



School Education Results Report

2014/2015

Westpark Middle School

WE

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Westpark



The Year in Review

Fast Facts:

School Name-Westpark Middle School

Address-3310-55 Avenue

Red Deer, Alberta T4N 4N1

Phone: 403-347-8911

Fax: 403-343-2792

Website: www.rdpsd.ab.ca/

Principal: Dean Pasiuk

Vice Principal: Christine Chappell

Student Profile:

- Grade 6 = 155
- Grade 7 = 116
- Grade 8 = 115
- Total Students = 386
- ESL Students = 32
- FNMI Students = 40
- Pathways=9
- Foundations=14

Staff Profile:

- 21 Teachers = 21.0 FTE
- 14 Classified Staff = 372.5 hrs
- 2 Facility Services Staff
- 39 Total Staff (Including: Head Secretary, Secretary, Librarian)

Programs:

- Foundations--Teacher= Mr. Scott Cline
- Pathways--Teacher= Ms. Jasmine Pelham



New directions:

Highlight Information on new initiatives/directions

- Modernization plans for Westpark Middle School have gone ahead with a scoping project through Red Deer Public Schools' Facility Services.
- Two modular classrooms are anticipated for the fall of 2015 and will accommodate our growing student population.
- Westpark Middle School is undergoing an improvement in technology through "evergreening" funding provided by the School Board. This will allocate chrome books for classroom use and allow greater research possibilities for project based learning.
- WMS' Flex model continues to develop with an Advisory block in the three period morning flex and a three period afternoon flex. Utilizing the pyramid of supports, the first flex block is for academic / core subjects with interventions, remediation or enrichment activities.
- We will be changing our schedule from a seven block, four day rotation to a six block two day rotation in the 2015/16 school year.

Opportunities and challenges:

We have just been granted an opportunity to build a new school. Currently, we are seeking possible partnerships in our new adventure and we look forward to the opportunities and challenges ahead.

A year of success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."



Accountability Pillar Overall Summary

School: 4454 Westpark Middle School

Measure Category	Measure Category Evaluation	Measure	Westpark Middle School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr 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)	Acceptable	PAT: Acceptable	73.8	64.3	71.7	73.0	73.1	73.9	Intermediate	Maintained	Acceptable
		PAT: Excellence	15.5	8.7	13.2	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	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



District Goal

Literacy

Outcome

- Each learner is a proficient reader and writer across the curriculum.
- Each learner is numerate.
- Each learner will discover, develop and apply, competencies across the curriculum.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests:** of notes, grade 3 students did not complete Provincial Achievement Tests in 2013/14

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.4	71.4	79.4	64.3	73.8
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.5	14.5	16.4	8.7	15.5

Source:

District Performance Measures

- **Percentage of teachers who employ benchmarking as a strategy to measure student growth in literacy.**

Number of Classrooms	Classrooms using benchmarking	Percentage
15	15	100

- **Increase in the previous 3 year average on Provincial Achievement Tests and Diploma Exams at the acceptable standard and the standard of excellence.** Note, Grade 3 – N/A due to transition to SLA

3 year Average	2012-14 Avg.	2013-15 Avg.	Difference
PAT – Acceptable	71.7	72.5	+0.8
PAT – Excellence	13.2	13.5	+0.3

- **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP)**

Number of students	Students who are reading/writing within one year	Percentage
365	320	88



Comment on Results: Analysis and Action

- We are pleased that in 2015/16, 100% of our students will be benchmarked in Literacy and Numeracy. This is partly in response to the district plan but also put in place to determine why we did not perform well on the PAT in Math.
- WMS will maintain two LAT (Learning Assistance Teacher) teachers, a 1.0 FTE and 0.8 FTE with 0.2 Instructional Design.
- Our Math results are significantly below the provincial averages and we need to determine why that is the case. Our benchmarking will give us a picture of what and how many struggling students we will be dealing with. Further, we have created Math tutorials through our LAT AND we have designated one EA to work predominantly with those struggling with Numeracy. Our Pyramid of Supports block in Flex is also designed to give student remediation and enrichment in core areas, especially in mathematics.
- We will also continue to focus on Literacy as 88% of our students are reading within one year of their grade level. We will endeavour to increase this number over the course of the year utilizing our LATs AND ELA teachers to search for best practice, create extension and remediation opportunities during flex and create intensive reading strategies (specifically aimed at decoding and comprehension).
- Language Arts staff will continue to use the Scholastic leveled reading materials to provide a balanced literacy approach for all students.
- Westpark Middle School, in conjunction with our two feeder schools, Mattie McCullough and West Park Elementary will host our third annual literacy initiative "One Book, Three Schools" for September to November, 2015.
- We will continue to support families in order to improve engagement and attendance through our Community Liaison Worker.

