



# School Education Plan 2015/16 to 2017/18

School Name  
Westpark Middle School



## Westpark Middle School

3310 – 55<sup>th</sup> Avenue

Red Deer, Alberta T4N 4N1

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Website: [www.wms.rdpsd.ab.ca/](http://www.wms.rdpsd.ab.ca/)

Acting Principal: Christine Chappell

Acting Vice Principal: Camille Bax

### School Profile:

Westpark Middle School is located in the community of West Park, in the southwest quadrant, in the city of Red Deer. This school draws students from the areas of Bower, Deer Park, Lancaster, South Hill, Vanier Woods, West Lake and West Park. Students come from a variety of socio-economic backgrounds.

Westpark Middle School is located just north of Red Deer College providing an ideal connection to our mission of creating a community of respectful, responsible people who strive for lifelong learning. Westpark Middle School includes students in grades six through eight, as well as two congregated programs, Pathways and Foundations. Our school population is anticipated to be approximately 400 students in the 2015 – 2016 school year.

Westpark Middle School has 22 teaching staff, including administration, and 18 support staff.

### Vision, Mission, Beliefs:

**Vision:** Westpark Middle School staff will provide appropriate learning experiences for young adolescents that will allow them to reach their maximum potential as learners.

**Mission:** Westpark Middle School is a community where all people are respectful, responsible and enjoy lifelong learning.

### New Directions:

Westpark Middle School has undergone a scoping project through Red Deer Public Schools' Facility Services looking towards a modernization project starting in 2016. Alberta Infrastructure will review the scoping report and make a decision regarding the modernization. Westpark Middle School is also undergoing an improvement in technology through "evergreening" funding through Red Deer Public Schools.

### 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 Westpark Middle School Education Plan is available at the school and is posted on our website at: [www.rdpsd.ab.ca/SchoolLink](http://www.rdpsd.ab.ca/SchoolLink)

## Alberta Education - School Accountability Pillar Report Card

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	88.3	84.9	85.5	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.3	85.4	87.0	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	83.9	84.3	84.5	89.5	89.2	89.5	Low	Maintained	Issue
		Drop Out Rate	*	*	n/a	3.4	3.3	3.3	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	68.7	75.7	n/a	74.0	75.0	n/a	n/a	n/a
		PAT: Excellence	n/a	10.7	15.1	n/a	19.0	19.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	n/a	85.4	84.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	n/a	21.0	19.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	83.3	77.5	75.4	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	77.3	76.7	76.6	83.5	83.4	83.1	Intermediate	Maintained	Acceptable
Parental Involvement	Good	Parental Involvement	79.7	79.9	80.1	80.7	80.6	80.2	High	Maintained	Good
Continuous Improvement	Issue	School Improvement	69.7	83.9	79.9	79.6	79.8	80.1	Low	Declined	Issue

# Literacy

<b>Definition</b>	<ul style="list-style-type: none"> <li>Literacy is acquiring, creating, connecting and communicating meaning in a wide variety of contexts.</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Each learner is a proficient reader and writer across the curriculum.</li> <li>Each learner is numerate</li> <li>Each learner will discover, develop and apply competencies across the curriculum</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Utilize professional learning and collaborative strategies to enhance literacy teaching practices across curricula.</li> <li>Implement the Provincial Literacy and Numeracy Benchmarks (K to 12) when available.</li> <li>Westpark Middle School, in conjunction with our feeder schools, Mattie McCullough and West Park Elementary Schools, will continue our literacy initiative of “One Book, Three Schools”.</li> <li>Continue with the timetable of six language arts periods in a four day cycle.</li> <li>Create opportunities for students to develop literacy skills in our biweekly “Flex” options, such as silent reading or book studies.</li> <li>Reassess instructional practices in the school using the “20 minute target survey” and developing new target documents for each subject area within our “School Improvement Plan”.</li> <li>Maintaining two LAT (Learning Assistance Teacher) teachers, a 1.0 FTE and a 0.8 FTE Learning Assistance teacher with 0.2 Instructional Design .</li> <li>Benchmark all students using the Weschler Fundamental Reading tool</li> <li>Encourage use of the Scholastic leveled reading materials.</li> <li>Continue to support families in order to improve engagement and attendance through our Community Liaison Worker.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests, Student Learning Assessments and Diploma Exam. (AE)</li> <li>Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP)</li> <li>Survey result scores for literacy measurements by students, parents and staff. (RDP)</li> </ul>

