



# Crystal Park School

Principal: Cindy Clarkson

## Annual Education Results Report

2022-2023



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



**Crystal Park  
School**

[www.gppsd.ab.ca/school/crystalpark](http://www.gppsd.ab.ca/school/crystalpark)

   **GPPSD2357**

# Crystal Park School

## Fall 2023 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	80.9	80.2	80.2	84.4	85.1	85.1
	Citizenship	64.1	71.9	72.1	80.3	81.4	82.3
	3-year High School Completion	*	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	52.9	35.5	n/a	63.3	64.3	n/a
	PAT: Excellence	0.0	3.2	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a
	Education Quality	82.6	88.6	88.3	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.2	79.8	79.8	84.7	86.1	86.1
	Access to Supports and Services	67.4	74.8	74.8	80.6	81.6	81.6
Governance	Parental Involvement	54.3	68.7	73.1	79.1	78.8	80.3

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 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.

Assurance Domain		Measure	Crystal Park School				
			2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	89.1	80.2	80.9	
	Citizenship	68.9	72.4	79.6	71.9	64.1	
	3-year High School Completion	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	46	n/a	n/a	35.5	52.9	
	PAT: Excellence	4	n/a	n/a	3.2	0	
	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	82.5	88	90.6	88.6	82.6	
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	83.6	79.8	73.2	
	Access to Supports and Services	n/a	n/a	80.8	74.8	67.4	
Governance	Parental Involvement	65.6	77.5	78.9	68.7	54.3	

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	86
2022	92	87
2023	92	85
They are satisfied with the quality of support		
2021	72.7	82
2022	96	83
2023	80	80
They are satisfied with the access to support		
2021	72.7	80
2022	96	82
2023	76	80
They are satisfied with the staff’s ability to meet the learning needs in the IPP/IBSP		
2021	72.7	84
2022	92	85
2023	84	84
They are satisfied with the staff’s ability to meet the medical, behavioral and/or social/emotional needs		
2021	81.8	88
2022	92	87
2023	80	84

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
	2023	89
Students can access programs and support to experience success with their learning.		
	2021	90.4
	2022	69
	2023	83
They have access to support to effectively teach students with unique learning needs.		
	2021	73.8
	2022	73
	2023	76
At our school we use PL Fridays to support professional growth that focuses on student achievement.		
	2021	81.8
	2022	92
	2023	95
At our school, we use a range of data to inform our planning, instruction, and assessment of students.		
	2021	100
	2022	96
	2023	100

### Provincial PAT results: Crystal Park School

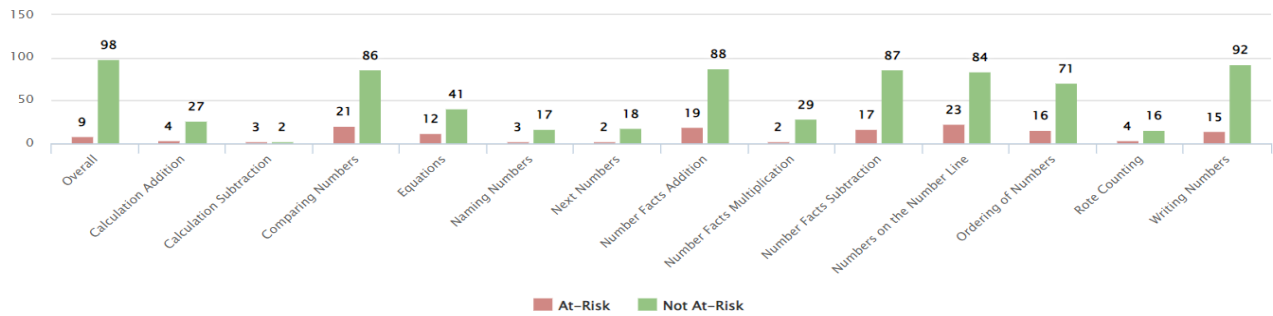
	All Students	First Nations, Metis, Inuit Students	English Language Learner Students
2022-2023	52.9/0	67/0	100/0
2021-2022	41.1/5.6	0/0	n/a
2020-2021	Not written	Not written	Not written
2019-2020	Not written	Not written	Not written
2018-2019	46/4	39/0	n/a

