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Calgary Board of Education

Willow Park School
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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

School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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.

Goal One: *Academic achievement in literacy will improve.*
Outcome One: *Student achievement in reading and writing will improve*
Outcome Two: *Student resiliency will improve.*

Celebrations

- Strong Relationships: 95% of students believe teachers want them to succeed, with high expectations and positive peer relationships evident across the school.
- Student Resilience: Over 83% of students report persevering through challenging learning tasks in reading, writing, and mathematics.
- Reading Achievement and Growth: Reading achievement improved from 2024–25 to June 2026, with the percentage of students achieving READ categories 3–4 increasing from 65.3% to 67.0%. The proportion of students achieving category 4 also increased from 15.9% to 19.8%, reflecting positive progress in reading comprehension and literacy development.
- Literacy Achievement: 67% of students achieved READ categories 3–4, and 60% achieved WRITE categories 3–4 in June 2026.
- Safe and Accessible Learning: 86% of students feel learning and extracurricular opportunities are safe and accessible.

Areas for Growth

- Literacy and Numeracy Achievement: PAT results indicate a need to strengthen reading comprehension, written expression, mathematical understanding, and disciplinary literacy.
- Belonging and Inclusion: Only 72% of students feel included and 73% feel welcome, with lower results in younger grades.
- Student Well-Being: Only 44% report regular well-being check-ins, while 49% experience anxiety that frequently interferes with learning.
- Student Voice and Confidence: Opportunities exist to strengthen student agency, with 63% reporting confidence as learners and 69% feeling their ideas influence school decisions.
- Writing Achievement: Writing continues to be an area for growth, with the percentage of students achieving WRITE categories 3–4 decreasing from 64.0% in 2024–25 to 60.4% in June 2026. These results highlight the need to strengthen explicit writing instruction, purposeful task design, and opportunities for students to develop, organize, and communicate their ideas across curricular areas.

Next Steps

- Intentional Task Design: Strengthen inclusive, arts-integrated learning experiences that provide multiple entry points and meaningful opportunities for student success.
- High-Impact Literacy Instruction: Embed explicit reading, writing, and vocabulary strategies across disciplines, using assessment data to guide instruction and interventions.
- Well-Being and Belonging: Prioritize relationship-centred practices, regular student check-ins, emotional regulation, and safe, inclusive learning environments.
- Student Voice and Agency: Incorporate student feedback, choice, goal setting, and reflection into classroom instruction and school-wide decision-making.
- Collaborative Response: Use PLCs, PAT results, literacy screeners, perception data, and attendance patterns to monitor growth, identify barriers, and respond to diverse learner needs.

Our Data Story

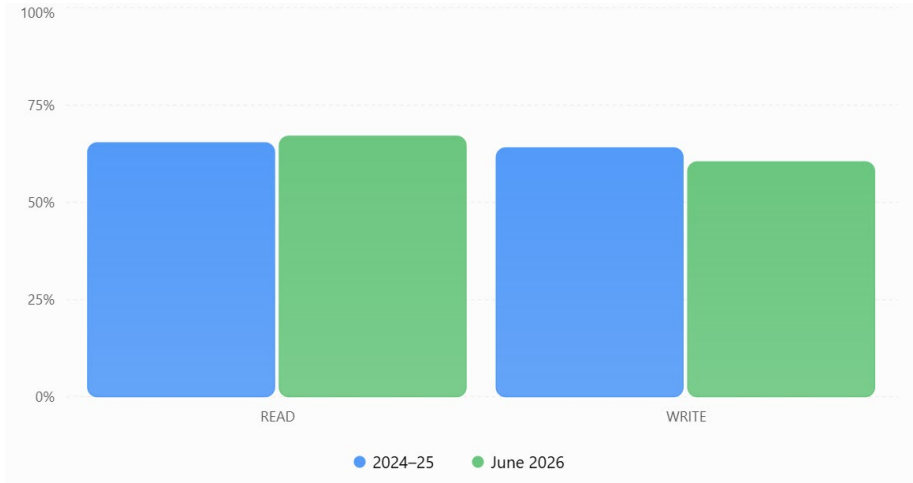
At Willow Park School, we recognize that academic achievement and student well-being are deeply connected. Our data celebrates the relationships, perseverance, and reading growth already evident in our school, while challenging us to be more intentional about writing instruction, student confidence, belonging, and access to learning.

As we enter Year Three, our focus is on translating strong relationships into stronger learning outcomes through inclusive, arts-centred task design, high-impact literacy instruction, and meaningful opportunities for student voice and reflection.

