



# Crystal Park School

Principal: Josh Hartman

## Annual Education Results Report

2023-2024



**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 2024 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	<b>87.0</b>	80.9	80.5	<b>83.7</b>	84.4	84.8
	Citizenship	<b>75.3</b>	64.1	68.0	<b>79.4</b>	80.3	80.9
	3-year High School Completion	n/a	*	n/a	<b>80.4</b>	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	<b>88.1</b>	88.6	87.3
	PAT6: Acceptable	<b>48.8</b>	52.9	52.9	<b>68.5</b>	66.2	66.2
	PAT6: Excellence	<b>9.3</b>	0.0	0.0	<b>19.8</b>	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	<b>62.5</b>	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	<b>15.4</b>	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	<b>81.5</b>	80.3	80.3
Diploma: Excellence	n/a	n/a	n/a	<b>22.6</b>	21.2	21.2	
Teaching & Leading	Education Quality	<b>90.6</b>	82.6	85.6	<b>87.6</b>	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>82.1</b>	73.2	76.5	<b>84.0</b>	84.7	85.4
	Access to Supports and Services	<b>78.2</b>	67.4	71.1	<b>79.9</b>	80.6	81.1
Governance	Parental Involvement	<b>71.1</b>	54.3	61.5	<b>79.5</b>	79.1	78.9

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

## Fall 2024 AEA 5 Year Comparison

<b>Alberta Education Assurance Measures Results</b>		Crystal Park School				
Overall Multi Year Summary		2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	89.1	80.2	80.9	87
	Citizenship	72.4	79.6	71.9	64.1	75.3
	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
	PAT6: Acceptable	n/a	n/a	35.5	52.9	48.8
	PAT6: Excellence	n/a	n/a	3.2	0	9.3
	PAT9: Acceptable				n/a	n/a
	PAT9: Excellence				n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	88	90.6	88.6	82.6	90.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	83.6	79.8	73.2	82.1
	Access to Supports and Services	n/a	80.8	74.8	67.4	78.2
Governance	Parental Involvement	77.5	78.9	68.7	54.3	71.1

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
2024	88	78
They are satisfied with the quality of support		
2021	72.7	82
2022	96	83
2023	80	80
2024	79	72
They are satisfied with the access to support		
2021	72.7	80
2022	96	82
2023	76	80
2024	76	72
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
2024	82	73
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
2024	79	88

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
	2024	78
Students can access programs and support to experience success with their learning.		
	2021	90.4
	2022	69
	2023	83
	2024	83
They have access to support to effectively teach students with unique learning needs.		
	2021	73.8
	2022	73
	2023	76
	2024	78
At our school we use PL Fridays to support professional growth that focuses on student achievement.		
	2021	81.8
	2022	92
	2023	95
	2024	100
At our school, we use a range of data to inform our planning, instruction, and assessment of students.		
	2021	100
	2022	96
	2023	100
	2024	86

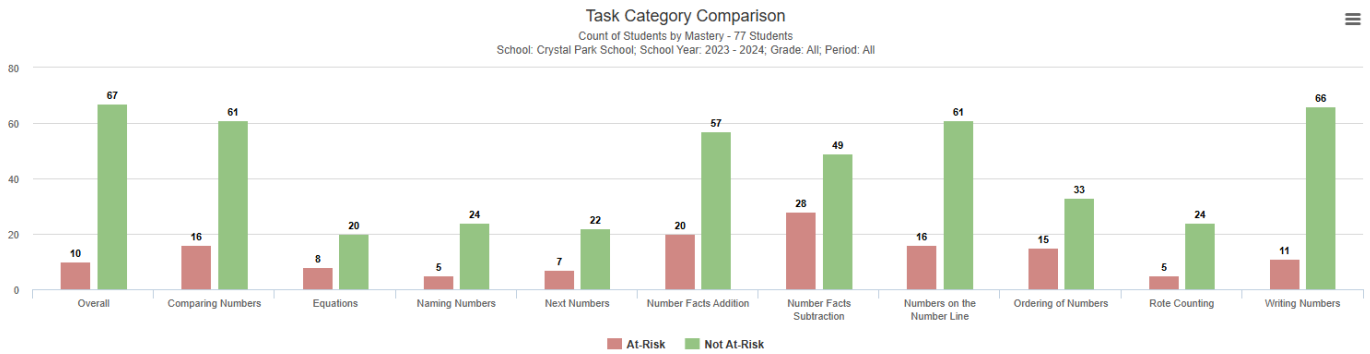
### Provincial PAT results: Crystal Park School

