

Wilson Middle School



2022/23 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

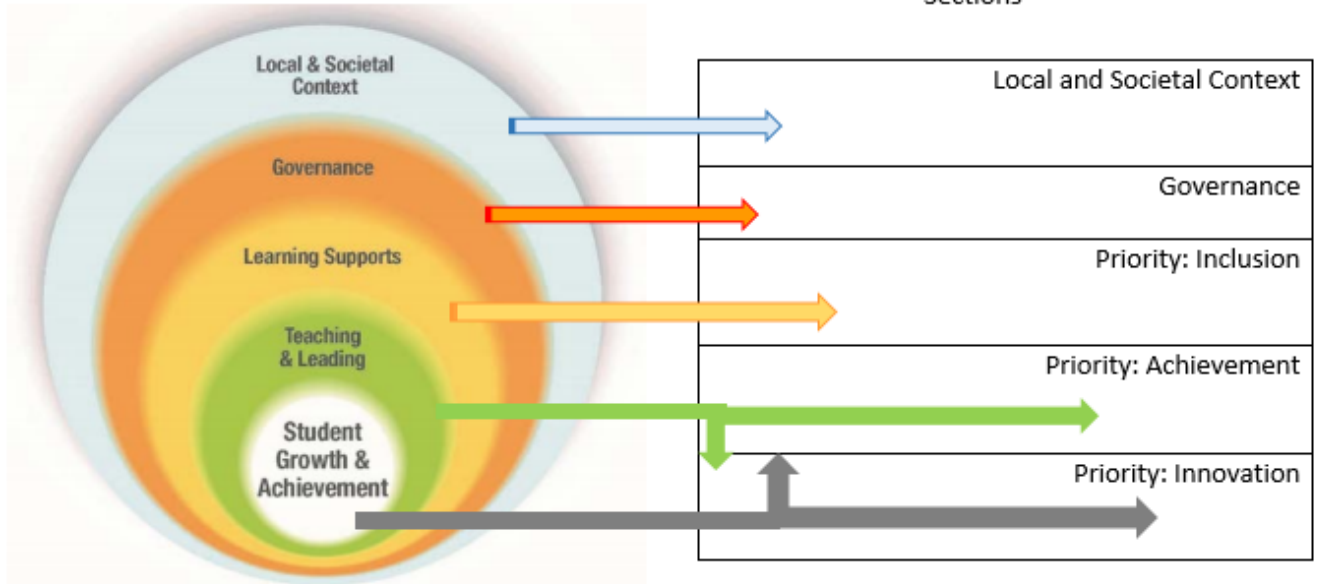
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation.

The three priorities are threaded through the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



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 socio-economic 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 of student heritage languages include: Urdu, Arabic, Nepali, Somalian, Pashto, Dari, Hindi, Spanish, Black-foot, Swahili, and French.

In addition to grade six, seven, and eight homeroom classrooms, WMS also has limited formal schooling, learning support and knowledge and employability classrooms. One big challenge of a middle school setting is teaching students how to be responsible users of technology. At WMS, we look forward to continuing a partnership with parents to help our students build their digital citizenship skills and attributes. Wilson prides itself on developing innovative learners 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

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. Students 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.

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of learning engagement
 High School Completion

Goal	Study/Resources	Strategies	Measures
Implement practices that develop and reinforce numeracy foundations and critical math thinking skills.	<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. ● Modeling numeracy strategies with colleagues ● Cross graded numeracy projects ● Numeracy Assemblies/ Math Fair ● Development of Numeracy Action Plan ● Implementing thinking classrooms in Numeracy. 	<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 resources ● Digital resources (EPIC, SORA, GoFormative) 	<ul style="list-style-type: none"> ● Incorporating cross-curricular literacy instruction, embedding literacy instruction within our homeroom block (e.g. disciplinary literacy PL day and resources) ● Utilizing targeted classroom lessons ● Modeling literacy practices ● Development of Literacy Action plan ● Continue to enhance classroom libraries ● Literacy homeroom challenges and/or assemblies 	<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 from Lethbridge School Division ● Coordinator of Indigenous education and/or Indigenous leaders within the community ● Joel Tailfeathers 	<ul style="list-style-type: none"> ● Utilizing nature as a means of teaching indigenous perspectives and connecting them to curriculum. ● Think Outside programming/Outdoor Education ● Bi-weekly announcement with information that can be infused into the school day. ● Classroom/school signs 	<ul style="list-style-type: none"> ● Increase of student and staff knowledge of the Indigenous culture.
Understanding, exploring, promoting and celebrating our diversity. Culture Day Show case	<ul style="list-style-type: none"> ● Using “The Wilson Way” to create a sense of school community. Revisits every semester ● Culturally Responsive Teaching -Zaretta Hammond or similar resources ● Positive Spaces (GSA) ● Culture committee ● Wilson Way Assemblies /building com- 	<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” 	<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 welcoming, caring, respectful and safe learning environment.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports and 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 • Gabor Mate • Fostering Resilient Learners • LST • Wellness Team • UDL Resources • Educational Assistant Team • Wilson Ways Teams (belonging & identity) 	<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 • Gabor Mate Learning and practices 	<ul style="list-style-type: none"> • Common Language • Students are identifying and utilizing needed universal supports • Student survey of wellness supports, understanding of emotional intelligence and personal growth.
<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 • Educational Assistant Team 	<ul style="list-style-type: none"> • Work as a team to build on inclusion of all students within school community • Set 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 • Promote volunteerism • Wilson Way Awards and activities • 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 find 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/SAIC • Teachers • Wellness Team • Students • Parents • Middle School Indigenous Teacher 	<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 • Get to know students socially, academically and emotionally. • Develop class profiles. Looking into cumulative files. • Set 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 • Embedded time and other opportunities 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"> • MICROSOFT 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 	<ul style="list-style-type: none"> • Qualitative forms feedback
Providing students with more opportunities for deeper interpersonal connections within the school.	<ul style="list-style-type: none"> • Articulation conversations 	<ul style="list-style-type: none"> • Intentionally creation of teams/groups of students with peers and non-homeroom teachers • Celebrating school community engagement of students • 5 spirit days 	<ul style="list-style-type: none"> • Celebration/recognition of students demonstrating the Wilson Way • Our School Survey

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.	2022-2023 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.	2022- 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	2022-2023 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• New "Training for Wellness and Sport Performance" option	2022-2023 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• Culture Show case	2022-2023 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/Technical Theatre/Backstage• Collage of the Arts• Community Performances• Collaboration with Local Artists	2022-2023 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	2022-2023 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.

