



# School Education Plan 2024-2025 to 2026-2027

Westpark Middle School



## Westpark Middle School

310 55 Ave.  
Red Deer, Alberta, T4N 4N1  
Phone: 403-347-8911  
Fax: 403-343-2792  
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, Vanier, 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:

- 29 Teachers (27.52 FTE)
- 16 Classified Staff (13.42 FTE)
- 2 Facility Services Staff (2.0 FTE)
- **47 Total Staff**

### Vision, Mission, Beliefs:

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

### Opportunities and Challenges:

Westpark Middle School continues to grow in student enrollment and is still at or beyond capacity in all three grade levels. With an overall reduction in staffing from previous years, the school is working to balance priorities and needs and address student learning as effectively and efficiently as possible.

### 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: [\[REDACTED\]](#)

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

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	87.5	83.5	83.2	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	73.7	70.5	70.3	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	68.0	68.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	14.8	14.8	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	87.8	84.3	85.0	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.1	79.2	78.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	87.9	78.0	77.3	79.9	80.6	81.1	n/a	Improved Significantly	n/a
Governance	Parental Involvement	76.0	78.7	75.7	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

## Alberta Education Assurance Measures First Nations, Métis, Inuit (FNMI) Summary (Spring 2024):

Assurance Domain	Measure	Westpark Middle School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	58.6	57.0	59.5	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	PAT6: Acceptable	n/a	22.2	22.2	n/a	45.3	45.3	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	0.0	n/a	6.5	6.5	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	74.8	74.8	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	11.3	11.3	n/a	n/a	n/a	
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Alberta Education Assurance Measures English as an Additional Language (EAL) Summary (Spring 2024):

Assurance Domain	Measure	Westpark Middle School (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	72.0	72.8	76.7	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PAT6: Acceptable	n/a	70.8	70.8	n/a	65.4	65.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	8.3	8.3	n/a	15.7	15.7	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	67.1	67.1	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	13.8	13.8	n/a	n/a	n/a	
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## 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>• 83.5% of teachers, parents and students agree that students are engaged in their learning at school.</li> <li>• 70.5% of teachers, parents and students are satisfied that students model the characteristics of active citizenship.</li> <li>• 68% of students achieved the acceptable standard and 14.8% of students achieved standard of excellence on Grade 6 Provincial Achievement Tests.</li> </ul>
<p><b>School Strategies</b></p>	<ul style="list-style-type: none"> <li>• Dedicated time each day to focus on literacy and numeracy based on student need</li> <li>• Weekly meeting of the Learning Support Team (LST) to address and support student social/emotional/academic/attendance needs</li> <li>• A concerted focus on assessment creation and connection to learning outcomes</li> <li>• A district wide change in reporting from letter grades to percentages to allow students to see growth and clarity for parent understanding</li> <li>• Utilising the Learning Assistance Teacher (LAT) to support ISP creation; dedicated time at the start of the year for teachers to review needs in their classrooms</li> <li>• Creation of a transition spreadsheet to allow teachers to see the needs in their classroom in one place</li> <li>• The student Support room (SSR) will continue to be utilised on an as-needed basis.</li> <li>• Continued work on new curriculum in Math, ELAL and Science</li> </ul>

	<ul style="list-style-type: none"> <li>● Scheduling teachers as subject specialists with smaller collaboration teams to support excellence in planning, instruction and assessment</li> <li>● Continuation of LEAD character education program with cross-graded advisories to promote leadership and positive community</li> <li>● Continuation of district-wide middle school collaboration days</li> <li>● Continuation of an FNMI committee to support Indigenous students and activities including, but not limited to the recognition of Orange Shirt Day, National Indigenous People’s Day, attending pow-wow, family pot lucks, curricular connections in class, utilising district coordinators for activities and lessons</li> </ul>
<b>School Performance Measures</b>	<ul style="list-style-type: none"> <li>● Provincial Achievement test (PAT) data</li> <li>● Reading Comprehension Assessment Tool (RCAT)</li> <li>● Highest Level of Achievement Test (HLAT)</li> <li>● Fountas and Pinnell benchmarks</li> <li>● Math Intervention Programming Instrument (MIPI) results</li> <li>● Alberta Education Assurance Measure Survey (AEAM)</li> <li>● School numeracy intervention data</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> </li> </ul>

	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.
<b>Alberta Education Measures</b>	<ul style="list-style-type: none"> <li>● 84.3% of teachers, parents and students are satisfied with the overall quality of basic education.</li> </ul>
<b>School Strategies</b>	<ul style="list-style-type: none"> <li>● A concerted focus on assessment creation and connection to learning outcomes</li> <li>● A district wide change in reporting from letter grades to percentages to allow students to see growth and clarity for parent understanding</li> <li>● Dedicated time each day to focus on literacy and numeracy based on student need</li> <li>● Continuation of new curriculum development in Math, ELAL and Science</li> <li>● Use of the Student Support room (SSR) to support students and teachers in regulation strategies</li> <li>● Administration is committed to maintaining a comprehensive teacher supervision program</li> </ul>
<b>School Performance Measures</b>	<ul style="list-style-type: none"> <li>● Provincial Achievement test (PAT) data</li> <li>● Reading Comprehension Assessment Tool (RCAT)</li> <li>● Highest Level of Achievement Test (HLAT)</li> <li>● Fountas and Pinnell benchmarks</li> <li>● Math Intervention Programming Instrument (MIPI) results</li> <li>● Alberta Education Assurance Measure Survey (AEAM)</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 fulfil 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>

<p><b>Alberta Education Measures</b></p>	<ul style="list-style-type: none"> <li>● 79.2% of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe.</li> <li>● 78% of teachers, parents and students agree that students have access to the appropriate supports and services at school.</li> </ul>
<p><b>School Strategies</b></p>	<ul style="list-style-type: none"> <li>● Student Support Room (SSR) access and success of interventions</li> <li>● Learning Assistance Teacher (LAT) to support teachers and students as needed</li> <li>● Family School Liaison Counselor (FSLC) to bridge supports between school, home and community</li> <li>● Continuation of the daily breakfast program to provide food for all students</li> <li>● Accessing and applying for Jordan’s Principle EAs for students who qualify</li> <li>● Providing Mustard Seed lunches for students in need</li> <li>● Providing weekly and seasonal hampers for families</li> <li>● Weekly Learning Support Team (LST) meetings to address ongoing and emerging student needs</li> </ul>
<p><b>School Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● SSR access data</li> <li>● Provincial Achievement test (PAT) data</li> <li>● Use of benchmarking tools (RCAT, HLAT, MIPI, F&amp;P) to address student needs</li> <li>● Alberta Education Assurance Measure results</li> </ul>

**School Council & School Generated Funds:**

As of May 5, 2024, the School Council funds were \$11 156 and they have committed those funds to supporting year end field trips and the development of a Gaga Ball court in the playground area.