.6	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	83.6	79.8
	Access to Supports and Services	n/a	n/a	n/a	80.8	74.8
Governance	Parental Involvement	78.9	65.6	77.5	78.9	68.7

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

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.

Evidence

Division Assurance Survey

Division Assurance Survey – Percentage of parents	Parents	
	CPS	GPPSD
They have an opportunity to participate in the development of IPP/IBSP		
	2021	81.8
	2022	92
They are satisfied with the quality of support		
	2021	72.7
	2022	96
They are satisfied with the access to support		
	2021	72.7
	2022	96
They are satisfied with the staff’s ability to meet the learning needs in the IPP/IBSP		
	2021	72.7
	2022	92
They are satisfied with the staff’s ability to meet the medical, behavioral and/or social/emotional needs		
	2021	81.8
	2022	92

Division Assurance Survey – Percentage of teachers agree that	Teachers	
The school uses consistent practices and structures to support diverse needs of students.		
	2021	97.6
	2022	88
Students can access programs and support to experience success with their learning.		
	2021	90.4
	2022	69

They have access to support to effectively teach students with unique learning needs.		
	2021	73.8
	2022	73
At our school we use PL Fridays to support professional growth that focuses on student achievement.		
	2021	81.8
	2022	92
At our school, we use a range of data to inform our planning, instruction, and assessment of students.		
	2021	100
	2022	96

Provincial PAT results: Crystal Park School

	All Students	First Nations, Metis, Inuit Students	English Language Learner Students
2021-2022			
2020-2021	Not written	Not written	Not written
2019-2020	Not written	Not written	Not written
2018-2019	46/4	39/0	n/a

Fountas & Pinnell Literacy Data: Crystal Park School

Grade Level	Below Grade Level 2021 %	Below Grade Level 2022 %	At Grade Level 2021 %	At Grade Level 2022 %	Above Grade Level 2021 %	Above Grade Level 2022 %
1	33.33	76.67	33.33	6	33.33	16.6
2	52.1	24	4.35	14	43.48	61.9
3	70.83	40	12.5	32	16.67	28
4	18.52	62.5	33.33	8	48.15	29.1
5	36	19	1.2	23	52	57.6
6	50	51.8	8.33	18	41.67	29.6

Discussion:

Crystal Park School has prioritized effective planning and instructional practice to meet the learning needs of every student, focusing on the professional practice standards for teachers. Over the past school year, teachers and administration worked on the expectations of quality teaching. What does quality teaching look like in a classroom? What can we expect to see in every classroom at Crystal Park School? By allowing teachers to focus on quality instruction which addresses learning

outcomes, planning engaging activities that meet individual student need, and allowing for multiple ways for students to demonstrate learning, teachers were able to explore the most effective ways to meet the learning needs of every student and increase student achievement overall. As we move forward, this will be a continued area of focus. This year, the administration is being purposeful in what their expectations are concerning quality teaching in the classroom. The administrative team is intentional during their classroom visits to purposely support teachers through immediate feedback concerning quality teaching.

The division data indicates that out of the 84 parents who answered the surveys, 96% of parents were satisfied with the staff's ability to meet the learning needs of students. This is a significant increase from last school year where the percentage was 72.7%. This is a testament to the intentional work teachers have put in during professional learning days, as well as in their own classroom ensuring they know how each of their students learns and prioritizing their ability to meet individual student needs. By using our Individual Professional Growth Plans as an area of curiosity, teachers can discover strategies and collect evidence on effective practice that has an impact on student achievement. Teacher growth plans align with the school's improvement work surrounding the professional practice standards from the previous year, and they also consider the curiosity of STEM Learning, which is an effective engagement strategy for meeting individual student needs.

There has been an increase in parent surveys surrounding the ability of parents to be involved in the development of individual program plans and behavior plans. 92% of parents expressed satisfaction, which is up from 81.8% the year previous. As a school, we have been intentional in involving parents in their child's education. Teachers collaborate with parents when determining individual goals for their children. Teachers are intentionally communicating with parents on a more consistent basis concerning the goals they have for their student by hosting individual parent meetings, taking advantage of the Parent Teacher Interview structure, and making personal phone calls. These strategies are proving to be successful as indicated in the increase we have seen in the Division Assurance Survey.

Crystal Park School ensures that daily literacy and numeracy instruction is happening in every classroom. This strategy will allow us to address the literacy rates below grade level, and those not at grade level, according to literacy and numeracy assessments performed by teachers at the beginning of this school year. For example, the data indicates that 76% of our current grade 2's and 62.5% of our current grade 5's are reading below grade level. This is concerning, and we have taken steps to address it. As a school we continue to provide literacy and numeracy intervention at the grades 2,3 and 4 level following the model established last year through the intervention program. At the grade 5 level, we can support the classroom by increasing accessibility to a second teacher during language arts to target students who need intervention.

