

Wilson Middle School



2019/20 Three Year Education Plan

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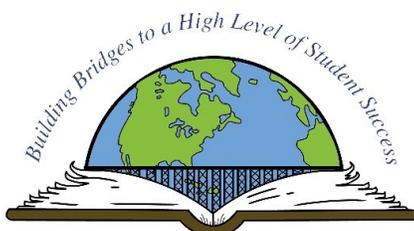
2018/19 Results Report

Vision Statement

Our learners are innovative thinkers who are successful, confident, respectful, 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



Lethbridge School District No. 51

www.lethsd.ab.ca



Lethbridge School District No. 51

PROVINCIAL GOALS

Alberta's students are successful

Alberta's system supports FNMI student success

System is inclusive

Quality teaching and school leadership

System is well managed

Lethbridge School District Priority: Achievement

OUTCOMES:

Students achieve learning outcomes with strong foundation skills in numeracy and literacy.

Students are lifelong learners possessing the skills and attributes to successfully transition to advanced education, heightened credentials, or navigate the world of work.

First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.

Teachers are highly skilled in all areas of the Teaching Quality Standard.

Support staff possess the knowledge, skills and attributes to support student success.

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.

Satisfaction with overall quality of basic education; students develop attitudes & behaviors that will make them successful workers.

Strategies:

- Infusing literacy, numeracy and the Wilson Way (character education programming) into our homeroom block to start each day, which will allow for year-long exposure to build strong foundations in all three areas.
- Consistency for students with teachers; continue with the dyad teaching system.
- Development of literacy and numeracy action plans, which outline strategies to address identified areas of concern.
- Partnership with Frontier College providing one to one support for FNMI students in the area of literacy.
- Purposeful hiring of staff who demonstrate mastery in their subject disciplines.
- Continue to work with staff on FNMI achievement through our school lead teachers.
- Implementation of ongoing timely reporting system between teachers and parents through PowerSchool, in order to celebrate successes and strategize solutions for arising needs in a timely fashion.
- Continue to collaborate with all staff to develop and engage them in inclusive learning so that they are better prepared to meet the learning needs of all students.
- Continuation of our Wednesday embedded professional learning schedule, the middle school PL day, and district collaborative days.
- Maintain our counselling model to support the physical, social, and emotional needs of our students and families.

Lethbridge School District Priority: Innovation

OUTCOME:

Students demonstrate the attributes of innovation, creativity and critical thinking.

Performance Measures

Opportunity for students to receive a broad program of studies.

Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Strategies:

- Continue to offer a large variety of options and co-curricular programs, which foster nurturing, innovation, creativity, and critical thinking skills through purposeful planning and implementation.
- We continue to support teachers in the purposeful integration of technology directly related to learning outcomes, and to teach students to use technology in an appropriate and meaningful manner. This work is supported through engagement with our technology committee.
- Continue to develop and allow for intentional opportunities for students to showcase their critical thinking, creativity and innovation.
- Strive to offer students more choice in the classroom as we continue to meet their individual learning needs.
- Develop intentional spaces for students to showcase their critical thinking through creativity and innovation, such as maker spaces, 3D printing, and using the CNC machine in the shop.

Lethbridge School District Priority: Inclusion

OUTCOMES:

Schools are welcoming, caring, respectful and safe learning environments.

Schools are inclusive learning environments where all students are able to grow as learners.

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:

- Continue to build our school community by creating opportunities for new friendships, new skill and interest building, as well as new ways to explore relationships.
- Continue to build upon and embrace our school-wide character education program utilizing leaders to model positive character attributes which lead to success, and to support those struggling to find success.
- Continue to expose our school community (students, staff, parents, and community members) to FNMI culture through our liaison and student directed learning and inquiry.
- Implementation of Ninastako option class in which students will learn how to make their own drums while hearing Black-foot traditions and teachings related to the drum, and culminating with the students learning to play songs on their drum.
- Work as a team to build on inclusion of all students within school community, while at the same time maintaining a structure where all students can find academic success at their level of learning.
- Focus on the book *Kids These Days* with our school community, to enhance our understanding of the kids we teach, so we are better able to meet their needs on a daily basis by focusing on the individual student through connecting and building relationships.

School Priority: Continuation of Inquiry Based Professional Learning Model

OUTCOMES:

- WMS staff are life long learners.
- WMS will focus on professional growth.

Performance Measure

- Encourage and support teachers through inquiry based learning.

Strategies:

- In June 2019 we introduced inquiry based learning teams, as well as the process in which we will develop groupings.
- In August 2019 we worked through the new TQS and the district wide PowerPoint explaining the process of inquiry based learning. We developed our inquiry based teams and we have developed a schedule in which each team will have a minimum of 12 professional learning hours to work with each other.
- Administration will support teachers by meeting with them monthly to reflect on their inquiry based learning plan.
- We continue to grow in this area as staff, and are excited about the continuation of learning.

Accountability Pillar Results



Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
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	87.2	84.0	87.0	89.0	89.0	89.3	High	Maintained	Good
	Program of Studies	89.1	84.7	87.6	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	88.9	87.9	91.5	90.2	90.0	90.1	High	Declined	Acceptable
	Drop Out Rate	*	*	0.0	2.6	2.3	2.9	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	66.2	66.5	65.6	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	12.6	13.9	16.5	20.6	19.9	19.6	Low	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	75.9	89.3	86.1	83.0	82.4	82.6	Intermediate	Declined	Issue
	Citizenship	77.2	70.6	74.8	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	81.9	75.9	79.9	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	83.8	81.9	86.8	81.0	80.3	81.0	Very High	Maintained	Excellent

Highlights

Areas of Success

- WMS staff do an amazing job with building relationships with our students, parents and stakeholders.
- WMS staff are excited about the continuous improvement in the area of safe and caring schools, and the programming we offer within our classrooms.
- We are also excited about creating a variety of clubs, activities and extra curricular opportunities for our families.

Challenges to Address

Areas for Improvement

- We will continue to work with students and families to prepare them to be citizens who are caring and respectful to all.
- We will continue to learn and grow so that we are meeting students where their needs are at.