

Wilson Middle School



2023/24 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.



www.wms.lethsd.ab.ca



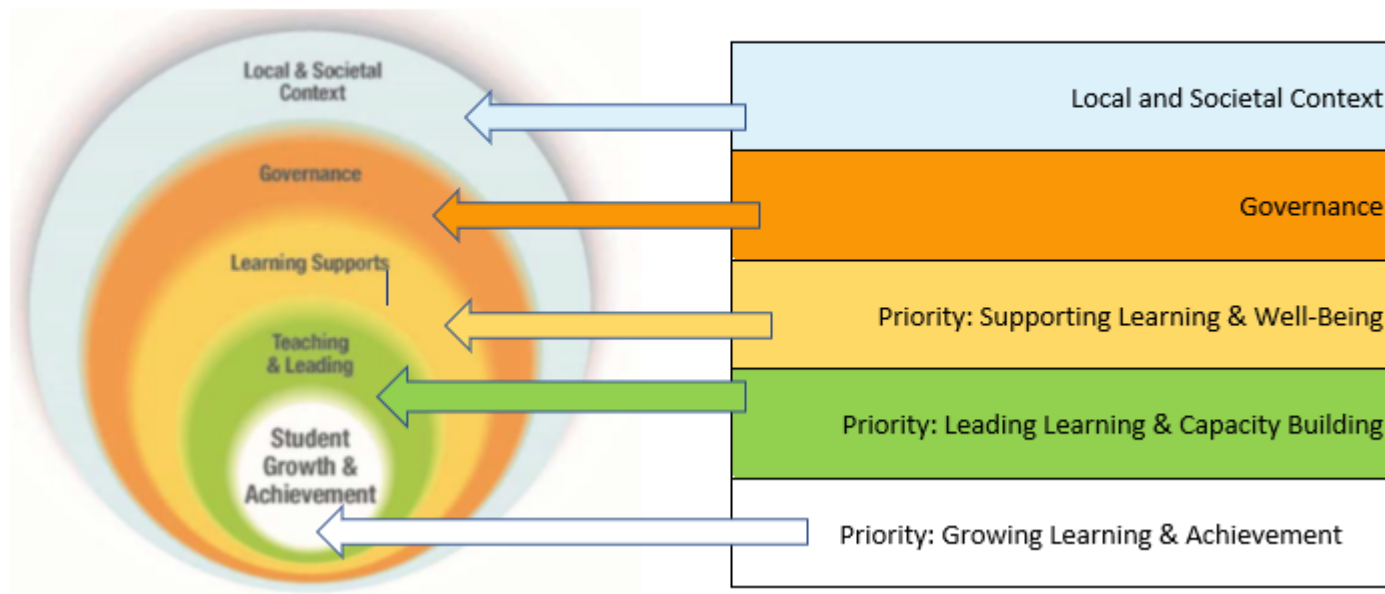
ASSURANCE PLANNING

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.

ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



Wilson Middle School

Wilson Middle School serves approximately 640 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 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

DIVISION PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.
The school applies the resources needed to support Indigenous student achievement.
- 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 (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

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	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 Ritchard • Division Numeracy Lead Teacher • Building Fact Fluency (Graham Fletcher) • PAT and Our School Survey Data • Utilize and develop classrooms resources (manipulatives, games, etc.) 	<ul style="list-style-type: none"> • MIPI assessment and analysis of results—Sept./Oct. • Utilizing Rich Tasks • Numeracy enrichment daily • Development of Numeracy Action Plan • Numeracy PL to build teacher 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 resource • Digital resources (EPIC, SORA, GoFormative) • Explicit and varied use of different mediums and multi literacies. 	<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 (Literacy homeroom challenges and/or assemblies) • Development of Literacy Action plan • Building student access through a variety of diverse texts. • Thinking routines and PBL • Revisioning the Learning Commons • Utilizing teachers and guest teachers to create PPT versions of assessments for multiple subject areas with audio as supports for students 	<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
Understanding, exploring, promoting and celebrating our diversity, including other cultures and languages and learning opportunities about Indigenous ways of knowing.	<ul style="list-style-type: none"> • Coordinator of Indigenous education, Middle School Indigenous teacher, WMS Indigenous classes and expertise from staff • Culturally Responsive Teaching -Zaretta Hammond or similar resources • Positive Spaces (GSA) • Diversity and positive spaces committee • School and classroom visuals 	<ul style="list-style-type: none"> • Utilizing nature as a means of teaching indigenous perspectives (e.g. think outside) • Bi-weekly announcement with information that can be infused into the school day. • 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"> • Increase of student and staff knowledge of the Indigenous culture. • Diverse teaching resources within classrooms • Increased appreciation for diversity • Celebrating cultures and traditions • Acknowledging specific cultural events to create awareness
Incorporate strategies and opportunities for students to use ongoing assessment feedback to continuously reflect on their progress and set new learning goals	<ul style="list-style-type: none"> • Student portfolio models • PowerSchool Ongoing Reporting • Goal-setting instruction and reflection • Conferencing resources for teacher and student • Common Assessments • Microsoft TEAMS reading assessment 	<ul style="list-style-type: none"> • Presenting student learning goals in student-friendly language • Using assessment data to inform instruction and future learning for each student • Student goal-setting and reflective opportunities are embedded within instructional class time • Student portfolios 	<ul style="list-style-type: none"> • Tracking student progress and growth through the year • Students are reflecting on their own personal goals as well as conversations from conferences • Students are utilizing portfolios (digital or otherwise)

DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

Goal	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 • Lead teachers, Indigenous coordinator and inclusive education division staff. • Online resources (Parabytes) 	<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 including priorities identified by the school community, survey data, and ongoing feedback and contextual situations	<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 (Wilson Workshop) • PL for support staff (Parabytes) 	<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 • IBPL— choice and fun 	<ul style="list-style-type: none"> • Building capacity for staff members to continue being life-long learners • Surveys and feedback from attendees
Fostering school community relationships and communication skills to develop a united school community.	<ul style="list-style-type: none"> • Using “The Wilson Way” to create a sense of school community. • Utilizing the responsibility centered discipline and “Give em’ 5” • Ongoing communication with various stakeholders of the school community 	<ul style="list-style-type: none"> • Learning team meetings • Staff bonding opportunities • Open and direct communication between groups • Communication strategies may include social media, newsletters, meetings, phone calls, and ongoing school events • Wilson Packs • School-wide collaborative events (culture day, etc) • Fundraising and community partnerships. 	<ul style="list-style-type: none"> • Staff, student, parent & guardian surveys • Feedback from education plan • School council engagement • Ongoing varied feedback from teacher to student (Powerschool reporting in timely manner, verbal feedback)
Teachers and leaders utilize a broad range of data to inform continuous learning and to respond to the broad learning needs, interests, and cultural, social, and economic diversity of the school population	<ul style="list-style-type: none"> • Variety of data to inform instruction (MIPI, literacy assessments, Pre and post-test data, surveys) • Intervention programs • Student interest inventories • Student and family background information and experiences • Utilizing LSTs for strategies and supports 	<ul style="list-style-type: none"> • Altering instructional strategies based on survey or instructional data • School-wide assessments in literacy and numeracy • Making learning applicable to student backgrounds, interests, and current contextual or societal factors • Utilizing PL to plan for classroom and school context 	<ul style="list-style-type: none"> • Tracking assessment data over time (e.g. pre and post test data) • Reviewing survey data over subsequent school years to examine differences • Student-perspective input (e.g. survey, leadership, or qualitative conversations)

DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

Performance Measures

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.

Provincial survey measure of access to supports an services

Goal	Resources	Strategies	Measures
Continue to explore and utilize strategies that promote emphasizing welcoming, caring, and safe learning environments that have been adapted to meet the learning needs of our school context	<ul style="list-style-type: none"> • Fostering Resilient Learners • LST, Wellness Team • UDL Resources (Shelley Moore) • RCD & Roadmap to responsibility • Trauma-Informed Practice • LSTs and SAIC • Breakfast and lunch programs • GSA • Assistive technology (speech to text, readers, etc) 	<ul style="list-style-type: none"> • LST—support teachers in the development and implementation of universal, targeted, & individualized strategies • Intentional instruction of self-regulation strategies (teachers & Wellness Team members to build on skills of self-regulation) • Collaborative meetings—responding to needs of classrooms, as well as grade level and school-wide trends • Staff professional development • Fostering and promoting safe spaces for all students (e.g. school visuals, clubs, etc) 	<ul style="list-style-type: none"> • Students are identifying and utilizing universal and targeted supports • Staff meeting conversations • Survey results • Student feedback (surveys, interviews & conversations)
Finding meaningful and purposeful ways to include all students in our school community.	<ul style="list-style-type: none"> • School Administration & LST • Teachers, ELL Teacher • Wellness Team • Students & Parents/ Guardians • WMS Middle School Indigenous Teacher • 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 (packs, broad range of student clubs, parent book club, etc) • Promoting volunteerism and school-based leadership opportunities (e.g. breakfast & lunch program, giving back to community) • Wilson Way Awards and activities • Focusing on learning and conversations based on diversity and inclusion • Creating or developing unique option courses that meet the needs and interests of students • Creating learning opportunities and entry points for students based on their needs (e.g. flexible phys-ed choice) 	<ul style="list-style-type: none"> • Number of students feeling part of our school. (OurSchool Survey) • Student Goal setting or reflection on progress • Embedded in Collaborative meetings • Sharing resources and information with parents/ guardians regarding ongoing trends and concerns of school context and student behavior throughout the year
Finding meaningful and purposeful ways to help students find success in one or more of the following areas within our school community: <ul style="list-style-type: none"> • Academic • Social or emotional growth • Mental Health 	<ul style="list-style-type: none"> • School Administration/LSTs • Teachers & ELL Teacher • Wellness Team and Community Mental Health Resources and Supports • OTs/SLPs/PTs & SWRSS • Students • Parents/Guardians • Middle School Indigenous Teacher • Coordinator of Indigenous Education • United Literacy • Digital wellness 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, etc. • Getting to know students socially, academically and emotionally (e.g. access to counselling) • Developing class profiles. Looking into cumulative files. • Utilizing universal, targeted, and individualized strategies utilizing a RTI² approach • Continuing to explore alternative assessments and learning supports & strategies that are conducive to student engagement and strengths of students (e.g. PBL, choice menu, etc) 	<ul style="list-style-type: none"> • Attendance • Engagement in school • Teachers tracking the needs of the learners in their classroom • Student and Parent surveys

