



# Wilson Middle School

[www.wms.lethsd.ab.ca](http://www.wms.lethsd.ab.ca)

## 2024/2025 Assurance Plan

### School Vision Statement

Learners are innovative thinkers who are successful, confident, respectful and caring.

### School Mission Statement

Division Mission Statement: Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens



# ASSURANCE PLANNING

**OUR VALUES:** We are growing, leading and supporting, with a focus on the following:

- Inclusion, Well-being, Learning, Respect and Leadership



## SCHOOL CONTEXT

School Highlights:

Wilson Middle School is home to 630 students attending grades six, seven, and eight and approximately sixty staff members. WMS boasts a vibrant student body that encompasses multiple cultures, languages, socioeconomic standings, countries, and backgrounds. Of the students attending Wilson, about 20% are English Language Learners and about 10% self-identify as Indigenous students. Some examples of student heritage languages spoken here include Urdu, Arabic, Nepali, Somalian, Pashto, Dari, Ukrainian, Hindi, Spanish, Blackfoot, Swahili, and French.

In addition to grade six, seven, and eight homeroom classrooms, WMS also has an English for Access (EAP) Program, Learning Support, and Knowledge & Employability (K&E) classroom. Students have the opportunity to take daily self-chosen option classes. We also have a unique period 7 exploratory class which has students from all grades choosing one of 30 exploratories to take with peers.

# Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

## Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

## Desired Outcomes

- Foundational Learning
  - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
  - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
  - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
  - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

## Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey – Student expectations for success.
- Our School Survey – Students who are interested in motivated.
- Our School Survey – Students that value schooling outcomes.

## Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.

## 2024/2025 Student Growth and Achievement – Area of Focus

What is our desired *outcome*? (select only one)

- Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking

What strategies will we implement to progress toward achieving this outcome?

Data Informed Decision Making – Creating a school wide method of documenting student’s progress and benchmarks in reading, writing, and numeracy skills. This allows for all information to be viewed by all teachers and create interventions that target the highest number of students.

Incorporation of Research-Based Screeners & Assessment– Ensure that screeners and assessments used in classrooms are researched-based to ensure that they are linked to student success and help guide our instruction and planning.

Student Instruction Led by Assessment- A range of assessments will be used to guide teachers to a deeper understanding of their students’ learning and provide opportunity for them to modify programming as needed.

Push-In Model Support- Push-in support provided by our Learning Support Teacher and other experts allows teachers to learn about new resources and pedagogical practices

Teacher Collaborative Time - Providing teacher collaborative time to navigate curricular changes and to ensure that resources and teaching strategies are explored and incorporated into instruction.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

Starting the year off with a literacy and numeracy exploratory in 1A to allow an update and accurate assessment of all student’s literacy and numeracy levels. Participating in professional development for all teachers on foundational literacy and numeracy skills. Actively involve all staff integrating literacy and numeracy into the subjects that they teach. Piloting a new numeracy assessment as well targeted literacy and numeracy intervention for each grade level built into the timetable will help us compile data on each student’s learning needs. Utilizing the data from screens, assessments, and interventions to make informed instructional decisions moving forward. Data can be reviewed at various scheduled checkpoints (term changes? Bi-monthly PL time?). Math & Literacy screeners early in the year (MIPI & new literacy screener)

# Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

## Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

## Desired Outcomes

- Respond Effectively to Student Needs
  - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
  - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
  - **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

## Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.





## 2024/2025 Teaching and Leading – Area of Focus

What is our desired *outcome*? (select only one)

Staff respond effectively to the unique needs of all learners.

Staff engage in ongoing professional learning to support optimal student learning.

Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

What *strategies* will we *implement* to progress toward achieving this outcome?

Weekly Newsletter – Sending a newsletter out through School Messenger and posted on school website so that parents, guardians, and community members can stay informed about school events.

Collaborative Approach – Inviting all teachers, parents, educational stakeholders, and students together to best support a student’s learning and achievement.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

Ensuring that we keep communication lines open with parents through website updates or weekly emails. Structuring Wednesday PL time so all PE and option teachers can sit in grade level team meetings. Creating more informal opportunities for parents and community members to come into school building and celebrate learning.

# Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

## Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

## Desired Outcomes

- Safe and Caring Culture
  - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
  - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
  - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
  - **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

## Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

## Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.

## 2024/2025 Learning Supports – Area of Focus

### What is our desired *outcome*? (select only one)

To ensure every person feels valued, respected, safe and welcomed in our school communities.

To foster learning environments that enable each student to achieve learning success.

**To foster the physical, mental and emotional wellness of students to support optimal learning.**

School communities take action to advance Truth and Reconciliation.

### What *strategies* will we *implement* to progress toward achieving this outcome?

Universal Programming – Continue to work on executive functioning, character development, and appropriate social media use skills with our school population.

Homeroom – Facilitate conversation and key check in moments during homeroom so teachers can identify students who may need access to different school supports as the school day begins.

Professional Development – Using Wednesday PL time to provide learning for school staff on supporting the needs of students to facilitate optimal learning.

Grade level activity & challenge days – Grade levels teams planning activities to get students active and having conversation with grade level peers about various topics relating to physical, mental, and emotional wellness. Bringing those conversations back into the classroom

Wellness team – Utilizing our wellness team to support individual & group conversations with identified students to support

### What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

We will focus on supporting student well-being and development through various initiatives. We'll integrate lessons on executive functioning, character development, and responsible social media use into our curriculum, and run school-wide campaigns to raise awareness. During homeroom, teachers will conduct check-ins to identify students needing support. Professional development on Wednesdays will equip staff with strategies to address student needs. Grade-level activities will encourage physical activity and wellness discussions, which will be brought back into the classroom. Finally, our wellness team will provide targeted support through individual and group sessions to ensure students feel supported and valued.



## **School Domain**

Wilson Middle School prides itself on the connections we make with our students, staff and families. We are committed to continue to build positive connections with all stakeholders to ensure that Wilson Middle School is a safe and caring school. We will continue to provide opportunities for all grade levels to work together to collaborate and unity within the school.

