

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.

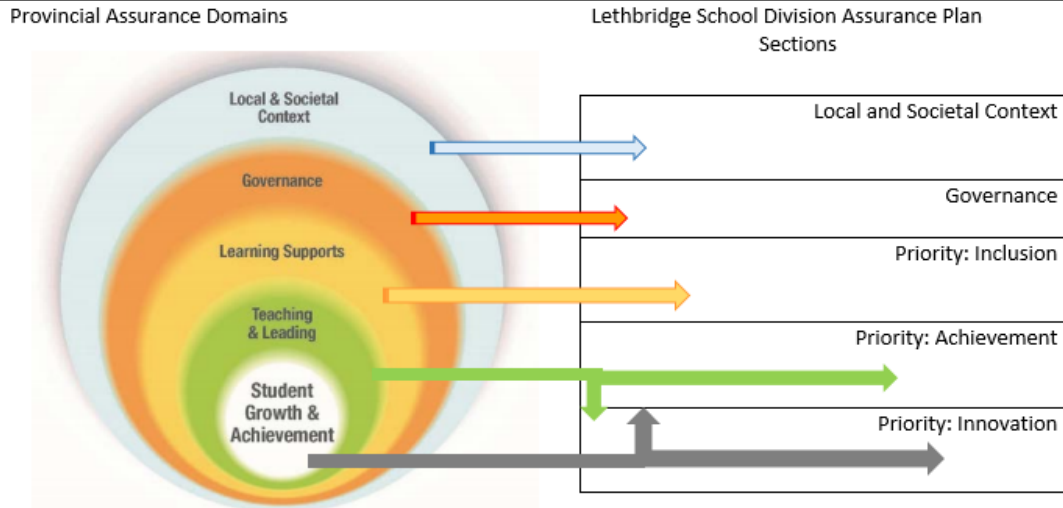


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ASSURANCE PLANNING

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.

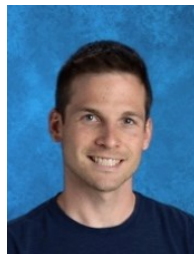
-Dean Hawkins, Principal



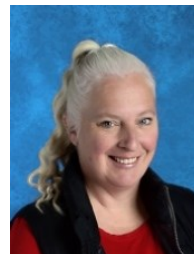
Dean Hawkins
Principal



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 an services

Goal	• Study/Resources	Strategies	Measures
<p>Continue to build staff capacity, in the following areas, so the needs of all learners can be met:</p> <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
<p>Finding meaningful and purposeful ways to include all students in our school community.</p>	<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> • Diversity and inclusion focusing on school wide understanding of perspectives. 	<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
<p>Finding meaningful and purposeful ways to help students have success in one or more of the following areas within our school community:</p> <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
Intentional Professional Learning opportunities as identified by the school community.	<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"> • Inviting experts into our school to collaborate with our Staff. • Opening up suggestions from staff members and parent council (survey/ discussion) • Time for development of curricular items 	<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.

Wilson Middle School



2020/21 Annual Education Results Report

School Vision Statement

Hope, Dream, Conquer!

School Mission Statement

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Accountability Pillar Results

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	85.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.2	69.4	72.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	66.4	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.2	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.8	87.9	88.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.3	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.8	82.3	80.0	79.5	81.8	81.4	n/a	n/a	n/a

Highlights

Highlights

- Learning Supports excelled: Parents, Student and Staff indicated that we have really improved in Welcoming, Caring, Respectful and Safe Learning Environments.
- We are also very proud of our results in how we access supports and services for our students.
- Citizenship is a pillar to our school and we worked hard to make this a priority.

Challenges to Address

Challenges

- Covid-19 restrictions limited the amount we could have parents in our building. We seen a slight decrease in this area.
- We will continue to work with our parents to include and inform them of their child's academic achievements.

