



School Results Report

2020-2021

Westpark Middle School



The Year in Review

Fast Facts:

Westpark Middle School
3310 55 Avenue, Red Deer, AB, T4N 4N1
403-347-8911
403-343-2792
wms@rdpsd.ab.ca

Principal: Teresa Tataryn
Vice-Principal(s): Curt Baker, Camille Bax

Student Profile:

- Grade 6: 183
- Grade 7: 176
- Grade 8: 175
- Total Student Population: 536
- ELL Students: 35
- First Nations; Métis; Inuit Students: 45

Staff Profile:

- Teachers: 27.5
- Classified Staff: 18
- Facility Services Staff: 2
- Total Staff: 48

New Directions:

At this time, the Assurance Measure Reports and school based analysis and rubric data helps us to formulate initial plans for a new year. Once trends are discovered, action plans/playbooks for each target area will be initiated. This action focused plan is honed and refined for improvement, review and analysis in forward thinking approaches based on opportunities for School Council and Staff input from a SMART goal approach. Norms were determined for the components of balanced pedagogical approaches. We commit the Education Plan Goals with explicit collaboration and connections that drive a community of consistent practice. We are collectively committed to this growth. To support the Education Plan integrity, processes have been developed to ensure alignment of - people, structure, rewards/celebration, resources and decision making. A Proactive (rather than Reactive) style will focus plans that value stakeholder: voice, impact, leverage, clarity and relevance to the direction set. We will emphasize commitment to the Pyramid of Support Model, embedded instructional coaching within PLC and Staff Learning, and provide shoulder to shoulder support for student achievement and teacher efficacy. Ongoing analysis and refinement of common practices, programs and assessment will challenge and inform the standard of excellence we are striving to attain and will provide relevant areas of progression/readiness. This will create a natural arena for accountability and collective response, pedagogical conversation, design & planning for effective practice; and will foster an imperative sense of connection and a culture of learning. Playbooks will be crafted for each goal using the Assurance Model as a framework with subtopics for distributed leadership in teams. Alignment with the Results Report, Current Ed Plan and Site needs will be our target. The New Curriculum and Lucy Calkins will not be a *focus* but plans will include 'big picture concepts', philosophy and vocabulary in mind to begin creating a 'been there' experience for the next year playbook implementation. Plans will emphasize a balanced approach to progress and learning. Front Load analytics will give a contextual start to this 'working document' from Staff TQS Competency Survey Needs Analysis done in March. These playbooks and their teams will determine the Staff Learning Plan. These teams will determine how best to use the opportunities we have: Staff Learning Days, Embedded Instructional Coaching, Team retreats, LST meetings, Grade/Subject Team Meetings, Sub Release (limited); Assignable time; volunteer 'lunch meetings', Shoulder to Shoulder conversations, etc; to meet our needs progressively. Playbook teams will meet with Administration monthly to edit/revise/reflect/determine next steps

Opportunities and Challenges:

Our growing population, diverse demographics, decreasing space capacity, new school building and new Administrative team has created opportunity and challenge. Importance has been placed on respecting historical roots. Additionally, we will forge new situations for equitable access, infrastructure and fostering a shared vision/collective response to effective school culture. The 2020-21 School Year brought specific impacting challenges surrounding Teacher Wellness, Covid Agility and Flexibility. Westpark continued to provide high quality learning opportunities for our students. In the analysis of the data - both provided in this framework and anecdotal data of lived experience (Dossier and staff feedback) Westpark can celebrate. After reflection on patterns, trends and contextual needs we are excited for the 2021-22 school year. We are confident in that in using the Assurance Model, TQS and data at hand, that we can unite in the 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."

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."

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Division Performance Measures

- **Percentage of Grade 6 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
130	99	76.15

- **Percentage of Grade 7 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
108	77	71.30

- **Percentage of Grade 8 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
118	98	83.05

- **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to read and write what is expected in school.	89.7	100	87.3	N/A	86.96
Overall percentage of students who feel they are able to read and write what is expected of them in school.	96.0	93.4	93.9	N/A	88.00
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.0	95.2	95.2	N/A	92.68

- **Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	85.5	90.6	86.7	N/A	86.09
Overall percentage of students who feel they are able to understand and work with numbers in school.	94.6	88.0	86.4	N/A	87.64
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.0	95.2	95.2	N/A	90.24

Anecdotal Results, Analysis and Action

Analysis:

- last year the results of students literate within 1 grade level was a grade 6-8 result of 85%; for this report, the Westpark average was 77%
- This is a loss of 8%. This is discouraging but not unexpected due to the starts and stops of the Covid impact. One strategy that Westpark has used to raise scores successfully has been diligence in sustained reading stamina of good fit books. Interventions in a cohorted model was difficult to engage students in due to their struggle to remain anonymously pulled from mixed cohort options. We are always worried over loss and will work actively to bring every student closer to grade level
- In spite of the vast uncontrolled variable with a disruption to the brick and mortar typical school curriculum delivery, we are overall pleased at how our teachers were able to maintain previous standards with minimal loss. There is however, work to be done to bring our students to high standard of expected proficiency

Action:

- *Implementation of a Language and Numeracy Literacy Strategic Playbook for distributed lateral leadership and united school vision in moving literacy (language and numeracy) forward in measure progression and next step goals; consultation w/Learning Support Team, LAT and Interventions*
- *Initial Implementation of Lucy Calkins writing units - Teachers will create a phased plan that has them at grade/District par by 2022-23 school year.*
- *HLAT benchmark use: Teachers will be supported in this work with time, resources and embedded PLC*
- *Embedded PLC time (guided by Admin, District Consultants and literacy/LAT) for the implementation and alignment of research-based literacy (reading and writing) practices across the curricula for targeted teacher achievement/efficacy*
- *Redesign of our Interventions model to a more explicit targeted instruction period that increases instructional time. The program will focus on student and subject specialists within a culture of collaboration, opening the range for access points, progress monitoring and formative feedback.*
- *Outcome based year plans that incorporate covid recovery plans from 2020-21 and prioritize essentials; teacher instruction on keys to understanding explicit teaching for progressive understanding (lock step common scope/sequence); Backwards Bundling*; Scaffolding strategies and opening Access Points**
- *Explore and implement opportunities for increased parental involvement to support literacy in the home.*
- *Continue to build on our goal for Common & Collective Middle School Response to identified standards:*
 - *Grade Team Common: Calendar, Essential outcomes, Assessment (formative and summative), Assessment weighting, Educational Practices and Resources*
 - *Grade team & Subject Team meeting 'Check ins', Norms and Commitments revisited each Staff Learning Day*

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **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)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	83.7	87.4	85.3	84.0	86.0

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	84.2	80.7	78.8	87.0	78.4

Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	89.0	90.1	90.5	N/A	93.04
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	94.6	93.0	89.8	N/A	90.55
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	80.0	81.0	80.9	N/A	87.80

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	85.5	100	86.1	N/A	91.30
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	86.2	86.4	83.3	N/A	81.09
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	100	100	N/A	100

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	84.1	100	81.7	N/A	84.35
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	87.0	88.8	87.9	N/A	79.27
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	100	100	N/A	87.80

Anecdotal Results, Analysis and Action

Analysis:

- We anticipated lower than our normal scores in some of these areas as anecdotally we felt a difference in student behavior, respect, resilience and stamina in the return to school from a less structured year.
- We are overall pleased. It is important to raise the 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 - one priority will be a focus on being a 'learning school' (teachers and students). We are confident that the return of Advisory, student leadership, clubs and sports will raise the percentage of students who feel connected and a sense of belonging
- Maintaining and even raising our scores in this area is inspiring and engaging to us as we move forward in service

Action:

- *Implementation of a Culture Strategic Playbook for distributed lateral leadership and united school vision in moving equity forward in measure progression and next step goals; consultation w/Learning Support Team, LAT and Interventions*
- *All staff will participate in an Inservice and subsequent Tiered Intervention Behavioral Expectation and Discipline Model that incorporates strategies of Restorative Practice, Emotional Regulation and Proactive Strategies that foster a safe and caring atmosphere.*
- *Embedded Professional Development (PLC - Instructional Coaching) will complement explicit teacher learning around pedagogy, high impact teaching strategies and 'Access' for All (Differentiated Instruction) and inclusive education.*
- *Significant planning for growth will include advancing capacity of staff in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners and Diversity.*
- *Program combination (previously Foundations/Pathways) with an emphasis on fluid, meaningful, inclusion with a strength based focus; family interviews and planning to ensure parent governance and input*
- *Recognizing the significant impact of a new school build that for 2 years has never had the opportunity to extend the 'welcome mat'; we will have a Fall whole school/community open door 'Welcome to Westpark' community event*