	All Students	First Nations, Metis, Inuit Students	English Language Learner Students
2023-2024	48.8/9.3	21.4/0	n/a
2022-2023	52.9/0	n/a	n/a
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

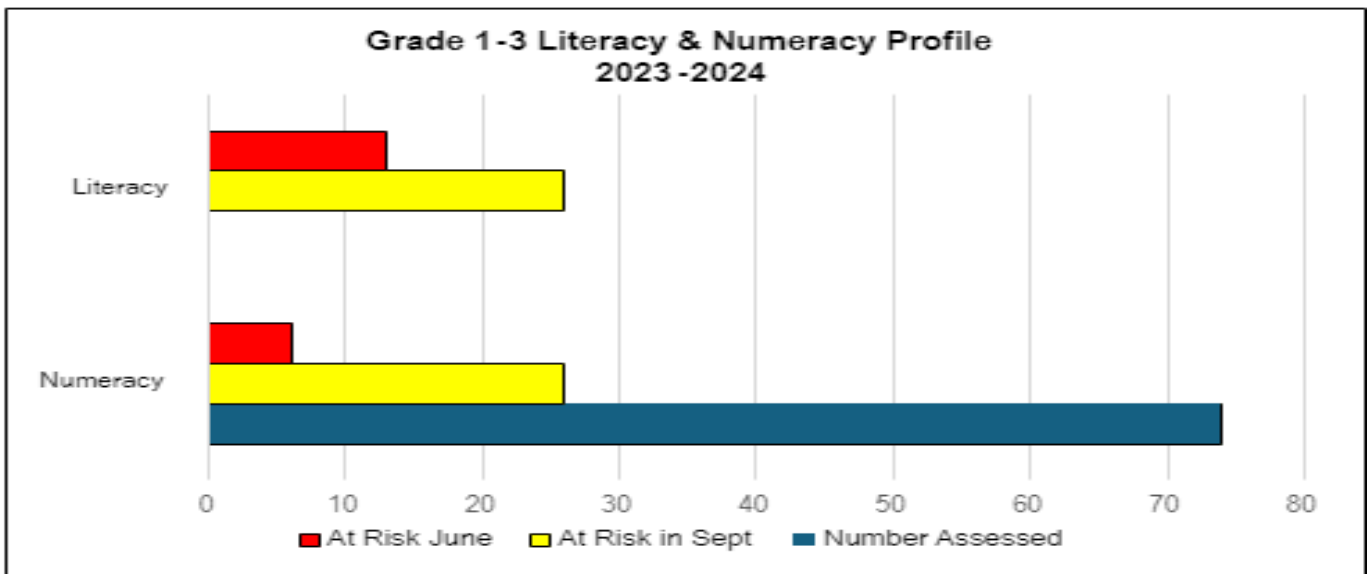
## Fountas & Pinnell Literacy Data: Crystal Park School

Grade Level	Below Grade Level 2021 %	Below Grade Level 2022 %	Below Grade Level 2023 %	Below Grade Level 2024 %	At Grade Level 2021 %	At Grade Level 2022 %	At Grade Level 2023 %	At Grade Level 2024 %	Above Grade Level 2021 %	Above Grade Level 2022 %	Above Grade Level 2023 %	Above Grade Level 2024 %
1	33.33	76.67	48	44	33.33	6	14	6	33.33	16.6	38	50
2	52.1	24	38	45	4.35	14	8	0	43.48	61.9	53	55
3	70.83	40	23	33	12.5	32	23	30	16.67	28	55	37
4	18.52	62.5	22	20	33.33	8	28	15	48.15	29.1	50	65
5	36	19	50	25	1.2	23	21	31	52	57.6	29	44
6	50	51.8	23	58	8.33	18	57	23	41.67	29.6	20	19

