

Wilson Middle School



2021/22 Assurance Plan

OUR VISION

Hope, Dream Conquer!

OUR MISSION

At Wilson Middle School we hope for tomorrow, dream of our possibilities, and conquer through perseverance. We cultivate citizenship, fairness, responsibility, respect, compassion, perseverance, trustworthiness, honesty, and creativity.

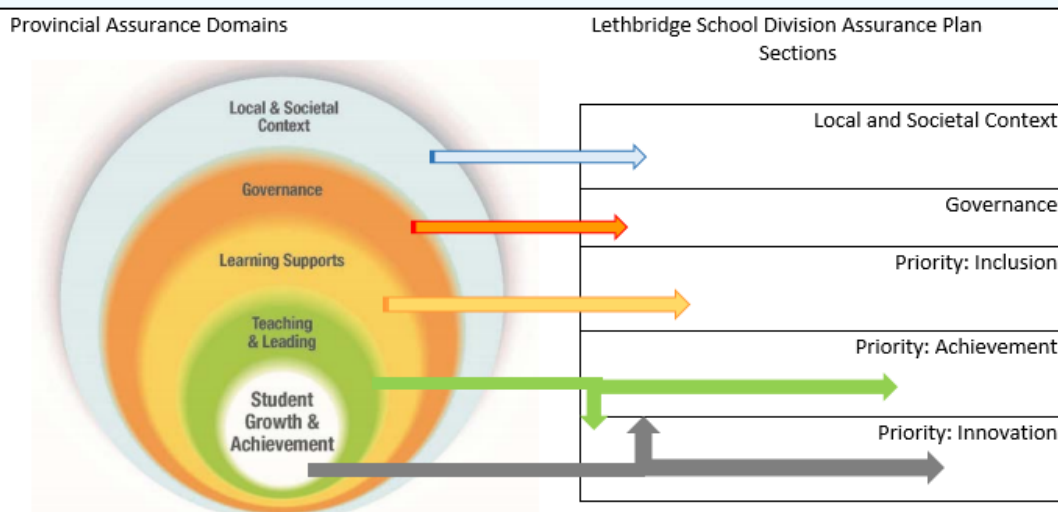


wms.lethsd.ab.ca



ASSURANCE PLANNING

This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance. Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation. The three priorities are identified in each of the provincial Assurance Domains.



Wilson Middle School

Wilson Middle School serves approximately 665 students attending grades six, seven, and eight. There is a wide diversity of students that attend WMS, including a variety of different cultures, languages, backgrounds, and levels of socioeconomic status. Of the students attending Wilson, about twenty percent are English Language Learners and about ten percent are Indigenous. The English Language Learner students at Wilson speak a wide variety of languages. Some examples include: Urdu, Arabic, Nepali, Somalian, Pashto, Dari, Hindi, Spanish, Blackfoot, Swahili, and French. In addition to homeroom grade six, seven, and eight classrooms, WMS also has limited formal schooling, learning support and knowledge and employability classrooms.

Wilson prides itself on developing innovative learner's who think creatively and critically as they strive to reach their individual potential.

Through the Wilson Way we create a safe and caring environment where differences are celebrated and everyone has an opportunity to succeed.

Principal's Message

"A teacher affects eternity; we can never tell where our influence stops" (Henry Adams). At Wilson Middle School, our school community strives to do this.

-Dean Hawkins, Principal



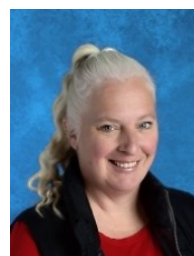
Dean Hawkins
Principal



Jeni Halowski
Vice Principal



Kurt Zielke
Vice Principal



Jennifer Schroeder
Office Administration



Krystal Kranzler-Bochan
Administrative Assistant

DIVISION PRIORITIES

Achievement Innovation

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Student Growth and Achievement

OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of engagement

Goal	Study/Resources	Strategies	Measures
Implement practices that develop and reinforce Numeracy foundations and flexible thinking.	<ul style="list-style-type: none"> ● Building Thinking Classrooms in Mathematics—Peter Liljedahl ● Cultures of Thinking Ron Ritchhard ● Division Numeracy Lead Teacher ● Building Fact Fluency (Graham Fletcher) 	<ul style="list-style-type: none"> ● MIPI assessment and analysis of results—Sept./Oct. ● Rich Tasks ● Numeracy enrichment twice/week ● Development of Numeracy Action Plan ● Numeracy PL to build teacher capacity ● Cross curricular implementation 	<ul style="list-style-type: none"> ● MIPI results—post assessment (following year) ● Foundational Math skills interview ● Basic fact fluency tracking
Implement literacy opportunities and exploration which will allow for year-long exposure to build strong foundations.	<ul style="list-style-type: none"> ● Resources: Fountas and Pinnell LLI & BAS ● Literacy Screener tools ● Literacy lead teacher ● Serravallo reading and writing strategies ● Digital resources (EPIC, SORA, GoFormative) 	<ul style="list-style-type: none"> ● Incorporating cross-curricular literacy instruction, embedding literacy instruction within our homeroom block ● Utilizing targeted classroom lessons ● Modeling literacy practices ● Development of Literacy Action plan ● Continue to enhance classroom libraries 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment System ● Literacy screener tools and results (ex. Heggerty assessments) ● Fountas and Pinnell check-ins ● Reading and writing conference data
Provide staff learning opportunities about Indigenous ways of knowing.	<ul style="list-style-type: none"> ● Middle School Indigenous teacher ● Coordinator of Indigenous education and/or Indigenous leaders within the community 	<ul style="list-style-type: none"> ● Utilizing nature as a means of teaching indigenous perspectives and connecting them to curriculum. ● Think Outside programming ● Bi-weekly announcement with information that can be infused into the school day. 	<ul style="list-style-type: none"> ● Increase of student and staff knowledge of the Indigenous culture.
Understanding, exploring, promoting and celebrating our diversity.	<ul style="list-style-type: none"> ● Using “The Wilson Way” to create a sense of school community. ● Culturally Responsive Teaching - Zaretta Hammond or similar resources ● Positive Spaces (GSA) ● Culture committee 	<ul style="list-style-type: none"> ● Continue the Wilson way lessons with emphasis on creating culturally responsive learners. ● Promoting and celebrating diversity in our classroom and across the school community. ● Providing students opportunity to identify with culturally appropriate resources. ● Having resources, lessons, and books that students can “see themselves in” ● Highlighting all meaningful days for each culture represented in our school 	<ul style="list-style-type: none"> ● Diverse teaching resources within classrooms ● Increased appreciation for diversity ● Celebrating cultures and traditions ● Acknowledging specific cultural events to create awareness

DIVISION PRIORITIES

Inclusion

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Learning Supports

OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

Performance Measures

Provincial Assurance Survey measure of safe and caring schools.
Provincial survey measure of student inclusion.
Provincial survey measure of access to supports and services

Goal	• Study/Resources	Strategies	Measures
Continue to build staff capacity, in the following areas, so the needs of all learners can be met: <ul style="list-style-type: none"> • Trauma-Informed Practice • Self-Regulation • Universal Design for Learning • Connecting with Kids 	<ul style="list-style-type: none"> • Shelley Moore • Jody Carrington • Fostering Resilient Learners • LST • Wellness Team • UDL Resources 	<ul style="list-style-type: none"> • LST—support teachers in the development and implementation of universal and targeted strategies • Continue to reflect on learning from Shelley Moore and Jody Carrington • Check ins with Wellness Team members to build on skills of self-regulation • Revisit collaborative meetings 	<ul style="list-style-type: none"> • Common Language • Students are identifying and utilizing needed universal supports
Finding meaningful and purposeful ways to include all students in our school community.	<ul style="list-style-type: none"> • School Administration • ELL Teacher • LST Teacher • Teachers • Wellness Team • Students • Parents • Middle School Indigenous Teacher • Coordinator of Indigenous Education • Creating cultures of Thinking 	<ul style="list-style-type: none"> • Work as a team to build on inclusion of all students within school community. • Setting goals where all students can find success socially, emotionally, physically and intellectually. • Clubs, and after school activities. • Intentional lunch clubs for students to “find a place”—diversity in options. • Promoting volunteerism. • <u>**Wilson Way Awards and activities.</u> 	<ul style="list-style-type: none"> • Number of students feeling part of our school. (Learning Bar Survey) • Goal setting monthly tracking • Embedded in Collaborative meetings
Finding meaningful and purposeful ways to help students have success in one or more of the following areas within our school community: <ul style="list-style-type: none"> • Academic • Socially • Mental Health 	<ul style="list-style-type: none"> • School Administration • ELL Teacher • LST • Teachers • Wellness Team • Students • Parents • Middle School Indigenous Teacher • Coordinator of Indigenous Education • SAIC room 	<ul style="list-style-type: none"> • Continue to expose our school community (students, staff, parents, and community members) to Indigenous culture through student directed learning, inquiry, and teacher collaboration with the teacher of Middle School Indigenous Education. ie. Drumming option • Getting to know students socially, academically and emotionally. • Developing class profiles. Looking into cumulative files. • Setting goals indirectly or directly. 	<ul style="list-style-type: none"> • Attendance • Commitment • Engagement in school • Teachers are able to meet the needs of the learners in their classroom.