District Goal

Equity For All Students

Outcome

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

Alberta Education Performance Measures

- **Teacher and parent satisfaction with parental involvement in decisions about their child's education.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.9	81.4	78.9	79.9	79.7

- **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.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.6	84.5	87.0	84.9	88.3

District Performance Measures

- **Participation rates in Provincial Achievement Tests – (3 year data)**

Grade	English Language Arts			French Language Arts			Mathematics			Science			Social Studies		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
6	96.0	90.8	93.8	n/a	n/a	n/a	95.2	90.8	93.8	96.0	90.8	93.8	96.0	89.9	93.8

- **Survey results specific to inclusion for all students. Percentage of satisfied/very satisfied**

Students	Parents	Staff	Overall
91	74	98	87.66

- **Number of students identified and monitored by LAT model.**

Number of targeted and specialized students (Tier 2 & 3) who are directly identified and monitored by the Learning Team through: assistive technology, ISP development, facilitating assessments, coordination of services, etc.	110
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- **Percentage of staff engaged with the LAT.**

Staff who are meaningfully, actively and frequently collaborating with the Learning Assistance Team (grades K to 8) or Curriculum Leader/Counselling Staff (grades 9 to 12) toward increased achievement of students.	100
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- **Percentage of teachers self-reporting they incorporate strategies to differentiate instruction to meet the needs of students in their classrooms.**

Percentage of staff who strongly agree that they incorporate differentiated instruction in their teaching.	96
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Comment on Results: Analysis and Action

- 1) Percentage of teachers and parents satisfied with parental involvement in decision about their child's education. For the past five years, we have been within two percent of parents and teachers being satisfied with parental involvement in decisions about their child's education which suggests a fairly healthy school community. However, we do have room to improve these numbers. We will be speaking specifically to our School Council to come up with strategies to increase this number. We need to determine why this is a very stagnant number? What are some of the things that we can do to improve it?
- 2) Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Over the last five years we have been between 84.5% and 88.3% in teacher, parent, student agreement that students are safe at school, understanding that caring for others is important and we are respectful and treated fairly. On one hand this is not a bad number but like point 1, there is room for improvement. We will be determining the students perspective by asking them specifically why they answered the way they did. We will do the same for teacher staff over the course of several learning days. We will speak directly with School Council to initiate feedback from them as well.
- 3) Survey results specific to inclusion for all students. We need to determine the discrepancy of satisfaction between our parents and our students/staff (which sits at 24%). We will do this by re-reading the comments made by parents on the surveys specific to this question. We will also talk with our student body through Advisory AND we will discuss this at School Council.
- 4) Number of students identified and monitored by the LAT model. Currently, we sit at 110 students but it would be beneficial for us to take an in-depth look at the number and make sure we are helping as many kids as we can. We will do this by re-visiting the benchmarking in Literacy and Numeracy and determine if our interventions are actually making a difference in student achievement.
- 5) Percentage of teachers reporting they are incorporating strategies to differentiate their instruction is 96%. This number needs to be 100%. We need to find out why it is not 100% AND determine what administration can do to help support teaching staff on this journey.
- 6) WMS will have an upgrade in our school based technology and this should lead to increased use and provide supports for all students. We have an increased number of students accessing assistive technology such as ipads and chrome books.
- 7) Accessibility for all students is provided through the use of our wheelchair accessible bus.

District Goal

High School Completion and Transitions

Outcome

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

Alberta Education Performance Measure

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.8	77.6	75.5	76.7	77.3

- **Overall agreement that students are taught attitudes and behaviour that will make them successful at work when they finish school.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.1	72.1	76.7	77.5	83.3

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	88.5	89.4	86.1	85.4	83.3

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	10
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- **Survey results specific to high school completion and transitions. Percentage of satisfied/very satisfied**

Students	Parents	Staff	Overall
90	74	98	87.3

- **Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
365	2	0.005	2	0.005

- **Expulsion rates.**

Number of students expelled from school	0
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Comment on Results: Analysis and Action

- **1) Overall agreement that students model the characteristics of active citizenship.**
We are currently at 77.3% which is not an anomaly; it still has room for improvement. We will be attempting to increase this number with two new initiatives. We are re-visiting the Circle of Recognition with our staff and this year including student feedback. We will revise the recognition program to include descriptors of how students work to obtain a wristband and the parameters per grade level. Secondly, we are re-visiting Advisory and will be infusing Character Education into it.
- **2) Overall agreement that students are taught attitudes and behaviour that will make them successful at work when they finish school.**
This has shown a steady increase over the past five years. Our staff continues to work on high school transitions through mentorship programs with HHHS and Red Deer College. We facilitate career exploration and development activities: attending Career Expo, bringing in guest speakers such as Careers- the Next Generation and flex sessions designed to spark interest in careers.
- **3) Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**
This statistic has been in decline for five straight years. We hope that the recent ever greening project here at school will help change this steady decline.

