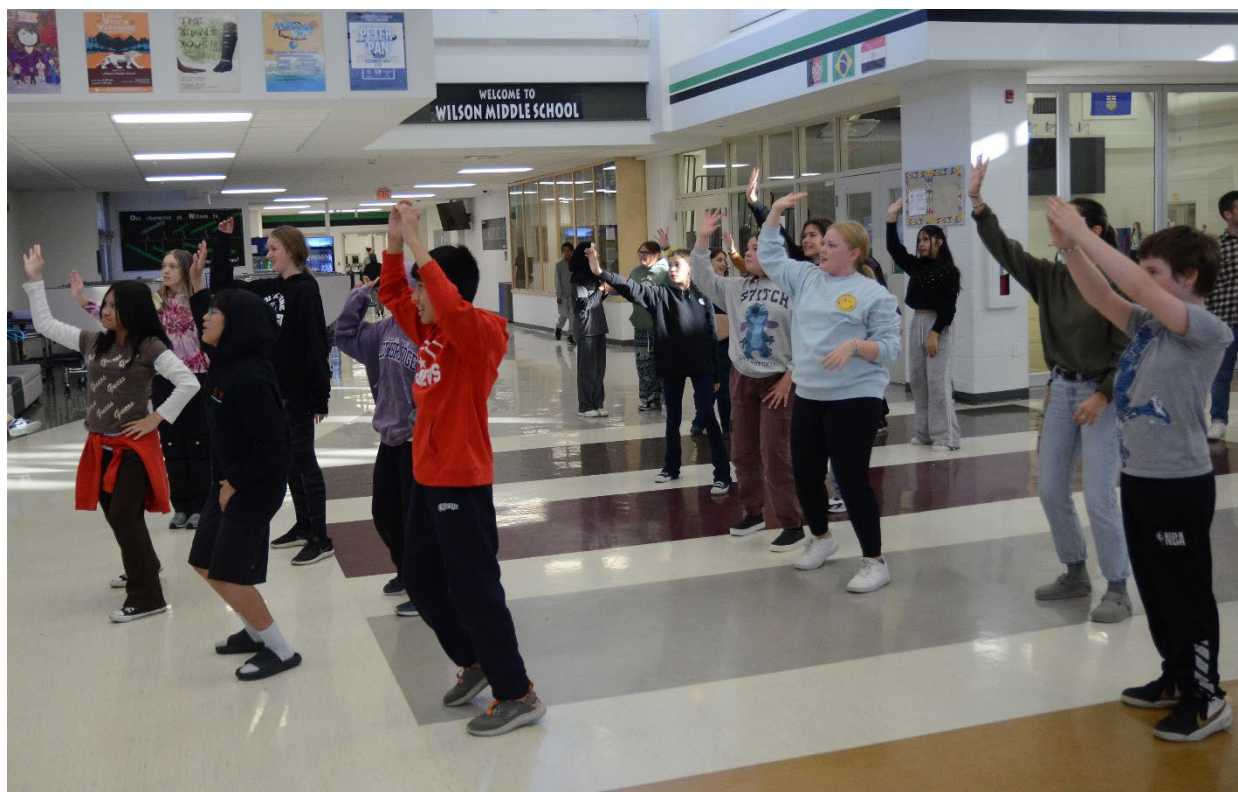


Wilson Middle School



www.wms.lethsd.ab.ca

2025/2026 Assurance Plan

School Vision Statement

Hope, Dream, Conquer!.

School Mission Statement

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.



ASSURANCE PLANNING

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

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



SCHOOL CONTEXT

School Highlights:

Wilson Middle School is home to 640 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. 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 participate in daily Physical Education classes as well as option classes, daily, of their choice. We also have a unique period 7 exploratory class which provides students from all grades an opportunity to participate in an option class related to their interests.

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.

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.
- Alberta Education Numeracy Screening Assessment results and trends.

2025/2026 Student Growth and Achievement – Area of Focus

What is our desired outcome?