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.1	82.6	79.9	72.8	73.2

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	81.2	77.5	84.0	88.9	86.4

- **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)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	80.2	82.8	84.6	85.9	84.5

Division Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level). # of students failing at least one course (37.48%)	199
---	------------

● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will be prepared for the next grade level.	86.9	93.8	86.7	N/A	88.70
Overall percentage of students who feel they will be prepared for the next grade level.	95.7	94.6	94.7	N/A	92.36
Overall percentage of teachers who feel the students will be prepared for the next grade level.	96.0	95.2	85.7	N/A	73.17

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will complete high school.	98.6	100	96.2	N/A	96.52
Overall percentage of students who feel they will complete high school.	98.6	99.2	96.6	N/A	98.91
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	96.0	100	100	N/A	97.56

● **Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)
	2020-2021
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	81.74
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	81.09
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	95.12

Anecdotal Results, Analysis and Action

Analysis:

- Active citizenship is an area of challenge for us. Leadership, Band, Sports, Fine arts night and French highlighted this year once again will rejuvenate these passion areas.
- Results show that teachers worry about student preparedness while parents, students (and their Principal) have every confidence.
- Our learning support team is VERY concerned about the results related to student attendance. While we understand the barriers, it is critical to remedy the new pattern set in order to have students succeed, achieve and be prepared for high school skills and determination necessary. Action plans that are supported by District tracking are underway

Action:

- *(as above) Embedded Professional Development (PLC - Instructional Coaching) will complement explicit teacher learning around pedagogy, high impact teaching strategies and 'Access for All' (Differentiated Instruction) and inclusive education.*
- *(as above) Implementation of a Culture Strategic Playbook for distributed lateral leadership and united school vision in moving equity forward in measure progression and next step goals; consultation w/Learning Support Team, LAT and Interventions*
- *Initiation of an Integrated LEED School Design program & Ecological Landscape (focus on sustainability, consumption, stewardship of resources and learning by school design)*
- *Integrating Grandfather's teachings within District Values for Learning and Life; weekly Land Acknowledgement; FNMI teacher coach; FNMI garden, Spirit Seekers, Curricular connections across the subject areas; staff and student learning; FNMI rubric progression*
- *Continue to build on our goal for Common & Collective Middle School Response to identified standards:*
 - *Grade Team Common: Calendar, Essential outcomes, Assessment (formative and summative), Assessment weighting, Educational Practices and Resources*

- o Grade team & Subject Team meeting 'Check ins', Norms and Commitments revisited each Staff Learning Day*
- o Continue student recognition and celebration. Each Monday morning Values for Learning and Life are shared as they relate to being a LEADER within the Circle of Recognition as a Wildcat. Teachers will submit (on a Wildcat ticket) the names of students and specific examples of how they feel the student exhibits this quality and why. On Friday a draw in each grade level recognizes, a prize is given and parents are called to thank their child for highlighting that trait*
- o Advisory Teacher paw-sitive postcards home; Advisory and Wellness Character Ed Features*
- o Communicate our commitment to the six character traits identified as core for all staff and students of Red Deer Public Schools through the monthly Principal Newsletter*

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- Utilization of the FNMI Rubric and Collaborative committee monthly
- Indigenous Education School Reflection Tool: Professional learning, relationship building, financial support, curriculum connections, resources, community supports, student success, student support, truth and reconciliation
- Concentration on Indigenous Student Focus: Students seeing themselves and their culture in our building; Spirit Seekers; Achievement and Monitoring with FNMI Lead Teacher release time; New Indigenous studies course
- Whole population focus: Concept integration within all curriculum through a Medicine Wheel Lens; Specific application; FNMI garden and ecological landscape project; FNMI mural that incorporates student growth and walk together; Specific guest speakers
- Community Engagement: getting parents into our building; focus nights for all parents
- Ongoing staff learning: Staff FNMI learning plan; curricular connections document
- Advisory lessons
- Sprint differentiation collaboratives
- Grandfathers Teachings woven into District Character Education

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.

- The School Results Report was reviewed and discussed at the **November 18, 2021** meeting of the School Council
- The School Results Report is posted on the school website at: <http://wms.rdpsd.ab.ca/>



Red Deer Public Schools
4747-53 street
Red Deer, Alberta T4N 2E6
Phone: 403-343-1405
Fax: 403-347-8190
E-mail: info@rdpsd.ab.ca
Website: www.rdpsd.ab.ca