

## Crossing Park School

500 Martindale Blvd. NE, Calgary, AB T3J 4W8 t | 403-777-7195 f | 587-933-9788 e | [crossingpark@cbe.ab.ca](mailto:crossingpark@cbe.ab.ca)

### 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

### CBE 2024-27 Education Plan



#### 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

## School Development Planning

### Introduction

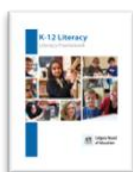
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 a school annual results report. This report demonstrates improvement results and next steps and 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).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

<https://crossingpark.cbe.ab.ca/school>





# School Development Plan – Year 2 of 3

## School Goal

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

## Outcome:

Improve assessment calibration and scaffolding in task design and assessment criteria to elicit level 3 and 4 understanding from students.

## Outcome Measures

- Science/Math/Social Studies/ELA Report Card Indicators – looking for increase in 3s and 4s
- EAL Benchmarks: Speaking
- Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include: “I am confident in myself as a learner”, “I share my ideas and ask questions in mathematics class” and “I ask for help when I need it.”

## Data for Monitoring Progress

- Student Perception Data – locally based measure
- Teacher Perception Data – locally based measure
- “Look-fors” data from class visits focused on increased use of oral language, clear and transparent assessment criteria,
- Professional Learning sessions related to assessment calibration

## Learning Excellence Actions

- Embed oral language strategies (including think-pair-share, sentence frames, Talk Moves, and wait time)
- Elicit evidence of student understanding via oral language
- Establish frameworks and provide time for effective assessment calibration

## Well-Being Actions

- Well-being Action Committee Students will analyze street data with teacher support
- Well-Being Action Committee will teach students in younger grades about the Feel Behaviour Indication (FB) framework and design scenario-based practice learning opportunities for them
- Integrate FBI problem-solving framework and scenario-based practice into grades 5-9 classes beyond homeroom circle

## Truth & Reconciliation, Diversity and Inclusion Actions

- Continue to increase opportunities to express understanding in student home language using assistive technologies and tasks that embed first languages and visuals
- Continue to embed intentional and ongoing homeroom circle models designed based on the Holistic Lifelong Learning Framework
- Differentiate programming to provide multiple access points for diverse learning needs such as tasks that are tailored for volume, rate, and complexity as well as targeted groups.

## Professional Learning

- EAL Strategist Support with focus on using home language to express understanding

## Structures and Processes

- Whole school and divisional collaborative response meetings
- Community assessment calibration framework (K-9)

## Resources

- Grading for Equity, Feldman, 2018
- Assess Higher Order Thinking Skills, Brookhart, 2010





- System Professional Learning (middle years and K-6)

- Community homeroom protocols (K-9)
- Community problem solving model: Ignore, Move, Explain, Stop, Teacher, Reconcile - IMEST+ with emphasis on the 'E' using FBI framework (K-9)

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## Development Plan – Year 2 of 3

## Development Plan – Data Story

### 2025-26 SDP 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

- Early Years Assessment results showed a 62% decrease in division 1 students identified as 'at risk' after successful interventions
- 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".
- 13.08% decrease in division 1 students identified as requiring additional support in numeracy according to Early Years Assessment results.

### Areas for Growth



- The number of students achieving 3s and 4s on reporting stems across disciplines
- The number of students achieving the Standard of Excellence on Provincial Achievement Tests at Grades 6 and 9
- Increasing opportunities to learn from Indigenous Knowledge Keepers and Elders (in-person or otherwise)

### 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
- Improving teacher assessment calibration through PLCs
- Working with a System Intervention Learning Leader and ongoing cycles of system intervention and professional learning
- Implement new AI technologies to support EAL learners via practical and user-friendly means of receiving and expressing content understanding

### 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.

