


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

Willow Park School

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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.

Celebrations

- According to survey results, students report strong confidence in themselves as writers and readers, with 73–78% indicating they know what to do next to improve their literacy skills.

- PAT writing and reading results generally align with provincial patterns, with many students achieving acceptable levels and some achieving excellence, particularly in Grade 9 Writing and Reading.
- Teacher capacity has strengthened in designing literacy-focused tasks and in implementing targeted literacy strategies and interventions.

Areas for Growth

- Standard of Excellence in Grade 6 and Grade 9 Writing remains lower than Reading, indicating intentional writing skills need a continued instructional focus.
- Student wellness data shows lower confidence in learning after setbacks and fewer students reporting they have strategies to persist when challenged.
- Only 44% of students feel they have opportunities to learn with different people and in different contexts, suggesting a need for more varied, authentic literacy learning experiences.
- Benchmark data tracking shows that a significant number of students require targeted intervention in spelling and decoding.

Next Steps

- Increase opportunities for authentic, cross-disciplinary literacy tasks to help students see purpose and transfer literacy skills across contexts.
- Support student resiliency in academic risk-taking by explicitly teaching strategies for persistence, self-regulation, and reflective goal setting.
- Continue to build teacher capacity around literacy and task design
- Strengthen targeted intervention and small-group instruction to ensure foundational reading and writing strategies are developing.

Our Data Story:

Our School Focus:

We chose to focus on literacy and student well-being as our student data, measured on report cards, provincial assessments, and individual surveys, indicated that gaps in these foundational skills may be limiting students' ability to engage in more complex reading and writing. We also noticed, based on the CBE Student Survey and OurSchool results, as well as teacher perception, that students were struggling reported having concerns with student resiliency and regulation.

Goal: Academic achievement in literacy will improve

Outcome: Student achievement in reading and writing will improve

Outcome: Student resiliency will improve

What we expected success to look like:

- Students demonstrating growth in reading proficiency and written expression.
- Increased student resiliency in social and academic challenges.

Outcomes to Consider

Our primary focus in 2024-25 was improving academic achievement in literacy and improving student resiliency. The following results helped us to prioritize and provide direction and focus for the upcoming school year(s).

- **Reading Data:** (e.g., report card indicators, benchmark assessment data)
- **Writing Data:** (e.g., report card indicators, PAT Results)
- **Speaking Data** (e.g., report card indicators)
- **Wellness Data:** (e.g., CBE Student Survey, attendance patterns)

Reading Data

Reading

Report Card Data:

Grades 5 & 6 - *Reads to explore and understand*

Grades 7-9 - *Reads to explore, construct and extend understanding*

2023/24

Indicator 1: 0.4%, Indicator 2: 36.8%, Indicator 3: 41.2%, Indicator 4: 21.6%

2024/25

Indicator 1: 1.7%, Indicator 2: 33.0%, Indicator 3: 45.8%, Indicator 4: 19.6%

Report card data indicates growth, with a notable increase in students demonstrating solid reading skills (Indicator 3). This suggests that our literacy instruction is helping students move from developing to proficient. While the percentage of students at the exemplary level remains strong, a slight decrease suggests that continued enrichment for advanced readers will be important. Additionally, a small rise in students needing support (Indicator 1) highlights the need for targeted interventions to ensure all students can access grade-level reading expectations.

Benchmark Tracking:

- Core Support: Majority of students fall here.
- Strategic Support: Significant portion needs moderate intervention.
- Intensive Support: Smaller but critical groups require urgent attention.
- Spelling and CORE Maze (comprehension) needs targeted support.
- Risk distribution suggests tiered interventions are necessary for Strategic and Intensive groups.

Writing Data

Report Card Outcomes:

Writing

Grades 5 & 6 - *Writes to express information and ideas*

Grades 7-9 - *Writes to develop, organize and express information and ideas*

2023/24

Indicator 1: 0.4%, Indicator 2: 33.3%, Indicator 3: 48.3%, Indicator 4: 18%

2024/25

Indicator 1: 1.1%, Indicator 2: 32.0%, Indicator 3: 46.0%, Indicator 4: 20.9

Report Card data in the writing STEM indicates ongoing strengths in proficiency, with nearly half of our students continuing to meet grade-level expectations in writing. Additionally, we see growth at the exemplary level, suggesting that students who were previously strong writers are further developing their ability to organize and express complex ideas. At the same time, a slight increase in students requiring support highlights the importance of continued focus on scaffolding and early intervention. Our instructional work this year will prioritize supporting students who are approaching proficiency, while continuing to challenge and extend students who are already successful writers.

PAT Data

2023/24 ELA Part A - Written

Grade 6 – Students across Alberta did not write

Grade 9 - Acceptable Standard – 86.7%	Province – 86.6%
Standard of Excellence – 14.1%	Province – 16.3%
Below Acceptance – 13.3%	Province – 13.4%

PAT Data

2024/25 ELAL

Grade 6

Total Test:

Acceptable Standard	81.9%
Standard of Excellence	9.6%
Below Acceptable Standard	18.1%

Reading:

Acceptable Standard	83.1%
Standard of Excellence	32.5%

Writing:

Acceptable Standard	75.9%
Standard of Excellence	2.4%

Grade 9:

Total Test:

Acceptable Standard	80.3%
Standard of Excellence	6.8%
Below Acceptable Standard	19.7%

Reading:

Acceptable Standard	77.8%
Standard of Excellence	16.2%

Writing:

Acceptable Standard	81.2%
Standard of Excellence	7.7%

Speaking Data

Report Card Outcomes:

Speaking

Grades 7-9 – *Constructs meaning and makes connections through speaking*

2023/24

Indicator 1: 0.0%, Indicator 2: 21.7%, Indicator 3: 63.7% Indicator 4: 14.6%

2024/25

Indicator 1: 1.7%, Indicator 2: 17.2%, Indicator 3: 58.1%, Indicator 4: 22.9%

Report Card data connected to speaking continues to show strong proficiency, with over half of students meeting expectations and a substantial increase in students performing at a proficient level. This suggests that opportunities for structured discussion, presentation, and collaborative problem-solving are positively influencing students' ability to express ideas clearly and make meaningful connections.

Wellness Data

CBE Student Survey

2023-2024

- I want to keep learning even when I experience a setback (n/a)
- I feel confident I can overcome challenges in my learning (n/a)
- I have strategies to help myself that I use when I feel stressed about school (Overall- Agree 62.89%)

CBE Student Survey

2024-2025

- *I have the opportunity to learn with different people in different spaces to improve my reading and writing skills*
 - 44.34% agreement rate
- *I have confidence in myself as a student*
 - 58.26% agreement rate
- *I am a good (competent) writer*
 - 76.34% agreement rate
- *I know what to do next to improve my writing skills*
 - 73.02% agreement rate
- *I know what to do next to improve my reading skills*
 - 78.14% agreement rate

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

Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 9331 Willow Park School

Assurance Domain	Measure	Willow 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	85.3	81.8	81.2	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	78.4	78.5	74.6	79.8	79.4	80.4	High	Maintained	Good
	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
	PAT6: Acceptable	n/a	83.9	73.2	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	21.0	14.9	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	57.2	57.8	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	5.8	6.3	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.0	86.3	84.7	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.6	85.4	81.1	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	76.6	82.2	76.1	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	83.2	84.0	79.3	80.0	79.5	79.1	Very High	Maintained	Excellent