District Goal

Throughline Outcomes

Alberta Education Performance Measure

- Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.8	83.8	85.4	84.3	83.9

- Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	82.1	75.0	80.9	83.9	69.7

Comment on Results: Analysis and Action

- 1) Overall satisfaction with the quality of education.**

Ultimately, we need to see this number much higher. Our administration team will be monitoring the general feeling in the school. We will also be asking Advisory classes what some of the strategies will be with the students to increase this number. We will also be speaking with School Council and seeking feedback.

WMS has a student "Healthy Active Living" committee and lead teacher that promote physical and nutritional activities throughout the school by hosting noon activities, special days and events.

We will continue to offer presentations on drug awareness, FNMI culture, careers, internet safety and relational aggression.

- 2) Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.**

With a 14% decline in this category from 2014 to 2015, we need to find out why. We will be digging deeper into the survey questions that have given us this number to bring clarity. Once we have determined the questions, we need to find out the details as to why stakeholders responded this way.

A focus on modernization or replacement of our physical building, wrap-around services through a Student Supports Team and family interaction with our Community Liaison worker should assist in revitalizing the results for school and jurisdictional improvement.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- WMS administration will continue to support our Learning Assistance Teachers to ensure a focus on FNMI students.
- Currently, we have 40 (or approximately ten percent of our student body) self identified FNMI learners at Westpark Middle. We hope that by increasing the supports in place, creating a seamless transition between home and school, and cultural celebrations for ALL students will accomplish several things. ONE-increase the number of self identified FNMI students because the programs are meant to help support them and TWO-our FNMI learners will become more successful at WMS and also at their transition High School.
- Our Community Liaison Worker will continue to support student and family needs for our FNMI learners.



Summary of Financial Results

Red Deer Public Schools		Date Prepared:	November 3, 2015
Budget Report			
For the Period Sept 1, 2014 to Aug 31, 2015			
School:	Westpark Middle School		
Revenue (Allocations In)			
	Program Allocations (Includes all totals from Basic Programs and Miscellaneous Addbacks, excluding AISI)	\$1,998,717	
	AISI (Includes Prior Yr Surplus and current yr amt)	\$0	
	Other Revenue	\$118,949	
	Program Fee Revenue	\$16,490	
	Transfers from Other Sites	\$899,470	
Total Allocations In			\$3,033,626
Expenditures			
	Certificated Staffing (excluding AISI)	\$2,183,230	
	Uncertificated Staffing	\$681,323	
	AISI (Includes total AISI expenditures)	\$0	
	Miscellaneous Personnel	\$23,520	
	Contracted and General	\$36,066	
	Supplies	\$73,720	
	Furniture & Equipment	\$11,000	
	School Generated Expenses	\$24,767	
Total Expenditures			\$3,033,626
Net Surplus / (Deficit)			\$0
Comments:			



Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Westpark Middle School**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- o the School Results Report was reviewed and discussed at the **November 17, 2015** meeting of the School Council
- o the School Results Report is posted on the school website at: wms.rdpsd.ab.ca

School Council Involvement and Activities:

WESTPARK MIDDLE SCHOOL		NOVEMBER	2015	
PARENT/SCHOOL COUNCIL				
			Balance forward from previous year: (2014/2015)	\$3,037.60
Descriptive Transactions:	Total # / \$ of item(s) sold, brought in:	Wholesale Cost of Item:	PROFIT/ Difference:	
Picollo Pizza Hot Lunch OCT. 28/15	\$1,052.70	\$985.75	\$78.49	
Pizza 73 Gluten free pizza for 2 students	\$11.54 + \$1,052.70 = \$1,064.24	see above	\$0.00	
Picollo Pizza Hot Lunch OCT. 28/15 Honorium due to error in orders the day of Hot Lunch			\$100.00	
QSP Magazine Fundraiser Fall 2015			\$2,710.28	
SUTP 2015 Fundraiser 173 Books Sold (Red Deer: 123) (EDM: 9) (YYC: 4) (Southern AB: 4) (APPS: 8)	\$3,460.00	\$1,816.50	\$1,643.50	
Subway Nov. 18/15 Hot Lunch	\$1,131.00	\$1,043.18	\$87.82	
			NEW Balance after these transactions:	\$7,191.70

Member I - FRIENDS OF WESTPARK MIDDLE SCHOOL ASSOCIATION - Organizations - CAD

DAILY BANKING AND SAVINGS	Account Summary
Common Shares - Regular-0	\$1.09
Community Plan-0	\$4,964.46
Total	\$4,965.55





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