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 students', who receive intervention programming, 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.

Literacy and Numeracy Intervention: students who struggle in literacy and numeracy will have access to intervention programming to help them develop foundational skills in literacy and numeracy.

Teacher Collaborative Time: Provide teachers collaborative time to navigate curricular changes and to ensure effective resources and teaching strategies are explored and incorporated into instruction.

Student Instruction Led by Assessment: Teachers will continue to implement a range of assessments to help them better understand their students' learning needs, which will provide an opportunity for teachers to reflect on their teaching and adjust programming as needed.

Empower Students: Increase student ownership of learning, awareness of their learning needs and goals, as well as ownership of their actions. As a school we will help students to reflect on their learning to better understand where they are struggling and provide supports to overcome the barriers.

Exploratory Options: students have the opportunity to participate in 6 exploratory options each year, based on their choosing. These options provide students an opportunity to develop their critical thinking skills and provide them with a sense of empowerment.

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

During the 2025-26 school year we will have teachers who will be implementing intervention in literacy and numeracy to our students who are struggling the most in these areas. The teachers who will be implementing the intervention are teachers who have a passion and strong educational background in literacy and numeracy instruction and programming. Students who participate in the intervention will have assessments they participate in to measure their progress in these areas to ensure they are receiving the proper instruction and/or to determine if other assessments and programming need to be considered to meet their learning needs.

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.



2025/2026 Teaching and Leading – Area of Focus

What is our desired outcome?

Staff respond effectively to the unique needs of all learners.

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

Targeted Supports: Continue to offer a flexible learning space, through our SAIC room, where students' learning needs can be met at a foundational level through individual and small group instruction. We will be focusing our literacy and numeracy intervention on small groups rather than whole classes. The intent behind this is to be able to focus on the specific skills the students are lagging in and provide intervention to address those areas.

Involving Parents/Guardians: Support teachers to work collaboratively with parents and caregivers to support the learning of their student.

New Curriculum Implementation: Provide collaboration time for teachers to reflect on what they are currently using to teach curriculum and implement new strategies to effectively meet the learning needs of all students.

Professional Learning Opportunities: Our Professional Learning will aim to enhance our staff's ability to address the diverse needs of our students effectively.

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

As a school, we will be engaging parents in the ISP development process. Parents will be provided with an opportunity to provide input either through face to face meetings or written documentation between parents and teachers. An example of the written documentation would be to send home the previous years ISP and have parents indicate what they like or dislike, to help teachers in preparing for the current year's ISP.

As new curriculum is being developed and implemented at the grade 7 and 8 levels, teachers will focus on planning for all students. There will be a focus on differentiating instruction to meet the needs of all students. Teachers' will have time to collaborate on Professional Learning days to learn how to meet the needs of all students and then prepare to meet those needs. As a school community we will continue to reflect on our teaching practice to develop a growth mindset, in which meeting students learning needs is foundational to the decisions we make.

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.
- 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.

2025/2026 Learning Supports – Area of Focus

What is our desired outcome?

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

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

Exam our Current Vision and Mission: Having a school Vision and Mission is foundational for determining our “Why”, which impacts decision made at the school as well as how we interact with each other as a community of learners.

Diversity and Inclusion: As a school we value the diversity that exists among our school community. This is why we prioritize including all students in our classes and providing them an opportunity to interact with and learn from their peers.

Empower Students: Increase student ownership of learning, awareness of their learning needs and goals, as well as ownership of their actions. As a school we will help students to reflect on their actions and the role they play in the events that happen at the school.

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

During the 2025-26 school year we will be looking at our school Vision and Mission to determine if it is still applicable to our school context. We will work as a school to either change or revise what is currently in place. We will then focus on ensuring our school community know our Vision and Mission as well as ensure it is part of everything we do at Wilson. We believe having a strong foundation will be important, as it helps guide our decisions as well as provide a basis for character education that is vital at this age. This will help us to remind our students how to treat each themselves and each other to ensure that everyone feels safe and respected in our school community.

