

Wilson Middle School



2017/18 Three Year Education Plan

and

2016/17 Results Report

Vision Statement

Our learners are innovative thinkers who are successful, confident, and caring.

Mission Statement

Lethbridge School District No. 51 is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens

www.lethsd.ab.ca



Lethbridge School District No. 51



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Lethbridge School District Priority: Supporting Student Achievement.

PROVINCIAL GOALS

- Every student is successful.
- FNMI achievement gap
- Quality teaching and school leadership.
- Engaged and effective governance.

OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
 - Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- FNMI student achievement will meet or exceed provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- * Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.

Performance Measures

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes

Strategies

- Every student at Wilson will be placed into two, three week intensive Literacy and Numeracy options at their appropriate level. They will receive instruction and tools necessary to improve their skills tailored to their individual needs.
- Students are given access to both SAIC and core support in order to supplement their learning needs and increase individual student success. Develop and implement levelled literacy intervention program to help close the literacy learning gap.
- Teachers ensure that cross-curricular connections are made as often as possible, and provide students with opportunities to enrich their understanding of the curriculum with real-world applications.
- Students are engaged in not only curricular course work, but are given a variety of opportunities to develop their abilities to function in society as an engaged citizen ex. Options such as: Shop, Leadership, Drama, Learners Ed Prep, Small Engine Repair, Foods, Computers, Second Languages, Babysitting, Entrepreneur in Me, Outdoor Ed, and so on.
- FNMI students are provided a plethora of support at our school such as an ongoing mentorship program with feeder elementary schools in order to increase leadership and pride, FNMI-centered exploratories, and consistent FNMI counselling.
- Opportunities for all students to learn about the Blackfoot language and culture through drumming and traditional dancing.
- Effective Staff Learning for EA's in the area of cum files, modifications and accommodations for students.
- Develop time for EA's to debrief with OT/PT/SLP on the students they work with.
- Our comprehensive ELL model at Wilson (Limited Formal Schooling, Transition and Mainstream Programs) helps ELL students develop the linguistic competencies needed for academic success and integration into the Canadian culture.
- The popular "Taste of the Nations" potluck evening shares food, music, and dance and celebrates the rich cultural diversity of the Wilson School family.

Lethbridge School District Priority: Supporting the implementation of initiatives designed to develop innovative thinkers

OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers
- A breadth of high quality programs within and outside the classroom foster innovative thinking.
- The school demonstrates collaboration and engagement.

Performance Measures

- Students are taught attitudes and behaviors that will make them successful at work when they finish school
- Opportunity for students to receive a broad program of studies,
- Teacher, parent and student satisfaction with the overall quality of basic education, school improvement and decision making

Strategies

- Students engage daily in inquiry-based learning opportunities in all core subjects which fosters both critical and creative thinking.
- Teachers are aware of the competencies and meaningfully implement them into their daily practice.
- Technology is seamlessly integrated into classes in a variety of ways daily, such as student use of computers (developing research skills, using word processing, creating projects in technological formats such as podcasts, music videos, electronic presentations, etc.)
- We offer students engaging exploratory options and opportunities to access and further develop their innovative thinking abilities in courses and clubs such as Robotics, Photoshop, New Media, Digital Scrapbooking, livestreaming of events and assemblies, and video announcements.
- Create diverse learner space: SAIC, common space, learning support, learning commons
- Continue to focus on responsible citizenship.
- Teachers will continue to have regular contact with parents regarding student progress.
- All students in grade 6 will take digital citizenship classes throughout the school year. Grade 7 and 8 teachers will dedicate time before they use lap tops to ensure each student understands the procedures of start-up shutdown and saving.
- Encourage and foster risk taking (ie .innovation exploratory option) –maker spaces

PROVINCIAL GOALS

- Every student is successful.
- Quality teaching and leadership.
- Engaged and effective governance.

Lethbridge School District Priority: Supporting Student Diversity

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Students with diverse learning and social needs are supported.
- Schools are learning environments that promote healthy lifestyles.

Performance Measures

- Improvement on the continuum of the Indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.
- Students are safe at school, learning about the importance of caring and respect for others and are treated fairly at school.