An area of growth, as indicated by the Division Assurance Survey, is the significant decrease in the teacher's perception that students can access programs and support to experience success with their learning. As an administrative team, and staff, we have reflected on this and believe that by providing more targeted intervention opportunities, using our division supports and our learning

support teacher, and supporting student social emotional health by creating specific intervention in this area, we will see an increase in this area of the Division Assurance Survey.

Provincial Achievement Test data has indicated that there is room for growth in all areas. However, the area of growth that requires renewed focus is numeracy. Administration and the grade six teacher have analyzed the data and implemented specific strategies to address areas of concern. For example, the teacher has determined that immediate small group instruction was needed to start the school year. Exposure to more multi-step problems more regularly and use of the division numeracy coordinator to support instruction has also been implemented. Below the grade six level, students are receiving numeracy intervention through district support and classroom teachers are transferring these areas of improvement into their classrooms.

As we move forward with our strategies this school year, we are optimistic that by creating these optimal learning environments, student need will be met, the percentage of individual student goals will increase, and student achievement will increase overall at Crystal Park School.

Priority: Inclusion

Outcome: Staff foster inclusive learning environments.

Evidence

Alberta Education Assurance Measures

Percentage of parents, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.

	School			Authority			Province		
	2021	2022		2021	2022		2021	2022	
Overall	83.6	79.8		86.5	82.3		87.8	86.1	
Parent	81.3	78		87.8	80.7		88.2	86.9	
Student	79.7	80.5		77.0	75.1		79.8	77.7	
Teacher	89.9	81.1		94.9	91.0		95.3	93.6	

AEA Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly at school.									
	School			Authority			Province		
	2021	2022		2021	2022		2021	2022	
Overall	83.6	84.8		89.5	86.1		90.0	88.8	
Parent	81.3	83.8		90.8	84.9		90.5	89.5	
Student	79.7	84.4		82.6	80.9		84.0	82.5	
Teacher	89.9	86.2		95.1	92.5		95.4	94.3	

AEA Safe and Caring

Division Assurance Survey

Division Assurance Survey – Percentage of students agree that		Students
School staff know me		
	2021	70.9
	2022	66
They can access support for personal concerns		
	2021	73.5
	2022	68
Teachers care about me		
	2021	89.2
	2022	86
At least one adult in my school I can connect with		
	2021	73.1
	2022	75
They are satisfied with the staff's ability to meet the medical, behavioral and/or social/emotional needs.		
	2021	81.8
	2022	92

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents	Students	Staff
	CPS	CPS	CPS
Students are acquiring and applying Indigenous foundational knowledge	80%	90%	93%

Discussion:

As part of our school improvement planning, Crystal Park School is dedicated to fostering inclusive learning environments. According to Alberta Education Assurance Measures, Crystal Park School remains below provincial average for students and teachers who feel that learning environments are welcoming, caring, respectful and safe. However, we have seen an increase in the

student demographic in these areas. For example, we have increased 4.7% in students who believe they are safe at school, learning the importance of caring for others, and are treated fairly at school. As a school we have continued to implement strategies to impact these areas of growth. All teachers have been trained in PATHS to implement into their daily instruction and continue to do so this school year. We have also utilized the Tri-District Wellness team to instruct Dialectical Behavior Therapy. We will implement it at the Junior High level for a second year and with grade 6 students. Teachers are intentional in their communication and involve parents to ensure that parents are aware of their child's progress in all areas of their learning. An area of growth at Crystal Park School continues to be around students feeling like school staff know them. We have dropped 4 % in this area despite the intentionality of staff in the previous year trying to connect with students. This is an area where we as the staff can have an impact by ensuring we take the time to have individual conversations with students when we recognize they may need additional support on a day. As a receiving school of grade 7's from Hillside and Maude Clifford, it is difficult within a few months to have students feel completely comfortable in a new school setting. To address this concern, we will continue with our visits to each school for the Turkey Dinner and the Christmas store. We will seek out opportunities to be more visible in each building with events such as literacy week. We are also intentional in planning for school tours in the Spring and having individual classroom conversations concerning electives and what grade 7 looks like.

This year we also have access to our mental health lead once a week and a social worker to serve our Indigenous students. We will continue to prioritize students for services who will need additional support. We continue to purposefully implement cultural ways of knowing into our school community. Teachers ensure their instruction takes into consideration indigenous foundational knowledge, and regularly invite our Indigenous liaison into our classrooms to share her knowledge and teachings. The Seven Sacred Teachings are being used as another example of a social emotional learning tool. Students are recognized every six weeks for their demonstration of a Sacred teaching. This will lead to a school wide language around desired characteristics of a welcoming and caring environment such as respect and honesty. Currently, our Division Assurance Survey indicates that staff and students are 93% and 90% satisfied with our ability to acquire and apply Indigenous foundational knowledge within our school setting.

We also ensure that all members of our school community are represented visibly with the inclusion of the Metis flag, Treaty 8 flag, and 2+LGBTQ flag. Teachers intentionally respect their students by ensuring they use students preferred pronouns, as well as intentionally recognizing important events in different cultures.