



Crossing Park

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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.

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

Goal One: Student achievement across disciplines will improve through fair, equitable, and transparent assessments

Outcome One: Increased use of conversations to equitably support and assess achievement

Celebrations

- 62% decrease in division 1 students identified as 'at risk' in literacy according to Early Years Assessment results.

- 13.08% decrease in division 1 students identified as 'at risk' in numeracy according to Early Years Assessment results.
- 33% decrease in division 2 students scoring in the 'at risk' range according to the Dibels Maze Assessment results
- 4.5% increase in division 3 students achieving indicator 4 on English Language Arts report card stem "Constructs meaning and makes connections through speaking".
- 2.5% increase in division 3 students achieving indicator 4 on Mathematics reporter card stem "Patterns and Relations – uses algebraic reasoning to represent patterns and relationships".

Areas for Growth

- Increasing the number of students achieving 3s and 4s on reporting stems across disciplines
- Increasing opportunities for learning opportunities with Indigenous Knowledge Keepers and Elders

Next Steps

- Tracking student vocabulary and comprehension using Core Vocabulary Screener and DIBELS Maze
- Using manipulatives, visual models, and open-ended tasks to build conceptual understanding in Number Sense
- Improving task design to elicit levels 3 and 4 through professional learning- including better use of assistive technologies
- Improving teacher assessment calibration through PLCs and focused PL opportunities

Our Data Story:

Crossing Park School is a large K-9 learning community with 1025 students. Demographic highlights include a large EAL community (79%). Of these, 16% of students are identified as LP 1 or LP 2. Approximately 9% of students have designated special education codes for complex learning needs.

Learning Excellence

Indicators of Learning Excellence at Crossing Park encompass a wide range of assessment metrics spanning K-9. Some aggregate data that was used to measure progress includes the Early Years Assessments, the CORE Vocabulary and Dibels Maze reading comprehension screening, the CBE Student Survey, the OurSCHOOL Student Survey, the Alberta Assurance in Education Survey.

Prior to targeted interventions, data showed that 50% of students (K-3) were identified as “at risk”. A 62% improvement occurred following the process, which supported a drop in the total number of students identified as “at risk” to 31%. (Early Years Intervention Results 2025)

Promising progress was evident from our elementary cohort who showed some strong improvements in numeracy: 13.08% of students were identified as ‘at risk’ after receiving targeted interventions. (Early Years Assessment results 2025)

An improvement of 4.5% in students achieving an indicator of 4 in the English Language Arts stem "Constructions meaning and makes connections through speaking". (CBE Report Cards, Grades 7-9)

Increase of 4.5% in students achieving 4s for the English Language Arts stem "Reads to explore, construct, and extend understanding". (CBE Report Cards Grades 7-9)

Increase of 2.5% in students achieving 4s for the Mathematics stem "Patterns and Relations - uses algebraic reasoning to represent patterns and relationships". (CBE Report Cards, Grades 7-9)

Well-Being:

Evidence of strong improvements were markedly evident pertaining to our focussed work on well-being over the past year. Our collective data rose from 69.31% to 74.10%. Emotional Health summary spoke to strong increases in student confidence and agency, whereby the percentage of students responding that they “ask for help when needed” increased by 4.44%.

Confidence in community also improved according to the Alberta Assurance in Education Survey. The percentage of students who agree that their learning environments are welcoming, caring, respectful, and safe has improved from 81.6% to 86.4% between 2024 and 2025.

Moreover, the percentage of parents who agree that students have access to the appropriate supports and services at school has improved from 81.2% in 2024 to 86.4% between 2024 and 2025. Significantly, the percentage of parents satisfied with parental involvement in decisions about their child's education also improved from 67.2% to 93.3% between 2024 and 2025.

Areas for Improvement

Numeracy

- Comparative data sets indicate the Crossing Park students receiving 2 (grade level) and 3 indicators on CBE Report Cards are normative and, in some cases outperform Area 4 and the CBE. However, results in Math Stem pertaining to *Understands and applies concepts related to number, patterns and algebra* illustrates a pronounced gap. For example, Crossing Park School data illustrates that 12.34% of students achieved an indicator of 4 versus 18.22% in Area 4 and 30.47% of students in the CBE.
- The percentage of grade 9 students achieving the Standard of Excellence and the Acceptable Standard on the Math Part A and Math Part B provincial achievement tests declined. There are clear context-based factors that influences achievement for different student groups from year to year, but we will focus on improving these scores.

Literacy

- According to report card data, an area for growth is the number of students achieving 4s in reading and writing.
- The percentage of grade 9 students achieving the Standard of Excellence and the Acceptable Standard on the ELA Part A and ELA Part B provincial achievement tests declined. While we know there are contextual variables that strongly impact achievement for different student groups from year to year, we will focus on improving this metric.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

| Assurance Domain | Measure | Crossing Park School | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|---|----------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|-----------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 90.7 | 86.6 | 88.0 | 83.9 | 83.7 | 84.4 | Very High | Improved | Excellent |
| | Citizenship | 82.3 | 82.2 | 81.5 | 79.8 | 79.4 | 80.4 | Very High | Maintained | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 81.4 | 80.4 | 81.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 87.1 | 88.1 | 87.9 | n/a | n/a | n/a |
| | PAT9: Acceptable | 50.9 | 55.7 | 56.7 | 62.5 | 62.5 | 62.6 | Very Low | Declined | Concern |
| | PAT9: Excellence | 4.6 | 7.8 | 8.5 | 15.6 | 15.4 | 15.5 | Very Low | Declined | Concern |
| | Diploma: Acceptable | n/a | n/a | n/a | 82.0 | 81.5 | 80.9 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 23.0 | 22.6 | 21.9 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 92.1 | 88.0 | 89.5 | 87.7 | 87.6 | 88.2 | Very High | Improved | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 87.3 | 87.9 | 86.0 | 84.4 | 84.0 | 84.9 | High | Maintained | Good |
| | Access to Supports and Services | 85.2 | 83.1 | 83.4 | 80.1 | 79.9 | 80.7 | High | Maintained | Good |

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|------------|--------------------------------------|------|------|------|------|------|------|------|------------|------|
| Governance | Parental Involvement | 81.2 | 73.1 | 74.3 | 80.0 | 79.5 | 79.1 | High | Maintained | Good |
|------------|--------------------------------------|------|------|------|------|------|------|------|------------|------|