Our measure of success will not simply be whether students achieve more, but whether more students see themselves as capable learners, understand their growth, and feel confident taking their next steps.

The data tells us that students at Willow Park School largely believe their teachers want them to succeed, and many demonstrate perseverance when learning becomes challenging. We are also seeing measurable growth in reading. However, writing achievement has declined, and students' experiences of belonging, confidence, and emotional well-being suggest that not all learners are consistently experiencing the conditions they need to be successful.

Our work moving forward is about connecting literacy, well-being, and intentional task design so that every student has meaningful opportunities to access learning, experience success, and recognize their own growth.



Percentage of students achieving categories 3–4. Source: Willow Park School Improvement Results Report.

Key Insight 1 | *Literacy growth is occurring, but it is not yet consistent across reading and writing.*

Our reading data suggests positive movement in literacy achievement, particularly in the proportion of students demonstrating stronger reading performance. At the same time, the decline in writing suggests that students require more intentional support in developing, organizing, and communicating their ideas.

This points to the importance of moving beyond simply providing literacy opportunities toward examining the quality of literacy instruction and task design across disciplines. Explicit modelling, vocabulary development, scaffolded writing opportunities, and ongoing formative assessment will be essential.

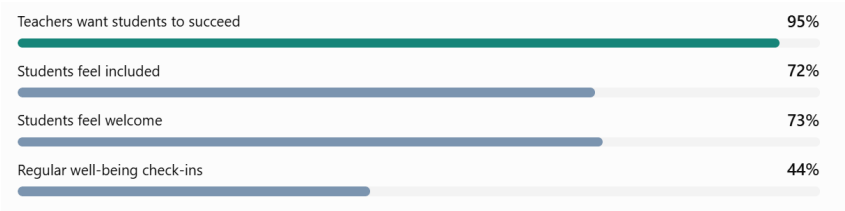
Key Insight 2 | *Perseverance does not always translate into confidence or engagement.*



Students are demonstrating a willingness to persist, yet many do not consistently see themselves as confident, capable learners. This distinction matters. Resilience is not simply about continuing when learning becomes difficult; it is also about feeling supported, knowing how to respond to setbacks, and believing that growth is possible.

For Willow Park, this reinforces the need for learning experiences that provide achievable entry points, normalize mistakes, honour incremental growth, and help students recognize themselves as successful learners.

Key Insight 3 | *Strong adult relationships are a foundation, but belonging and access require intentional attention.*



While students overwhelmingly recognize that their teachers want them to succeed, fewer report feeling included or welcome. This suggests that positive adult intentions do not automatically translate into a consistent experience of belonging for every learner.

Our focus must extend beyond building relationships to understanding how students experience those relationships, classroom expectations, instructional practices, and opportunities to participate.

Discovery: *What Have We Learned?*

This is especially important within our arts-centred learning context, where student voice, identity, creativity, and multiple ways of demonstrating understanding can serve as powerful pathways to engagement and belonging.

When we triangulate literacy achievement, student perception data, and provincial assurance measures, a consistent theme emerges:

Our next stage of improvement is not simply about asking students to work harder. It is about examining how we design learning, remove barriers, provide feedback, and create the conditions in which students can take risks and experience success.

The Fall 2026 provincial assurance results reinforce this direction. Student learning engagement decreased from 85.3% to 76.4%, while access to supports and services decreased from 76.6% to 58.6%. These results suggest that we need to examine students' experiences of learning and support alongside academic achievement.

Our Year Three direction is therefore grounded in three connected principles:

Access to Learning: Design purposeful literacy tasks with multiple entry points, explicit instruction, and opportunities to demonstrate understanding in different ways.

Conditions for Success: Strengthen belonging, emotional safety, co-regulation, and relationships so students feel supported in taking learning risks.

Ownership of Growth: Increase student voice, feedback, goal setting, and reflection so learners can recognize their progress and identify their next steps.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare 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	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	**76.4**	85.3	83.2	**84.2**	83.9	84.0	Very Low	Declined	Concern
	Citizenship	**67.7**	78.4	76.5	**81.2**	79.8	79.8	Low	Declined	Issue
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	53.8	56.5	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	8.0	6.9	**n/a**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**81.7**	87.0	85.9	**87.8**	87.7	87.8	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**80.2**	84.6	82.9	**85.8**	84.4	84.4	Low	Maintained	Issue
	Access to Supports and Services	**58.6**	76.6	77.0	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**76.1**	83.2	80.2	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable