



School Education Plan 2023-2024 to 2025-2026

Westpark Middle School



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Red Deer, Alberta, T4N 4N1
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Website: <http://wms.rdpsd.ab.ca>

School Administration:
Principal: Kelly Brand
Vice Principal: Lauren Dempster
Vice Principal: Aaron Langstraat

School Profile:

Westpark Middle School has grades 6 to 8 and a congregated program that serves students with special needs. We serve students from: Westpark, West Lake, Deer Park, Lancaster, Vaier, Piper Creek, and Bower. We are a diverse group of learners from all areas of Red Deer, which allows us to experience many different views of our city, thus enabling our students to learn both from and about each other.

Anticipated Student Enrolment: 555 FTE

Anticipated Staff Profile:

- 28 Teachers (28.44 FTE)
- 16 Classified Staff (12.9 FTE)
- 2 Facility Services Staff (YY FTE)
- **46 Total Staff**

Vision, Mission, Beliefs:

“Westpark Middle School is a community where all people are respectful, responsible, and enjoy lifelong learning.”

Opportunities and Challenges:

The 2023-24 school year will be a year of growth and continuation of many of the goals from the 2022-23 school year. The administration team will be in its second year at the school. After a successful year of building relationships and learning the culture of the school, administration is confident in moving forward with previous initiatives as well as expanding some goals for the school. To better accommodate the Academy programs, the timetable will be built significantly differently than in past years. This should allow for more flexibility of offering classes and utilising school resources as efficiently as possible. Moving forward, our admin team is excited to continue to work on the school values of LEAD as well as introducing a model of collaborative response and restorative practices to the building.

School Education Plan Development and Communication:

The Westpark Middle School 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 Westpark Middle School School Education Plan is available at the school and is posted on our website at: <http://wms.rdpsd.ab.ca>.

Alberta Education Assurance Measures - Overall Summary (Fall 2022):

Assurance Domain	Measure	Westpark Middle 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	82.9	86.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	70.1	73.2	76.4	81.4	83.2	83.1	Low	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	78.2	n/a	79.2	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	19.9	n/a	15.1	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.6	89.1	88.0	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.4	80.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	76.6	79.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.8	72.3	77.1	78.8	79.5	81.5	Low	Maintained	Issue

Outcomes, Strategies, and Performance Measures:

Priority	<h3>Throughline Priority</h3> <p>(This outcome stretches across all three priority areas.)</p>
Outcomes and Division Strategies	<p><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues with dysregulation.
School-Based Performance Measures	<ul style="list-style-type: none"> Overall percentage of our school's students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP) Overall percentage of our school's students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP) Overall percentage of our school's students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)

Priority	<h2 style="text-align: center;">Literacy And Numeracy</h2> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
Outcomes and Division Strategies	<p><i>All learners are proficient in the areas of reading, writing, speaking and listening.</i></p> <p><i>All learners are proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum. Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum.
Our School's Strategies	<ul style="list-style-type: none"> Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums. <ul style="list-style-type: none"> We will provide dedicated time at PD days for grade 6 teachers to develop the knowledge and skills to implement the new ELAL and Math curricula in the 2023-24 school year Literacy Benchmarking (October /April) and using Fountas and Pinnel and HLAT scores to inform long range planning as well as universal and individualised supports Numeracy benchmarking and using data to inform long range planning as well as universal and individualised supports Dedicated 40 minutes every day to Literacy and Numeracy interventions that provide universal and targeted supports We have a full time Learning Assistance Teacher (LAT) to support all teachers in curriculum implementation and building support for all students. Implementation of a Collaborative Response Model (CRM) to enhance instructional strategies and support provided to students
School-Based Performance Measures	<ul style="list-style-type: none"> Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports who achieved the acceptable standard, and the standard of excellence, on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE) Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP) Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP) Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)

Priority	<p>Equity</p> <p>...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
Outcomes and Division Strategies	<p><i>All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></p> <p><i>All learners are able to access the supports and services they need to achieve success.</i></p> <ul style="list-style-type: none"> • Through the analysis of the Red Deer Public Schools “student census” survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context. • Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools. • Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.
Our School’s Strategies	<ul style="list-style-type: none"> • The implementation of the Student Support Room (SSR) model will support students who need a space to regulate to feel safe, while maintaining their dignity and preserving the dignity and safety of other students in the classroom as well • Continued work with school culture and LEAD to ensure students feel they are a part of our school • Directed professional development to enhance capacity with regards to First Nations, Metis, and Inuit learners and Diversity in relation to the TQS • Targeted professional development with regards to applying a Restorative Justice lens to the discipline cycle • Implementing a Collaborative Response Model (CRM) to enhance teacher tool boxes when addressing diverse issues • School wide celebration of Pride in June • Recognition for a multitude of holidays and events to support all students (Orange Shirt Day, National Indigenous Peoples Day, Ramadan, Christmas, etc.) • Continued use of our Learning Support Team (Administration, counsellor, LAT, CLW) to support all needs and provide a wrap around support for students • Meaningful and purposeful inclusion in mainstream classes for our students in the congregated program
School-Based Performance Measures	<ul style="list-style-type: none"> • Overall agreement that our students are safe at school and learning the importance of caring. (AE) • Overall agreement that our students model the characteristics of active citizenship. (AE) • Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)

Priority	<p style="text-align: center;">Student Success And Completion</p> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
Outcomes And Division Strategies	<p><i>All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.</i></p> <p><i>The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.</i></p> <ul style="list-style-type: none"> ● All Kindergarten to Grade 3 Teachers will have the knowledge, skills and attitudes required to confidently and competently implement the Science curriculum.
Our School's Strategies	<ul style="list-style-type: none"> ● Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people. ● Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes. <ul style="list-style-type: none"> ○ Dedicated 40 minutes every day to Literacy and Numeracy interventions that provide universal and targeted supports ○ Develop and implement common assessments for all core classes in all grades ○ Include common planning time in our collaborative grade meetings ○ Encourage common marking to ensure consistency among grade groups ○ Analyze MIPI, HLAT and PAT data to address learning gaps and to allow teachers to plan according to the needs in their classrooms ○ Continue to utilise our LST model of student support while integrating the new SSR position ○ Build teacher capacity through a Collaborative Response Model
School-Based Performance Measures	<ul style="list-style-type: none"> ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE) ● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE) ● Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school (Target: 90%). (RDP) ● Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (Target: 100%). (RDP)