Lethbridge School Division Priority: Achievement

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- Indigenous student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

Performance Measures

1. Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	190	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	87.8
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	71.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	97.5

Evaluation

- *At Wilson Middle School we have started the conversations of Cultures of Thinking and Classroom Thinking routines.*
- *We continue to in service our staff and students in Indigenous ways of learning. Programs like the Thinking Outside program as well as integrating Indigenous ways of knowing into our regular units.*
- *We continue to provide learning opportunities for students, parents and staff in areas like Social Media, Character Education as well as Diversity.*

Performance Measures

2. Education Quality

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	372	94.3	198	87.9	237	88.9	200	87.9	190	85.8
Parent	31	93.5	30	88.2	31	87.4	27	85.1	14	84.5
Student	318	92.1	146	81.5	172	87.2	152	85.6	149	80.2
Teacher	23	97.1	22	93.9	34	92.2	21	92.9	27	92.5

Evaluation

- *We continue to work with staff on their Inquiry Based Learning Plans. Allowing teacher to work from the TQS in a collaborative fashion has been a great way to create passion and commitment in the school.*
- *Working with staff to understand our school dynamics and create trauma sensitive classrooms as been a key indicator to our success.*
- *We focus our staff meetings on Professional Growth as we provide learning opportunities like Thinking Routines.*

Lethbridge School Division 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

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

1. Access to Supports and Services

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	86.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	82.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	147	79.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	97.7

Evaluation

- *As a school community we are continuing our work to build staff capacity in meeting the needs of all learners. This is being addressed through focusing on UDL, Trauma Informed practice and the purposeful implementation of Thinking Routines.*
- *At Wilson Middle School we embrace our diverse learning community and create opportunities for all to learn about others cultures and traditions, by recognizing the important dates in other cultures and teaching students about these celebrations. This work is done by our Diversity and Inclusion committee.*

Performance Measures

2. Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	190	89.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	95.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	76.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	95.6

Evaluation

- *Wilson Middle School continues to create a warm and caring environment by creating options where all students can thrive.*
- *The Wilson Way Philosophy leads our school community to care and create opportunities for students to learn and grow no matter of your race, color or origin.*
- *Meeting students at the door and developing strong relations are a key foundation at Wilson Middle School.*

3. Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	53	83.7	52	75.9	65	81.9	48	82.3	41	80.8
Parent	30	74.5	30	68.7	31	73.8	27	76.1	14	81.8
Teacher	23	92.9	22	83.0	34	90.0	21	88.6	27	79.9

Evaluation

- *We will continue to work with parents through School Council once a month*
- *We will continue to communicate with parents through weekly newsletters*
- *We will continue to invite parents to give feedback and respond to questionnaires through emails home.*

Lethbridge School Division Priority: Innovation

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

Performance Measures

1. **Citizenship:** Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	372	77.3	195	70.6	237	77.2	198	69.4	190	83.2
Parent	31	79.2	30	68.7	31	72.9	27	71.1	14	88.2
Student	318	66.5	143	58.9	172	73.5	150	58.1	149	71.9
Teacher	23	86.1	22	84.3	34	85.3	21	79.0	27	89.4

Evaluation

- *Wilson Middle School continues to make Character education a priority. "The Wilson Way" is a common way of guiding parents, staff and students to understanding what our school is made of. This program promotes healthy interactions, with character words that we focus on each month.*
- *Wilson Middle School prides itself on developing leaders within and outside the school. We have created a leadership class at each grade level and students are striving to make their school and community awesome. They take the lead on school initiatives and celebrate student diversity.*

Lifelong Learning: Percentage of teachers, parents and students who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	53	75.4	50	65.0	63	69.6	48	70.7	40	81.9
Parent	30	70.4	28	58.5	29	64.2	27	60.4	13	72.7
Teacher	23	80.4	22	71.4	34	75.0	21	81.0	27	91.1

2.

Evaluation

- *The staff at Wilson Middle School continue to engage in the Inquiry Based Professional learning. Through this they have the opportunity to collaborate with their colleagues, as they develop an inquiry goal, related to the Teaching Quality Standards, and enhance their learning.*

School Priority:

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.
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