## Provincial Numeracy Assessment (Grades 1-3)



## Intervention Data



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**Discussion:**

Over the last 3 year education plan cycle Crystal Park has prioritized effective planning and instructional practice to meet the learning needs of every student. Over the past school year, teachers and administration worked on the expectations of quality teaching to determine what quality teaching looks like in a classroom. Professional learning allowed teachers to focus on quality instruction which addresses the Alberta Education learning outcomes. This included planning engaging activities that meet individual student need and allowing for multiple ways for students to demonstrate learning. An ongoing strategy is the inclusion of our STEM programming which engages students in a unique way of learning while developing competencies in the areas of collaboration, critical thinking, problem solving, and innovation.

The division data indicates that out of the 103 parents who completed the survey, we have seen a slight decrease in parent satisfaction with our staff's ability to meet the learning, medical, behavioral and/or social/emotional needs of students. Professional learning continues to be priority on how teachers can support the individual learning needs of each student and will continue to as the diverse student population continues to grow. We believe by ensuring this continues to be a focus as a school our teachers and staff will be provided with the necessary tools to support diverse learning needs. Ongoing communication as a priority between school and home about learning needs and student planning provides assurance for parents.

The survey results also indicate that although teachers believe that they have access to support to effectively teach students with unique learning needs they believe the school is inconsistent with the practices and structures to support diverse needs of students. Further discussion and collaboration on this area is needed to understand the disconnect. An area we want to celebrate and believe a continued focus is on the structures of our professional learning Fridays where 100% of our teachers believed the time was effective in supporting professional growth. Providing in a consistent structure with clear communication of our learning plan while still seeking feedback each month allows us to be responsive to the work we are doing. Along with collecting feedback, an area we continue to work on, is pulling in various data sources that connect to our planning and learning.

A strategy employed last year was Junior High classes switching to a generalist model that focused on having a single teacher for all core subjects. The goal was to support students in developing their executive functioning skills as evidence suggested that students struggled to attend to these necessary skills and needed further support. We understand there is a balance between supporting students and developing skills of advocating and independence as they get older and ready for high school. Our strategy moving forward is to find a balance between highly supported and the development of independence to ensure students are ready for high school and life beyond school. To balance this our strategy will be a pod-style classroom setup with 2 core teachers sharing the same two groups of students. This ensures teachers have the ability to get to know each of their students and their needs while ensuring content is taught at a high level.

A strategy employed last year was targeting elementary numeracy skills. The structure included daily Targeted Numeracy Time to work specifically on needed skills for students as a whole

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grade 1-6 approach. The evidence for this strategy was inconsistent, especially when it came to forming the right groups and targeting the necessary skills. Also, the amount of time wasn't enough to focus on specific skills effectively, teachers found small group instruction within their own classrooms provided better results.

In addition to the focused work on our professional learning Fridays our teachers continue to engage in inquiry professional growth plans. Teacher questions are evidence informed, they consider the needs of their students and the general composition of needs in their classrooms, and personal professional growth areas. They develop a plan of strategies to implement and measure their impact. Seeing the various inquiry questions align with our school plan reinforces the importance of the work we are doing.

Limited Provincial Achievement Test data is available as Alberta Education continues to implement curriculum. We participated in only the grade 6 Social PAT last year and our results show there is room for improvement. We continue to analyze the data from the assessments year to year with our grade 6 teachers as a strategy to target the specific areas, topics and types of questions our students continue to struggle with. This upcoming year we will have new PAT assessments in ELAL, Math and Science. This will allow us to use the new set of data to target areas of growth in the new curriculum.

Looking at our current data and trends from previous years we are continuing our focus on being responsive to our students and their needs. We continue our focus on developing teacher and staff capacity to be able to make the necessary adjustments in practice to ensure optimal learning.



