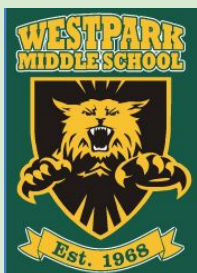




# School Education Plan 2018-2019

Westpark Middle School



## Westpark Middle School

3310-55 Avenue  
Red Deer, Alberta, T4N 4N1  
Phone:403-347-8911  
Fax: 403-343-2792  
Website: <http://wms.rdpsd.ab.ca/>

School Administration:  
Principal: Dean Pasiuk  
Vice Principal: Camille Bax  
Vice Principal: Curt Baker

### School Profile:

Westpark Middle School is comprised of grade six through eight and has approximately 440 students. We have two congregated programs Foundations and Pathways.

Anticipated Student Enrolment: 450 FTE

Anticipated Staff Profile:

- 24.5 Teachers (FTE)
- 12 Classified Staff (FTE)
- 2 Facility Services Staff (FTE)
- **37 Total Staff**

### Mission

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

### Opportunities and Challenges:

During the 2018-2019 school year we will continue to increase our ability to create outstanding educational experiences for our students and staff focussing on, Numeracy/Literacy, Equity, Student Success and Completion.

### School Education Plan Development and Communication:

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

## Alberta Education: School Accountability Pillar Report Card:

Accountability Pillar Overall Summary  
3-Year Plan - May 2018  
School: 4454 Westpark Middle School



Measure Category	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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	87.4	83.7	84.6	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	<a href="#">Program of Studies</a>	82.8	80.2	82.0	81.8	81.9	81.7	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	86.0	85.6	83.2	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	<a href="#">Drop Out Rate</a>	-	-	0.0	2.3	3.0	3.3	-	-	-
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	76.9	74.8	71.0	73.4	73.6	73.2	Intermediate	Improved	Good
	<a href="#">PAT: Excellence</a>	21.5	14.4	12.9	19.5	19.4	18.8	High	Improved	Good
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	77.5	81.2	76.8	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	82.6	75.1	75.0	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	74.4	73.0	76.0	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	<a href="#">School Improvement</a>	80.7	84.2	77.5	80.3	81.4	80.7	Very High	Maintained	Excellent

