



# School Education Plan 2018-2019 to 2020-2021

West Park Elementary School



## West Park Elementary School

3814 55 Avenue  
Red Deer, Alberta, T4N 4N3  
Phone: 403-343-1838  
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Website: <http://westparkelem.rdpsd.ab.ca/>

School Administration:  
Principal: Katharyn Blades  
Vice Principal: Brianne Lindsay

### School Profile:

West Park Elementary is located in the West Park community and serves pre-kindergarten to grade five students in the areas of West Park, West Lake, and South Hill.

Anticipated Student Enrolment: 325 (Pre-K - 5)

Anticipated Staff Profile:

- 21 Teachers (17.11 FTE)
- 11 Classified Staff (Educational Assistants and Administrative Assistants)
- 2 Facility Services Staff
- **34 Total Staff**

### Vision, Mission, Beliefs:

#### Vision

A safe and caring environment where every child maximizes their potential.

#### Mission Statement

Striving for excellence in academic achievement and interpersonal relationships to positively enhance lifelong success of students.

#### Values

At West Park Elementary, we value:

- Respect, responsibility and caring for all members of our school community.
- Input and involvement of our parents as they join us to form a strong partnership.
- Support and participation of our community partners in meeting the needs of students.

#### Beliefs

At West Park Elementary School, we believe that:

- Education of children is the shared responsibility of the home, school and community.
- Each child is unique with an individual learning rate, style, potential and motivation.
- Successful learners are those who are dedicated, exert personal effort and establish good work habits and study skills.
- Success at school is significant in developing a healthy self-concept, self-esteem and good citizenship.

### **Opportunities and Challenges:**

West Park Elementary School has developed a strong focus in literacy, and we have more recently focused our attention on implementing the pyramid of support for numeracy. We will continue to explore strategies for students to develop a mathematical mindset with increased confidence in math. We are excited for the opportunity to have a teacher specifically assigned to support our English Language Learners in the classroom. We will also encourage and teach strategies to develop resilience in students by implementing the “Valuing Mental Health” plan.

### **School Education Plan Development and Communication:**

The West Park Elementary 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 West Park Elementary School Education Plan is available at the school and is posted on our website at: <http://westparkelem.rdpsd.ab.ca/>

## Alberta Education: School Accountability Pillar Report Card:

| Measure Category  | Measure  | West Park Elementary 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>                            | 89.0                        | 92.3             | 90.4                | 89.0           | 89.5             | 89.4                | Very High          | Maintained             | Excellent  |
| Student Learning Opportunities                                | <a href="#">Program of Studies</a>                         | 84.9                        | 87.9             | 88.5                | 81.8           | 81.9             | 81.7                | Very High          | Maintained             | Excellent  |
|   | <a href="#">Education Quality</a>                          | 93.2                        | 96.5             | 96.0                | 90.0           | 90.1             | 89.9                | Very High          | Maintained             | Excellent  |
|   | <a href="#">Drop Out Rate</a>                              | n/a                         | n/a              | n/a                 | 2.3            | 3.0              | 3.3                 | n/a                | n/a                    | n/a        |
|   | <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>                            | n/a                         | n/a              | n/a                 | 73.4           | 73.6             | 73.2                | n/a                | n/a                    | n/a        |
|   | <a href="#">PAT: Excellence</a>                            | n/a                         | n/a              | n/a                 | 19.5           | 19.4             | 18.8                | n/a                | n/a                    | n/a        |
| 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>                           | 75.0                        | 87.5             | 83.4                | 82.4           | 82.7             | 82.4                | Intermediate       | Maintained             | Acceptable |
|   | <a href="#">Citizenship</a>                                | 81.8                        | 90.4             | 89.4                | 83.0           | 83.7             | 83.7                | Very High          | Declined               | Good       |
| Parental Involvement  | <a href="#">Parental Involvement</a>                       | 78.3                        | 83.2             | 87.5                | 81.2           | 81.2             | 81.0                | Intermediate       | Maintained             | Acceptable |
| Continuous Improvement  | <a href="#">School Improvement</a>                         | 77.9                        | 95.9             | 89.7                | 80.3           | 81.4             | 80.7                | High               | Declined Significantly | Issue      |

