



# School Education Plan 2024-2025 to 2026-2027



**WEST PARK**

**West Park Elementary School**



## West Park Elementary School

3814-55 Avenue  
Red Deer, Alberta, T4N4N3  
Phone: 403-343-1838  
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Website: <http://westparkelem.rdpsd.ab.ca/>

School Administration:  
Principal: Lisa Spicer  
Vice Principal: Rhonda Sproxtton

### School Profile:

West Park Elementary School is a small community school which includes a number of students who are English Language Learners. It is located in the West Park community and serves pre-kindergarten to grade five students in the areas of West Park, West Lake, and South Hill.

Anticipated Student Enrolment: 330 FTE Pre-K through grade 5

Anticipated Staff Profile:

- 17.5 Teachers (YY FTE)
- 12 Classified Staff (YY FTE)
- 1.75 Facility Services Staff (YY FTE)
- **31.25 Total Staff**

### Vision, Mission, Beliefs:

#### Vision:

A safe and caring environment where every child maximizes their potential.

#### Mission:

Striving for excellence in academic achievement and interpersonal relationships to positively enhance the lifelong success of students.

#### Beliefs:

At West Park Elementary School, we believe that:

- Education of children is the shared responsibility of the home, school and community.
- Each child is unique with an individual learning rate, style, potential and motivation.
- Successful learners are those who are dedicated, exert personal effort and establish good work habits and study skills.
- Success at school is significant in developing a healthy self-concept, self-esteem and good citizenship.

**School Education Plan Development and Communication:**

The West Park Elementary School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The West Park Elementary School Education Plan is available at the school and is posted on our website at: <http://westparkelem.rdpsd.ab.ca/>

## Alberta Education Assurance Measures Overall Summary (Spring 2024):

Assurance Domain	Measure	West Park Elementary 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	<a href="#">Student Learning Engagement</a>	84.4	87.9	86.2	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	86.7	91.0	87.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.1	94.0	91.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.0	94.7	91.2	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	88.4	91.2	89.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	89.4	93.7	84.1	79.5	79.1	78.9	Very High	Maintained	Excellent



## Strategies and Performance Measures:

### Student Growth and Achievement

*Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.*

<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.</li> <li>• Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.</li> <li>• Students are active, healthy and well.</li> <li>• Students apply knowledge, understanding and skills in real life contexts and situations.</li> <li>• Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</li> <li>• Students demonstrate understanding and respect for the uniqueness of all learners.</li> </ul>
<p><b>Division Strategies</b></p>	<ul style="list-style-type: none"> <li>• Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.</li> <li>• Implement a comprehensive anti-bullying program to ensure that our students' safety and well-being are addressed.</li> <li>• Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps.</li> <li>• Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.</li> </ul>
<p><b>Alberta Education Measures</b></p>	<ul style="list-style-type: none"> <li>• The percentage of teachers, parents and students who agree that students are engaged in their learning at school.</li> <li>• Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li> <li>• Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.</li> </ul>
<p><b>School Strategies</b></p>	<ul style="list-style-type: none"> <li>• Refine our Literacy and Numeracy intervention schedule and process to fully meet the needs of all learners in our school</li> <li>• Incorporate a school-wide writers workshop model</li> <li>• Focus on high leverage teaching strategies</li> </ul>
<p><b>School Performance Measures</b></p>	<ul style="list-style-type: none"> <li>• The percentage of students in grades 1-5 meeting expectations using the May Math Assessment (MMA).</li> <li>• The percentage of students in grades 1-5 meeting expectations using the Division reading assessment.</li> <li>• The percentage of students in grades 1-5 meeting expectations on the HLAT writing assessment.</li> </ul>

## Teaching and Leading

*Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.*

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.</li> <li>● Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.</li> <li>● Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.</li> <li>● All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.</li> <li>● University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.</li> <li>● Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.</li> </ul>
<b>Division Strategies</b>	<ul style="list-style-type: none"> <li>● Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice.</li> <li>● Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.</li> <li>● Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains:             <ul style="list-style-type: none"> <li>○ Student Growth &amp; Achievement</li> <li>○ Teaching &amp; Leading</li> <li>○ Learning Supports</li> </ul> <p>Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.</p> </li> </ul>
<b>Alberta Education Measures</b>	<ul style="list-style-type: none"> <li>● Percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> </ul>
<b>School Strategies</b>	<ul style="list-style-type: none"> <li>● Incorporate protected literacy and numeracy time in the timetable to allow for targeted interventions to be supported by Educational Assistants</li> <li>● Provide additional collaboration time during Staff Learning days</li> </ul>
<b>School Performance Measures</b>	<ul style="list-style-type: none"> <li>● The number of grade 1-3 students who were at risk at the beginning of the year to the end, as measured by the Alberta Education literacy and numeracy assessments.</li> </ul>

## Learning Supports

***Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.***

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● Learning environments are welcoming, caring, respectful and safe.</li> <li>● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>● Education partners fulfill their respective roles with a shared understanding of an inclusive education system.</li> <li>● Students and their families work in collaboration with education partners to support learning.</li> <li>● The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.</li> <li>● Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.</li> <li>● Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.</li> </ul>
<b>Division Strategies</b>	<ul style="list-style-type: none"> <li>● Engage in a comprehensive review of budgetary priorities in the area of student learning supports, to ensure that the initiatives most essential are adequately resourced.</li> <li>● Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.</li> </ul>
<b>Alberta Education Measures</b>	<ul style="list-style-type: none"> <li>● The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.</li> <li>● The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.</li> </ul>
<b>School Strategies</b>	<ul style="list-style-type: none"> <li>● Provide staff professional development on self-regulation with Brad Chapin</li> <li>● Purchase and implement Chapin resources to help teach students self regulation (SSR)</li> <li>● Use Hannah Beach and Brad Chapin strategies to form meaningful relationships while moving from co-regulation to self-regulation</li> </ul>
<b>School Performance Measures</b>	<ul style="list-style-type: none"> <li>● Reduce the number of scheduled breaks outside of the classroom</li> <li>● Reduce the number of unscheduled breaks outside of the classroom</li> </ul>