## Outcomes, Strategies, and Performance Measures:

Priority	<h3 style="text-align: center;">Literacy And Numeracy</h3> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
Outcomes and Strategies	<p><b><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></b></p> <ul style="list-style-type: none"> <li>● WMS will implement the district strategy from Neufeld Institute and develop our inclusive strategies.</li> <li>● WMS will implement targeted interventions for our tier three and four students built into the timetable.</li> <li>● WMS will continue to develop understanding and implementation of TQS standard of Foundational knowledge of our FNMI students.</li> <li>● WMS will continue to benchmark (Fountas and Pinnell) our students twice per year (late September and late April) using the data to increase our level of supports for struggling learners.</li> <li>● WMS will continue to encourage reading at home.</li> </ul> <p><b><i>Each learner is proficient in the areas of reasoning and applying numerical concepts.</i></b></p> <ul style="list-style-type: none"> <li>● WMS implements district supported assessments, mid-term and final exams to direct supports to students as the data dictates</li> <li>● WMS will continue the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-9 are benchmarked and the data is individually recorded for instructional planning purposes.</li> <li>● WMS will explore and implement opportunities for increased parental involvement to support numeracy in the home.</li> <li>● WMS staff will begin ID Credit: School as a Teaching tool for LEED designation Gold and using the Numeracy portion of this professional development as a teaching tool</li> </ul>
Performance Measures	<ul style="list-style-type: none"> <li>● WMS will move ALL students at least one grade level in their reading scores.</li> <li>● WMS will move ALL students at least one grade level in their numeracy scores</li> <li>● Percentage of students in Grades 1 to 8 who are reading/literate within one year of grade level (Target: 80%). (RDP)</li> <li>● Survey result scores for literacy satisfaction by students, parents and staff (Target: 90%). (RDP)</li> <li>● Percentage of students in Grades 2-9 who are numerate within one year of grade level, as reported through the Math Intervention/Programming Instrument (MIPI).</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Equity</b></p> <p style="text-align: center;">...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p><b>Outcomes and Strategies</b></p>	<p><b><i>All staff have the ability to meet the diverse needs of all students through excellent instruction.</i></b></p> <ul style="list-style-type: none"> <li>● WMS will continue implementation of the Pyramid of Support and REFRESH model in order to build more specific teacher capacity in the areas of planning, assessment and the response cycle.</li> <li>● WMS will continue to build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners.</li> <li>● WMS will continue to build capacity with staff to incorporate First Nations, Métis, and Inuit perspectives into their practice.</li> <li>● WMS will build capacity with staff in the areas of social and academic language for students with English as a Second Language.</li> <li>● WMS will be implementing targeted intervention classes to further help support struggling learners, particularly in tier three and four.</li> <li>● WMS will create professional development opportunities for staff to complete Neufeld Institute Training</li> </ul> <p><b><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></b></p> <ul style="list-style-type: none"> <li>● <i>Implement the “Valuing Mental Health” plan, focusing on: Prevention and Promotion; Early Intervention; Treatment; and Follow Up for students, staff and families to address mental health and wellness in the District.</i></li> <li>● <i>Implement the Grade K to 5 universal approach to the delivery of the Health and Life Skills curriculum, and develop the Grade 6 to 8 curriculum.</i></li> <li>● <i>Expand the district-wide Comprehensive School Health model, with an emphasis on mental health and wellness.</i></li> <li>● WMS will continue to implement the Supports for Students model. School-based Learning Teams may include: Administrators, Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, FNMI “Point People”, Mental Health Therapists, School Counsellors, and Parents.</li> <li>● WMS will continue to foster our FNMI programming for ALL students (which include: potluck, legacy projects, Spirit Seekers)</li> <li>● WMS will continue to refine our Circle of Recognition and Character Development through our advisory model.</li> <li>● WMS will continue to provide, bi-monthly, thirty minutes of Literacy and Numeracy supports for ALL students.</li> </ul> <p><b><i>Students are able to access the supports and services they need to achieve success through the reduction of barriers.</i></b></p> <ul style="list-style-type: none"> <li>● WMS will equitably allocate staff and resources.</li> <li>● WMS will meet the needs of ALL learners.</li> <li>● With our Community Liaison Worker's support we will enhance and support ease of access for families.</li> <li>● <i>Enhance and promote STEP UP, the student equity fund developed by the Foundation for Red Deer Public Schools.</i></li> </ul>
<p><b>Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● WMS will increase the percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests.</li> <li>● WMS will increase the overall agreement that students are safe at school and learning the importance of caring from 83.7% to 85%.</li> <li>● The overall percentage of stakeholders indicating that WMS improved or stayed the same the last three years will increase.</li> </ul>

	<ul style="list-style-type: none"> <li>WMS will increase the overall percentage of students meeting grade level expectations in their core subject areas.</li> </ul>
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<b>Priority</b>	<h2>Student Success And Completion</h2> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
<b>Outcomes and Strategies</b>	<p><b><i>Students at elementary and middle schools have a strong foundation in literacy and numeracy.</i></b></p> <ul style="list-style-type: none"> <li>Strategies as outlined in the priority of Literacy &amp; Numeracy.</li> </ul> <p><b><i>Students experience effective transitions between grades and between schools.</i></b></p> <ul style="list-style-type: none"> <li>Utilizing the Transitions Task Force, as well as community resources, develop and implement strategies for successful transitions (by grade and school).</li> <li>Utilize the Pyramid of Support model to focus on improving attendance for identified students.</li> <li>WMS will continue to provide transition support for First Nations, Métis, and Inuit students.</li> <li>WMS will use the district’s new learner profile application in Power School.</li> </ul> <p><b><i>Students experience character education programming in Grades 1-9.</i></b></p> <ul style="list-style-type: none"> <li>WMS will continue to focus on our Circle of Recognition and its importance for character education and development in our school.</li> <li>WMS will add one more FLEX session per trimester to our Advisory model to allow student choice and flexible learning environments.</li> <li>Continue to monitor student academic progress and respond appropriately.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>WMS will maintain Percentage of students who achieved the acceptable standard on the cumulative composite scores of all Provincial Achievement Tests (Target: 73%). (AE)</li> <li>WMS will increase the percentage of students who achieve standard of excellence on the cumulative composite score of all Provincial Achievement Tests (Target 15.5%). AE</li> <li>WMS will increase the overall satisfaction with the quality of basic education from 86% (last year)</li> <li>WMS will decrease the percentage of students with attendance issues.</li> </ul>