## Fountas & Pinnell Literacy Data: Crystal Park School

Grade Level	Below Grade Level 2021 %	Below Grade Level 2022 %	Below Grade Level 2023 %	At Grade Level 2021 %	At Grade Level 2022 %	At Grade Level	Above Grade Level 2021 %	Above Grade Level 2022 %	Above Grade Level 2023 %
1	33.33	76.67	48	33.33	6	14	33.33	16.6	38
2	52.1	24	38	4.35	14	8	43.48	61.9	53
3	70.83	40	23	12.5	32	23	16.67	28	55
4	18.52	62.5	22	33.33	8	28	48.15	29.1	50
5	36	19	50	1.2	23	21	52	57.6	29
6	50	51.8	23	8.33	18	57	41.67	29.6	20

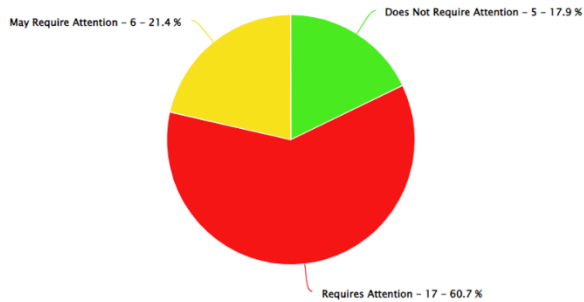
### Task Category Comparison

Count of Students by Mastery – 107 Students  
School: Crystal Park School; School Year: 2022 – 2023; Grade: All; Period: All



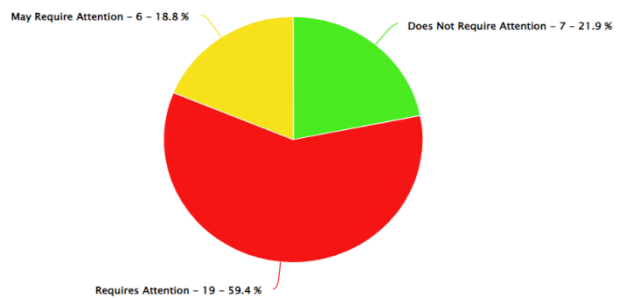
## Numeracy Results for Crystal Park School 2022-2023 (K-4)

Expectation Breakdown Results for 28 students



MIPI Results Grade 5: 2022-2023

Expectation Breakdown Results for 32 students



MIPI Results Grade 4: 2022-2023

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**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? 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. Along with this planning, teachers were also looking at how to make learning more engaging for our students as a STEM school of choice. As we move forward, this will be a continued area of focus. This year, the administration is intentional in what their expectations are concerning quality teaching in the classroom. The administrative team ensures their classroom visits purposely support teachers through immediate feedback on quality teaching, and the teachers have indicated that they find value in the administrative visits.

The division data indicates that out of the 95 parents who answered the survey, we have seen a decrease in parent satisfaction with our staff's ability to meet the learning needs of students. The teachers have intentionally been addressing individual learning needs of students, but the number of students needing individual programming has increased significantly, thus putting more stress on teachers to program for more students. We believe by ensuring teachers are provided with the professional learning necessary to address learning needs, and by providing time to ensure teachers are making personal phone calls to parents regarding their students learning plans, there will be improvement in our survey data surrounding this area of concern.

There has also been a decrease in parent surveys surrounding the ability of teachers to meet the learning goals of individual program plans. While parent involvement has remained the same at 92%, parent confidence has decreased from 92% to 84%. Teachers have intentionally reached out to parents more consistently to ensure parent voice is heard in the creation of individual program plans, behaviour plans, and action plans, as well as how their students are progressing towards their goals, and the strategies they use to help the student succeed. 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. We are hopeful that by following through with these intentional actions, we will see an increase in this area of the survey in the coming year.

This school year the teachers are focusing more on individual students as separate divisions (elementary and junior high) due to the results of the survey data. The Junior High team is focusing on executive functioning skills. As a whole student body, we see a decrease in the student's ability to attend to these skills that help them to be successful at school. Therefore, we have switched to a junior high generalist structure to ensure the teachers have more of an opportunity to build relationships, routines, and build executive functioning skills more intentionally with a small group of students. Early data indicates that we are seeing less peer conflict, more success in self-advocacy

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skills. In addition to the Division supporting intervention programming, the elementary team has an intentional focus on targeting numeracy skills. We have structured into our day Targeted Numeracy Time to work specifically on needed skills for students as a whole grade 1-6 approach. Early data indicates that this has significant impact on the reinforcement of the learning outcomes, and we are anticipating growth in numeracy outcomes by end of June.