## 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	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	83.6	79.8	73.2	82.1	86.5	82.3	82.4	81.5	87.8	86.1	84.7	84.0
Parent	81.3	78	67.9	87.2	87.8	80.7	82.4	81.6	88.2	86.9	85.6	85.3
Student	79.7	80.5	77.5	74.9	77.0	75.1	74.1	73.4	79.8	77.7	76.6	75.2
Teacher	89.9	81.1	74.3	84.3	94.9	91.0	90.7	89.5	95.3	93.6	92.0	91.6

*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	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	87.4	84.8	79.1	87.2	89.5	86.1	86.0	85.7	90.0	88.8	87.5	81.7
Parent	87.5	83.8	71.4	92.9	90.8	84.9	85.3	85.9	90.5	89.5	88.1	88.0
Student	84.1	84.4	82.9	78.9	82.6	80.9	80.2	79.5	84.0	82.5	81.5	80.4
Teacher	90.5	86.2	83.0	89.9	95.1	92.5	92.6	91.6	95.4	94.3	93.0	92.9

*AEA Safe and Caring*

#### Division Assurance Survey

Division Assurance Survey – Percentage of students agree that	Students
School staff know me	
	2021
	2022
	2023
	2024
They can access support for personal concerns	
	2021
	2022
	2023
	2024

Teachers care about me		
	2021	89.2
	2022	86
	2023	84
	2024	91
At least one adult in my school I can connect with		
	2021	73.1
	2022	75
	2023	76
	2024	78
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
	2024	79

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%
2024	92%	93%	95%

### Discussion:

An ongoing area of focus is ensuring our school fosters inclusive learning environments. Our intentional focus on this area has a great impact on ensuring our school is a welcoming, caring and safe place to learn. Our families, students, and staff belong to a community that work together to support student learning and development. This is a priority that remains a centerpiece for our community as we believe it is essential and at the core of optimal learning.

An area that we want to highlight and celebrate according to Alberta Education Assurance Measures, is the area of learning environments being welcoming, caring, respectful and safe. Our survey results show an overall growth of 9% to 82% just below the provincial average. We saw a large growth in both staff and parents. Student results dipped slightly, and this is an area we will continue to investigate.

Along with the area of safety we have seen significant growth in our overall results that students are safe at school, are learning the importance of caring for others, are learning respect for

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others, and are treated fairly at school. We saw an increase of 8% to 87% which is above the provincial average. Another piece of evidence is when students were asked do my teachers care about me where we saw significant growth by increasing over 10% in both grade 7 and 8. This growth can be attributed to the strategies and intentional focus within our education plan.

Some of the strategies we have continued are Elementary teachers implementing the PATHS program as an intentional social emotional learning strategy, while the junior high teachers have continued to implement the Classroom Champions program. We have expanded the Classroom Champions program to grades 5 and 6 as well this year. In addition to these two strategies, we are also utilizing the Connect team, formerly known as the Mental Health Capacity Building team, to work with our classrooms on promoting positive mental health.

We continue to access our mental health counselor three times a week. This is responsive to the needs of our student population at Crystal Park School. This is another layer of support to help our students feel welcome and safe in our building as well as provide services to students who need additional support. This is evident in the results of our students when asked about the access to support for personal concerns and connecting with at least one adult in our building.

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. Currently, our Division Assurance Survey indicates that parents (92%), staff (95%), and student (93%) are satisfied with our ability to acquire and apply Indigenous foundational knowledge within our school setting.

Student recognition, parental involvement, and culture building opportunities are a few other areas we prioritize at Crystal Park to ensure we build our sense of belonging. Award celebrations each term allows us to make intentional recognition of our students in relation to STEM learning and Wolverine Attributes. Each month we have also started our Wolverine DEN live assembly that engages our whole school in a virtual assembly that incorporates recognizing classrooms for their efforts in taking pride in our school, and individual students who received blue slips for displaying acts of kindness.

We have once again established a school council that involves parents in our school community. We look at our school plan and results report to engage parents with our school's evidence. We also seek feedback from parents in new initiatives like structures of Parent Teacher Interviews, assemblies, and support the planning of community events. Involving our parents in these areas allows us to continue building our sense of belonging and community.