



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

Crossing Park School

500 Martindale Blvd NE, Calgary, AB T3J 4W8, Calgary, AB T3J 4W8 t | 403-777-7195
f | 403-777-7198 e | acbews@cbe.ab.ca

School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Crossing Park School is a large K-9 learning community with 1085 students. Demographics highlights include a large EAL community (74%). Of these, 17% of students are identified as LP1 or LP2. The percentage of refugee students has risen by 2% since the 2023 school year.

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 included a locally developed Math Reasoning task, the CORE Vocabulary Screener, a locally developed well-being survey, and the Alberta Assurance in Education survey.

Grades K-3

- Early Numeracy Data
 - Grade 1 - 85.71% of our students were identified at-risk compared to 75.35% in the province
 - Grades 2 and 3 – fewer students were identified at-risk compared to the province, 56.25% compared to 66.65% and 68.97% compared to 76.32%, respectively
- LeNS (Letter Name and Sounds) data indicated that 64.86% of our students are at-risk.



- CC3 – 56.96% of students were identified at-risk

Grades 4-9 Literacy

CORE Vocabulary Screener – Changes to students requiring intensive intervention

Grade 4	30% fewer students
Grade 5	35% fewer students
Grade 6	26% fewer students
Grade 7	64% fewer students
Grade 8	57 % fewer students
Grade 9	65% fewer students

Grade 9 ELA PAT demonstrated some academic strengths pertaining to writing.

- 77.5% of students scored “Acceptable Standard” with 12.5% receiving “Standard of Excellence”

Grades 4-9 Numeracy

Locally Developed Math Reasoning Measure - changes to students achieving 1s. The increased complexity likely accounts for the higher number of 1s observed on the second task.

Grade 4	+12%
Grade 5	+33
Grade 6	-13%
Grade 7	+26%
Grade 8	-9%
Grade 9	+8%

The results from our grade 9 Math PAT data revealed a gap pertaining to mental math.

- 45.62% of our students scored at or above the acceptable standard on Part A compared to 60% of the province.
This aligns with findings from a locally developed confidence survey, where 42.6% of JH students reported feeling the least confident in math and science—more than double the percentage of students expressing a similar lack of confidence in humanities.

Well-Being

Crossing Park’s Well-Being data is generally encouraging. Data from the CBE Student Survey reveals that students feel strongly cared for by staff.

- 94% affirming that “My teachers want me to be successful”
- 86% affirming that “My teachers care about me”





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

An identified area of growth is increasing students' confidence

- CBE Student Survey revealed that 30% of students lack confidence in themselves as a student.
- A locally developed survey revealed that between 50-60% of our JH students indicated that "being called upon without warning" and/or "presenting in front of the class" are situations where they feel the least confident.

Student voices drawn from K-9 "street data" suggest that this can be largely attributed to students requiring more equitable assessment to demonstrate their knowledge and skills through conversational means. Local-based data measures reveal that

- 58% of students who lack confidence in learning said they felt more confident when articulating their understanding via oral expression with targeted groups.

Truth & Reconciliation, Diversity, and Inclusion

Crossing Park School is a large and diverse K-9 population (1085 students) comprised of more than 75% of students identified as English as Additional Language (EAL) learners. The growth of refugees and Learning Proficiency 1 (LP1) learners has also expanded steadily and currently stands at 6.5%. Data from the CBE Student Survey illustrates

- a strong sense of inclusion within the community. 86% of students noted that they were "proud to be a part of the school".
- 90% of students were "learning about Indigenous ways"
- over 80% of students who identify as Indigenous could clearly "see their culture reflected in the school"





School Development Plan – Year 1 of 3

School Goal

Student achievement across disciplines will improve through fair, equitable and transparent assessments.

Outcome

Increased use of conversations to equitably support and assess achievement.

Outcome Measures

- ELA Report Card Indicator Achievement:
 - *Speaks to represent*
- EAL Benchmarks
 - *Speaking*
- Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include:
 - *I have confidence in myself as a student*
- Locally developed survey: Correlation questions includes:
 - Teacher confidence in assessing conversational data
- *Provincial Achievement Test – Grade 6 and 9 Numeracy- Part A and B*

Data for Monitoring Progress

- Student Perception Data- local based measure
- Teacher Perception Data- local based measure
- “Look Fors” data from class visits focused on
 - Increased use of oral language tasks
 - Visible learning objectives
 - use of home language to express understanding

Learning Excellence Actions

- Embed oral language strategies (including think-pair-share, sentence frames, Talk Moves and wait time)
- Illicit evidence of student understanding via oral language
- Co-design and implement task design templates that support

Well-Being Actions

- Establish and engage multi-grade focus group to gather “street data”
- Promote agency in students with a wider range of assessment modalities to support their oral expression of understanding

Truth & Reconciliation, Diversity and Inclusion Actions

- Offer more opportunities to express understanding in student home language
- Embed intentional and ongoing homeroom circle models designed around the





oral language
strategies

Professional Learning

- *EAL Strategist Support with focus on Picture-Word Inductive Model*
- *System Professional Learning (K-6) and Middle Years*
- *Local professional development with focus on refining equitable task design and assessment*

Structures and Processes

- *Whole school collaborative response*
- *Community (K-9) task design template*
- *Community (K-9) homeroom protocols*
- *Crossing Park problem-solving model – Ignore, Move, Explain, Stop, Teacher, Reconcile (IMEST+) (emphasis on “e” with FBI (Feel, Behavior, Implication) strategy*
- *Refined and focused look fors- emphasis on oral language strategies.*

Resources

- *Principal Leadership For Racial Equity, Raskin, Krull & Felix (2021)*
- *Grading for Equity, Feldman (2021)*
- *Getting “Think-Pair-Share” Right, <https://ascd.org/blogs/getting-the-think-pair-share-technique-right>, D.William (2021)*
- *Crossing Park School K-9 Homeroom circle protocol*

