



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

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.

[SIRR 2024-25](#)





School Development Plan – Year 2 of 3

School Goal

Academic achievement in literacy will improve.

Outcome:

Student achievement in reading and writing will improve

Outcome (Optional)

Student resiliency will improve.

Outcome Measures

- ELAL Report Card Stems
 - Reads to explore and understand
 - Writes to express information and ideas
- ELA Report Card Stems
 - Reads to explore, construct and extend understanding
 - Writes to develop, organize and express information and ideas
- Provincial Achievement Test
 - ELA Part A & B
- Reading Screener Data Tracker
 - October, February, June
- Student Perception Data
 - CBE Student Survey Results
 - I have the opportunity to learn with different people in different spaces to improve my reading and writing
 - I have confidence in myself as a student
 - I have the opportunity to receive feedback from others to improve my writing
 - I know what to do next to improve my reading skills

Data for Monitoring Progress

- Reading Assessment Decision Tree
 - Core Vocabulary, Core/Dibels Maze, Spelling Inventory
- Attendance
- SLT/ALT Referrals
- Perception Data
 - Surveys
 - Collaborative Response
 - PLC
- Reading Screener Data Tracker
 - November, February, June

Learning Excellence Actions

- Strengthen the connection between the Arts and core curriculum through task design
- Use the Reading Screener Data Tracker to guide next steps in literacy and disciplinary literacy instruction
- Utilize high-impact strategies for reading, writing, and vocabulary development across all disciplines

Well-Being Actions

- Engage learners in goal setting, self-assessment, and/or reflection
- Allow students to select reading materials or projects that interest them, fostering motivation, autonomy, and resilience
- Teach self-awareness, emotional regulation, and perseverance, which support resilience and engagement with literacy tasks.

Truth & Reconciliation, Diversity and Inclusion Actions

- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind
- Use strength-based instructional and assessment approaches that examine and celebrate incremental growth
- Provide multiple entry points into a task to encourage risk taking



**Professional Learning**

- Middle Years System Professional Learning
- Arts-based Professional Learning

Structures and Processes**Classroom**

- Document and support instruction and learning in intentional ways through task design
- Include meaningful reading and writing tasks that span content areas
- Provide access to engaging, diverse books in the library and classroom

School

- PLC's
- Collaborative Response
- Targeted reading and writing intervention
- designated spaces for regulation or support
- whole school attendance processes

Resources

- Reading Assessment Decision Tree
- Equity and Interventions
- *Teaching Phonics & Word Study in Intermediate Grades* by Wiley Blevins
- *Literacy Leadership Matters* by Karen Filewych
- *Be Good People website*
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [Inclusive Education](#)
- [Core Curriculum](#)
- [CBE Student Well-Being Framework](#)
- [Diversity and Inclusion](#)

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School Development Plan – Data Story

2024-25 SDP 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

- 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.