# Equity

<b>Definition</b>	<ul style="list-style-type: none"> <li>Equity ensures that fair and inclusive education is available to students so that their diverse learning needs, personal situation and/or social circumstances are not an obstacle to achieving their educational potential.</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Each student is engaged in meaningful learning that is appropriate to his or her abilities that takes place in the most enabling environment.</li> <li>Each staff member has the ability to meet the diverse needs of all students.</li> <li>Each student is able to access the supports and services they need to achieve success</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Provide additional classroom support through our 2 LAT teachers (Learning Assistance Teacher).</li> <li>Expand collaboration and coaching to increase differentiation through modification and adaptation for students.</li> <li>Increase support for FNMI students through our Community Liaison Worker.</li> <li>Recognize all students' accomplishments through our "Circle of Recognition" program.</li> <li>Increase use of technology to provide supports for students combined with an upgrade in our school based technology supports such as chrome books.</li> <li>Increased number of students accessing assistive technology.</li> <li>Provide accessibility for students through the use of our wheelchair accessible bus.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>Expand use of learner profiles.</li> <li>Collaborate with community support services to provide appropriate services for students and staff.</li> <li>Teacher and parent satisfaction with parental involvement in decisions about their child's education ranked well on surveys. "Safe and Caring" schools received an "Excellent" ranking. (AE and Schollie).</li> <li>Number of teachers incorporating strategies to differentiate instruction to meet the needs of students in their classrooms.</li> <li>Number of teachers implementing "Kagan structures" and improved questioning techniques in their instruction.</li> <li>Continue a universal approach to intervention for students with diverse needs.</li> <li>Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. (AE)</li> <li>Overall agreement that students are safe at school, learning the importance of caring (AE)</li> <li>Survey result scores for equity measurements by students, parents and staff. (RDP)</li> </ul>

# High School Completion and Transitions

<b>Definition</b>	<ul style="list-style-type: none"> <li>• School is about creating life chances for students. The journey to high school completion and successful transitions after school begins the day students enter school and continues until the day they earn their diplomas or certificates.</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>• Students acquire the competencies needed for a changing and dynamic future</li> <li>• Students complete high school making successful transitions to lifelong learning, careers and active citizenship.</li> <li>• All students from K to 12 are supported with the goal of high school completion and successful transitions.</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Implement year two of REFRESH, a local response to the transformations occurring in education in Alberta including, Curriculum Redesign and Moving Forward with High School Redesign.</li> <li>• Increase mentorship program with Red Deer College and Hunting Hills High School students.</li> <li>• Continue to collaborate with community supports to provide appropriate services for students and staff.</li> <li>• Utilize the Community Liaison worker to provide supports for FNMI students and to provide supports for families.</li> <li>• Support instructional design in schools to develop capacity with teachers to implement cross curricular competencies.</li> <li>• Implement interventions to increase attendance across all grades.</li> <li>• Continue transition activities throughout the year with our elementary feeder schools and with Hunting Hills High School.</li> <li>• Examine career exploration and development activities across K to 12.</li> <li>• Expand partnerships with post-secondary institutions..</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>• Number of wristbands given out for our WMS' "Circle of Recognition" program.</li> <li>• High school completion rate of students within three years of entering Grade 10. (AE)</li> <li>• High school to post-secondary transition rate of students within six years of entering Grade 10. (AE)</li> <li>• Students identified with attendance issues. (RDP)</li> <li>• Suspension rates. (RDP)</li> <li>• Overall agreement that students model the characteristics of active citizenship. (AE)</li> <li>• Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education. (AE)</li> <li>• Survey result scores for completion measurements by students, parents and staff. (RDP)</li> </ul>

# Throughline

<b>Definition</b>	<ul style="list-style-type: none"> <li>• These are strategies and performance measures that cut across literacy, equity and completion</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Continue with the “Health Champion” teacher and work done through Healthy Active Living student committee.</li> <li>• Student Modernization Committee (2 representatives per Advisory) meets in a biweekly Flex block to discuss proposed changes to the design of WMS.</li> <li>• Revise the student recognition program (Circle of Recognition) to include descriptors for obtaining a wristband and parameters per grade level.</li> <li>• Continue presentations on drug awareness, resiliency, FNMI culture, careers, internet safety and relational aggression.</li> <li>• Continue vertical articulation with Hunting Hills High School and continue year round transition activities with elementary feeder schools.</li> <li>• Continue supporting student and family needs through our Community Liaison worker.</li> <li>• Continue to improve instruction through our school improvement plan.</li> <li>• Provide diverse opportunities for real and meaningful stakeholder engagement that is focused on student success.</li> <li>• Continue implementation of the Regional Collaborative Services Model.</li> <li>• Implement the Supports for Students Model.</li> <li>• Implement a Comprehensive School Guidance and Counselling Model. WMS has a 0.5 FTE teacher counsellor.</li> <li>• Continue to support Learning Assistance Teams to ensure a focus on FNMI students, diverse learners, literacy, numeracy and competencies.</li> <li>• Develop a plan to support the implementation of the provincial Learning and Technology Policy Framework.</li> <li>• Continue targeted analysis and support of Provincial Achievement Tests results by subject areas .</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance Measures</b></li> </ul>	<ul style="list-style-type: none"> <li>• Overall satisfaction with the quality of basic education. (AE)</li> <li>• Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)</li> <li>• STARS (Student Tracking and Recording System) data for FNMI and targeted learners</li> </ul>