Teacher growth plans align with the School Plan. When developing their focuses, teachers consider the work that has been supported in the past through professional learning, such as intentional planning, as well as considering our programming as a school of choice for STEM learning. All of these are effective engagement strategies for meeting individual student needs. Teachers are also very purposeful in the creation of their inquiry questions. Teacher questions are evidence informed, they consider the needs of the students and the general composition of needs in their classrooms, and personal professional growth areas. Taking into consideration and aligning all of this, teachers have created thoughtful questions that will impact their own growth as well as have the most impact on overall student achievement.

An area of celebration is the significant increase we have seen in the teacher's perception that they are receiving support for students to access programs and support to experience success in their learning. The survey indicates an increase from 69% to 83%. As an administrative team, and staff, we have reflected on this and believe that by continuing to provide 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 continue to see an increase in this area of the Division Assurance Survey.

Due to implementation of the new curriculum, Crystal Park School only participated in the science and social studies Provincial Achievement Tests. Data has indicated that there is room for growth in all areas. However, we did see an increase in the acceptable standard in social studies and were still within 5% of the provincial average for science. Administration and the grade six teacher have analyzed the data and implemented specific strategies to address areas of concern.

As we move forward with our strategies this school year, our assumption is by creating these optimum learning environments, student needs 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	2023	2021	2022	2023	2021	2022	2023
Overall	83.6	79.8	73.2	86.5	82.3	82.4	87.8	86.1	84.7
Parent	81.3	78	67.9	87.8	80.7	82.4	88.2	86.9	85.6
Student	79.7	80.5	77.5	77.0	75.1	74.1	79.8	77.7	76.6
Teacher	89.9	81.1	74.3	94.9	91.0	90.7	95.3	93.6	92.0

*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	2023	2021	2022	2023	2021	2022	2023
Overall	83.6	84.8	79.1	89.5	86.1	86.0	90.0	88.8	87.5
Parent	81.3	83.8	71.4	90.8	84.9	85.3	90.5	89.5	88.1
Student	79.7	84.4	82.9	82.6	80.9	80.2	84.0	82.5	81.5
Teacher	89.9	86.2	83.0	95.1	92.5	92.6	95.4	94.3	93.0

*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
	2023 71
They can access support for personal concerns	
	2021 73.5
	2022 68
	2023 78
Teachers care about me	
	2021 89.2



	2022	86
	2023	84
At least one adult in my school I can connect with		
	2021	73.1
	2022	75
	2023	76
They are satisfied with the staff's ability to meet the medical, behavioral and/or social/emotional needs.		
	2021	81.8
	2022	92
	2023	80

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			
2022	80%	90%	93%
2023	89%	89%	98%

**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. As a school we have continued to implement strategies to impact these areas of growth. Elementary teachers continue to implement the PATHS program as an intentional social emotional learning strategy, and the junior high teachers have implemented the Classroom Champions program. In addition to these two strategies, we are also utilizing the Mental Health Capacity Building team to present to our grade 6 students with the Dialectical Behavior Therapy program and utilizing the homeroom structure at the junior high level to address concerns of anxiety, transition issues, and overall executive functioning skills. There is an increase in the data of 5% that shows students feel school staff know them, and an increase of 10% that staff can support students with their personal concerns. This is evidence of the intentional teaching that is occurring in classrooms around social emotional learning, and the effort of teachers to ensure they are meeting individual student need in all areas of growth.

This year we also have access to our mental health counselor three times a week. This is responsive to the needs of our student population at Crystal Park School. We believe this will be another layer of additional support to help our students feel welcome and safe in our building. We continue to prioritize students for services who need additional support.

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At Crystal Park School 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 deliberate and intentional practice supports a consistent structure to embed common language around desired characteristics of a welcoming and caring environment such as respect and honesty. In addition to these strategies, we are inviting an Elder in once a month to connect curricular outcomes to Indigenous ways of knowing. We have also solidified presentations by another Elder to speak with our grade 7 classes around the concept of kindness, acceptance, tolerance and where we go now with truth and reconciliation. Currently, our Division Assurance Survey indicates that parents, staff, and students are 89%, and 98% satisfied with our ability to acquire and apply Indigenous foundational knowledge within our school setting.

Collaborating with staff to understand the student achievement and survey data is essential in building an understanding to guide decision making and identify strategies that will impact improvement. Staff, student, and parent engagement enables voices to be heard and concerns to be brought forward allowing administration to understand these multiple perspectives and gain a deeper understanding of results. This intentional planning will allow us to continue to increase the results in our data.