Strategies

- Our school strives to be a place in which everyone feels welcome. We have a variety of clubs offered both during school and after school such as Positive Spaces, Go Girl, the 4th R, Game On and more.
- Student-led assemblies exemplify leadership and allow ALL students a chance to participate.
- The Wilson Way 6-week option combined with homeroom develop character education.
- At Wilson we have a word of the month that is the focus and is emphasized to enhance an inclusive, caring environment.
- Wilson is working toward a student-wellness committee inspired from a healthy schools symposium to encourage living a healthy lifestyle
- DAILY physical education occurs for every student
- Breakfast and lunch programs ensure students are provided with nourishment in order to effectively function throughout a school day.
- We are committed to making a student's transition from grade to grade, a success at Wilson Middle School and beyond. Thus, we put great effort into articulating about students from teacher to teacher, as well as in organizing meetings in which parents and student voices are heard.
- Create more visible cultural displays and opportunities like culture days. More PL on dealing with diverse learner's
- Continue building relationships with partners and feeder schools. I.e. Book buddies, spring basketball, FNMI mentorship.
- Provide all students the opportunity to participate in options, exploratory options, Physical Education as well as Literacy, Numeracy and Wilson Way options with their peers.
- Implementation of an FNMI day to expose students to different aspects of FNMI culture.

School Priority: FNMI measures, achievement improvement plan, staff professional learning plan and learning commons.

Outcomes:

- FNMI students are attending regularly and experiencing success both personally and academically.
- We will continue to emphasize the importance of academia school-wide.
- Staff will continue to focus in the areas of competencies, literacy, and numeracy to engage students and encourage life-long learning.

Performance Measures

- Weekly and monthly attendance reports will be taken for FNMI students.
- Results obtained from school-wide surveys and testing, such as the CAT-4.
- Both formative and summative assessments from individual classes will provide indications of academic success.
- Results from Tell-Them-From-Me Surveys and Accountability Pillar.
- Student success is measured by Honor Roll each term, student academic awards, and daily emphasis on the importance of academics.
- Staff continue to pursue professional learning by having access to in-school professional development and mentorship.
- Number of students who are accessing resources and working in the learning commons on a daily basis

Strategies

- Providing opportunities of engagement (such as clubs, teams, etc.) and areas of representation for FNMI students (such as showcases and events).
- Providing mentorship amongst the staff to support FNMI engagement during unstructured times.
- Continue to administer school-wide assessment for literacy and numeracy.
- Develop a committee that will interact and guide teacher knowledge in the area of FNMI and other cultures.
- Continue to provide thorough formative and summative assessments within the classroom and increased communication with parents.
- Our FNMI students are supported in a number of ways. In particular, we focus on our FNMI Fridays, which include cultural learning experiences, and our FNMI Mentorship program.
- Run the SAIC program from the learning commons and create an atmosphere where learning can happen anywhere.
- Teachers frequently collaborate amongst themselves, with administration and with the FNMI Liaison to find ways to respond to the individual needs of FNMI students and families.
- Create professional learning opportunities for staff to learn about FNMI quality standards.

Accountability Pillar Results



Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2017
School: 6455 Wilson Middle School

Measure Category	Measure	Wilson 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
Safe and Caring Schools	Safe and Caring	87.0	89.9	90.0	89.5	89.5	89.3	High	Declined	Acceptable
	Program of Studies	90.6	87.4	87.5	81.9	81.0	81.5	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	94.3	92.4	90.8	90.1	90.1	89.6	Very High	Improved	Excellent
	Drop Out Rate	0.0	0.0	0.0	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	66.1	64.1	68.5	73.4	73.6	73.2	Low	Maintained	Issue
	PAT: Excellence	16.9	18.7	18.4	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	87.9	81.0	86.8	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	77.3	76.5	80.2	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	83.7	80.0	78.5	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.4	92.0	85.7	81.4	81.2	80.2	Very High	Maintained	Excellent

Highlights

WMS School Community is Proud of the following accomplishments:

- Variety of extra-curricular opportunities for students to get involved in our school community
- Cross-curricular and grade level collaboration, as well as same subject collaborative teams
- Promoting positive self and community image for Wilson students
- Building relationships with students and parents
- Seamless transitions for feeder-school students

Challenges to Address

WMS School Community is always looking to improve

- Engaging the chronic attendance learner's as well as FNMI attendance learner's
- Middle school readiness (literacy and numeracy)
- Continue to develop literacy and numeracy within our classrooms
- Continue to develop and guide well rounded engaged citizens and lifelong learners