



# School Education Plan 2023-2024 to 2025-2026



## West Park Elementary School

3814-55 Avenue  
Red Deer, Alberta, T4N4N3  
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School Administration:  
Principal: Lisa Spicer  
Vice Principal: Rhonda Sproxtton

### School Profile:

West Park Elementary School is a small community school which includes a number of students who are English Language Learners. It 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: 319 (Pre-K to grade 5)

### Anticipated Staff Profile:

- 16.5 Teachers (FTE)
- 11.83 Classified Staff (FTE)
- 1.5 Facility Services Staff ( FTE)
- **29.83 Total Staff**

### Opportunities and Challenges:

This year, we will continue with the implementation of the new curriculum for kindergarten to grade three, expanding into grades four and five. Throughout these implementation years, we maintain our focus on the social-emotional development of our students which leads to increased emotional regulation and resiliency for learning in all areas.

At West Park Elementary School, we believe in the following:

- **CONNECTION** - first, last, and always.
- **COMMITMENT** - support each other.
- **COMMUNICATION** - with kindness and clarity.
- **COLLABORATION** - with a growth mindset.

With these in mind, we embrace the following **Guiding Statements** to ground us in our practice each day:

- *Every student has the right to a safe and caring learning environment and this is where they learn best.*

- *When we strive for student success through common approaches, language and practices, we all achieve more.*
- *We are collectively responsible for the emotional well-being and academic success of ALL students through excellent instruction and inclusive practices.*

**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:

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

## Alberta Education Assurance Measures - Overall Summary (Fall 2022):

### Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 4452 West Park Elementary School

Assurance Domain	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
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	84.5	86.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	83.1	86.8	80.9	81.4	83.2	83.1	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.8	93.2	90.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.8	88.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	88.2	89.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	74.5	87.1	80.6	78.8	79.5	81.5	Low	Maintained	Issue

### Outcomes, Strategies, and Performance Measures:

Priority	Throughline Priority (This outcome stretches across all three priority areas.)
Outcomes and Division Strategies	<p><b><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></b></p> <ul style="list-style-type: none"> <li>Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues with dysregulation.</li> </ul>
Our School's Strategies	<ul style="list-style-type: none"> <li>Develop specific lessons, routines and resources for school-wide use based on social-emotional learning and Dr. Gordon Neufeld's work on connection and attachment.</li> </ul>
School-Based Performance Measures	<ul style="list-style-type: none"> <li>Overall percentage of our school's students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP)</li> <li>Overall percentage of our school's students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP)</li> <li>Overall percentage of our school's students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Literacy And Numeracy</b></p> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p><b>Outcomes and Division Strategies</b></p>	<p><b><i>All learners are proficient in the areas of reading, writing, speaking and listening.</i></b></p> <p><b><i>All learners are proficient in the areas of reasoning and applying numerical concepts.</i></b></p> <ul style="list-style-type: none"> <li>● Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum.</li> <li>● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts &amp; Literature curriculum, as well as the new Mathematics curriculum.</li> </ul>
<p><b>Our School's Strategies</b></p>	<ul style="list-style-type: none"> <li>● <b>Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums.</b> <ul style="list-style-type: none"> <li>○ Dedicated time during Staff Learning Days to explore effective instructional and assessment practices.</li> <li>○ Each grade level will collaborate on developing a minimum of two common formative and summative assessment practices.</li> </ul> </li> </ul>
<p><b>School-Based Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE)</li> <li>● The total number of Grade 1 to 3 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE)</li> <li>● The average number of months gained at grade level after the administration of the final assessments for at risk Grade 1 to 3 students. (AE)</li> <li>● Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP)</li> <li>● Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP)</li> <li>● Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)</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 Division Strategies</b></p>	<p><b><i>All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></b></p> <p><b><i>All learners are able to access the supports and services they need to achieve success.</i></b></p> <ul style="list-style-type: none"> <li>● Through the analysis of the Red Deer Public Schools “student census” survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context.</li> <li>● Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools.</li> <li>● Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.</li> </ul>
<p><b>Our School’s Strategies</b></p>	<ul style="list-style-type: none"> <li>● Include a “Raising Resilient Families” section in the monthly newsletter to educate parents and family members on social-emotional learning, resilience and steps to prevent bullying.</li> <li>● Direct teaching of individual uniqueness, characteristics, traditions and celebrations.</li> </ul>
<p><b>School-Based Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Overall agreement that our students are safe at school and learning the importance of caring. (AE)</li> <li>● Overall agreement that our students model the characteristics of active citizenship. (AE)</li> <li>● Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Student Success And Completion</b></p> <p style="text-align: center;">... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
<p><b>Outcomes And Division Strategies</b></p>	<p><b><i>All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.</i></b></p> <p><b><i>The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.</i></b></p> <ul style="list-style-type: none"> <li>● All Kindergarten to Grade 3 Teachers will have the knowledge, skills and attitudes required to confidently and competently implement the Science curriculum.</li> </ul>
<p><b>Our School’s Strategies</b></p>	<ul style="list-style-type: none"> <li>● Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Staff develop and contribute to the WPE FNMI Plan to ensure teaching of FNMI perspectives at each grade level.</li> <li>● <b>Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes.</b> <ul style="list-style-type: none"> <li>○ Purposeful and collaborative planning between teachers and administrators to implement best teaching and assessment practices.</li> <li>○ Protected timetable to allow for cross-graded literacy/numeracy blocks at each grade level.</li> </ul> </li> </ul>
<p><b>School-Based Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (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 (Target: 90%). (RDP)</li> <li>● Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (Target: 100%). (RDP)</li> </ul>