## Outcomes, Strategies, and Performance Measures:

| Priority                | <h3 style="text-align: center;">Literacy And Numeracy</h3> <p style="text-align: center;">...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>● Expand the use of guided reading resources containing local First Nations and Métis perspectives.</li> <li>● Continue professional learning and collaborative opportunities which focus on writing for multiple purposes and for various audiences, using the Literacy Place resource materials, and expanding to other writing resources.</li> <li>● Using the Pyramid of Supports, continue to use the WPE tracking system to show student progress and to implement strategies to ensure students in the yellow zone are reading at grade level by the end of grade three.</li> <li>● Implement a literacy information evening for increased parental involvement to support literacy in the home.</li> <li>● Implement literacy based Running With the PACK sessions.</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>● Implement common expectations for a numeracy-rich classroom, including: effective formative assessment that includes a focus on essential outcomes, engagement with numeracy in relevant and meaningful contexts, and a focus on a Mathematical Mindset.</li> <li>● Implement common language and expectations, including Number Talks, for mathematics with a focus on <u>Mathematical Mindsets</u> by Jo Boaler.</li> <li>● Implement professional learning in mathematics and guided math for all staff.</li> <li>● Implement a numeracy games/parent information night for increased parental involvement to support numeracy in the home.</li> <li>● Continue to develop the WPE Pyramid of Support mathematics document and implement strategies for all students to achieve to their full potential in numeracy.</li> <li>● Implement numeracy based Running With the PACK sessions.</li> </ul> |
| Performance Measures    | <ul style="list-style-type: none"> <li>● Percentage of students in Grades 1 to 5 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>● Literacy data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA).</li> <li>● Percentage of grade 1-5 students in the yellow zone for literacy and numeracy (WPE).</li> <li>● Percentage of students in Grades 2-5 who are numerate within one year of grade level, as reported through the Math Intervention/Programming Instrument (MIPI).</li> <li>● Number of parents attending literacy and numeracy nights (WPE).</li> </ul>   |

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|---------------------------------------|---|
| <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>● 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>● Continue to build capacity with staff to incorporate First Nations, Métis, and Inuit perspectives into their practice.</li> <li>● Build capacity in staff surrounding Trauma Awareness Training, Zones of Regulation, Managing Behaviour, instruction for English Language Learners, as well as a staff book club. New staff will be trained as they join the WPE Staff.</li> <li>● Continue to allocate PACK time for professional development and collaboration for all staff members.</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>● Implement the “Valuing Mental Health” plan, focusing on: the grade K to 5 delivery of the Health and Life Skills curriculum; and follow up for students, staff and families to address mental health and wellness in the school.</li> <li>● Continue to build capacity with staff in the areas of trauma awareness, relationship building, self-regulation strategies, and managing behaviour.</li> <li>● Implement the Discovery Room for identified students to practice self-regulation strategies.</li> <li>● Ensure all students are provided with the supports needed in order to achieve their full potential through differentiated instruction.</li> <li>● Support English Language Learners through implementing an ESL teacher.</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>● Enhance and support ease of access for families.</li> <li>● Access STEP UP funds wherever appropriate.</li> <li>● Continue to implement breakfast and snack program for all students.</li> <li>● Implement family events to build a sense of community and belonging.</li> </ul> |
| <p><b>Performance Measures</b></p>    | <ul style="list-style-type: none"> <li>● Overall agreement that students are safe at school and learning the importance of caring (Target: 90%). (AE)</li> <li>● Overall percentage of students and parents who feel students receive the help and support they require at school (Target: 90%). (RDP)</li> <li>● Overall percentage of students and parents who feel students are cared for and accepted at school (Target: 90%). (RDP)</li> <li>● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school (Target: 90%). (RDP)</li> </ul>   |

|                                |  |
|--------------------------------|--|
| <b>Priority</b>                | <h2 style="text-align: center;">Student Success And Completion</h2> <p style="text-align: center;">... 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>Children have an excellent start to their learning journey in Pre-K and Kindergarten.</i></b></p> <ul style="list-style-type: none"> <li>• Ensure the delivery of a literacy-rich learning environment focusing on oral language, phonological awareness, alphabet knowledge and print awareness.</li> <li>• Develop early years learning environments that focus on exploration, play, and inquiry.</li> <li>• Provide collaborative opportunities for Pre-K and Kindergarten staff to collaborate with others at the school and district level.</li> </ul> <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>• Using of the District wide Elementary Report Card, monitor and respond to student progress.</li> <li>• Provide transition support for First Nations, Métis, Inuit and English as a Second Language students.</li> <li>• Utilize district PowerSchool transition document.</li> </ul> <p><b><i>Students experience character education programming in Grades 1-9.</i></b></p> <ul style="list-style-type: none"> <li>• Continue implementation of Positive Behavior Intervention and Support through in-class and PAWS lessons.</li> <li>• Explore opportunities to integrate FNMI character teachings into the West Park Ways and PAWS lessons.</li> <li>• Continue to develop mindset and self-regulation strategies in all students.</li> </ul> |
| <b>Performance Measures</b>    | <ul style="list-style-type: none"> <li>• Data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA).</li> <li>• Overall satisfaction with the quality of basic education. (AE)</li> <li>• Overall agreement that students model the characteristics of active citizenship. (AE)</li> <li>• 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. (RDP)</li> </ul>   |