DIVISION PRIORITIES

**Achievement
Innovation**

PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

Domain: Teaching and Leading

OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff engagement in inquiry based professional learning as part of growth planning.	<ul style="list-style-type: none"> • Inquiry templates • Giving time to meet • TQS 	<ul style="list-style-type: none"> • Time scheduled for collaborative groups (Wednesday PL rotation) • Collaborative communities chosen by teachers to further their professional growth. • Accessing ATA PL days 	<ul style="list-style-type: none"> • Staff engagement • Observable change in instructional practice
Fostering a community which values a growth mindset.		<ul style="list-style-type: none"> • Creating a reflection practice for teachers to grow as individuals • Creating a reflection practice for teachers to grow collaborative (grade level team, Fine Arts, Athletics, etc.) • Actual time to reflect allows you to go from SURVIVING to THRIVING! 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Subject specific PL—experts on literacy/numeracy/SS/Science • Time for development of curricular items • Tech based PL—time to spend looking into the information Cason is sending out • Indigenous PL related to integration into the classroom (grade/subject specific) • Grade level activities that meet COVID regulations • Diversity and inclusion 	<ul style="list-style-type: none"> • Various experts (Literacy, Social Studies, Numeracy, Indigenous, Wilson Way, Team-building, etc. • Professional Learning Days—experiential focus not information driven 	<ul style="list-style-type: none"> • Creating a schedule of experts (inside our school AND our community) • Whole staff sessions • Opening up suggestions from staff members and parent council (survey/ discussion) 	<ul style="list-style-type: none"> • Building capacity for staff members to continue being life-long learners • Surveys and feedback from attendees
Fostering strong staff relationships and communication skills to develop a united school community.	<ul style="list-style-type: none"> • TEAMS • Shared documents • Using “The Wilson Way” to create a sense of school community. 	<ul style="list-style-type: none"> • Representatives included in pre-scheduled meetings to ensure communication between groups • Staff bonding opportunities • Open and direct communication between groups 	

School Goal or Inquiry

To create well rounded learners by offering experiences and choices in the Fine Arts, Athletics, and CTF.

Possible Resources:

- **Fine Arts Teachers (Band, choir, art, drama, etc.)**
- **CTF Teachers (Shop, sewing, foods, technology, etc.)**
- **Physical Education Teachers**

Strategies	Timeline	Indicators of Success
Providing robust and engaging option and enrichment classes daily.	2021-2022 School Year	<ul style="list-style-type: none">• Improved student attendance• Greater student engagement in core classes.• Improvement in student comprehensive wellness.
Ensure student choice is respected with regards to option course selection in the fall.	2021- moving forward	<ul style="list-style-type: none">• Greater student engagement in option classes.• Fewer behavioural disruptions in the school day.
Providing authentic musical experiences through: <ul style="list-style-type: none">• Performances• Band clinics• Sectionals• Band/choir tours and trips• Recruitment activities• Community performances• Engagement in music festivals• Jazz band, Handbell Choir, Concert Choir, Pep Band• Collaboration with Local Musicians	2021-2022 School year	<ul style="list-style-type: none">• Greater student engagement in option classes.• Fewer behavioural disruptions in the school day.• Student contribution to school community.• Increased sense of student belonging within school community.• Student ownership of created project.
Providing authentic experiences in athletics such as: <ul style="list-style-type: none">• Team Sports• Track Days• Wolverine Classic (Volleyball)• Basketball Tournament• Student Fitness Club (lunch hour)• New "Training for Wellness and Sport Performance" option	2021-2022 School year	<ul style="list-style-type: none">• Greater student engagement in school community.• Fewer behavioural disruptions in the school day.• Improvement in student comprehensive wellness.• Increased sense of student belonging within school community.
Providing authentic experiences in CTF such as: <ul style="list-style-type: none">• Collage of the Arts• 	2021-2022 School year	<ul style="list-style-type: none">• Student ownership of created project.• Student contribution to school community.• Increased sense of student belonging within school community.
Providing authentic dramatic experiences such as: <ul style="list-style-type: none">• Auditions• Collage of the Arts• Community Performances• Collaboration with Local Artists	2021-2022 School year	<ul style="list-style-type: none">• Student ownership of created project.• Student contribution to school community.• Increased sense of student belonging within school community.
Providing authentic artistic experiences such as: <ul style="list-style-type: none">• Arts Alive• Collage of the Arts• Art Club	2021-2022 School year	<ul style="list-style-type: none">• Student ownership of created project.• Student contribution to school community.• Increased sense of student belonging within school community.

School Reserves

Total estimated reserves as of Aug. 31, 2021: \$_____

Planned use of reserves	
1.	
2.	
3.	\$
4.	\$
Total	\$

School Generated Funds	
1. School Lunch Program	
2. School Activity Fees	
3. School Fundraising Events	
4. School Bookstore	
5. School Uniforms	
6. School Transportation	
7. School Maintenance	
8. School Security	
9. School Insurance	
10. School Utilities	
11. School Supplies	
12. School Staff Salaries	
13. School Building	
14. School Land	
15. School Equipment	
16. School Furniture	
17. School Technology	
18. School Library	
19. School Cafeteria	
20. School Gymnasium	
21. School Playground	
22. School Field	
23. School Office	
24. School Reception	
25. School Security Guard	
26. School Nurse	
27. School Counselor	
28. School Teacher	
29. School Principal	
30. School Superintendent	
31. School Board	
32. School District	
33. School State	
34. School Country	
35. School World	

Fund balance estimate as of August 31, 2021: \$

[illegible]