

# Senator Joyce Fairbairn Middle School



## 2021/22 Assurance Plan

### School Vision Statement

To serve our community by inspiring our students to extend Joyce Fairbairn's trail in becoming hard working, determined, strategic, and strong.

### School Mission Statement

To provide exceptional, rigorous instruction and opportunities targeting the needs of our students.



[sjf.lethsd.ab.ca](http://sjf.lethsd.ab.ca)



# ASSURANCE PLANNING

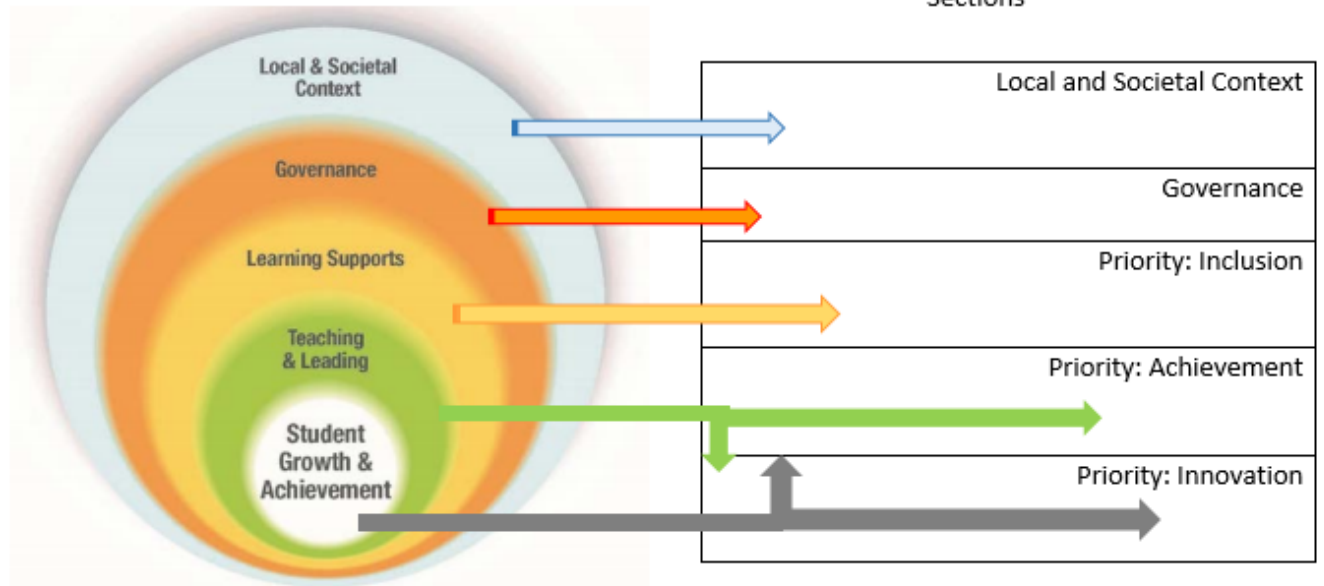
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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

The three priorities are identified in each of the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



## SCHOOL CONTEXT

Senator Joyce Fairbairn Middle School was established in 2018 and has seen continuous growth over the last three years. We serve approximately 620 students in grades six, seven, and eight and are the home of the Middle School E-Learning program for the school division. 580 students are in-class learners and 40 students are E-Learners. Our school is one of two Middle Schools that serve diverse learners in West Lethbridge.

At Senator Joyce Fairbairn, we have a 1:1 student laptop initiative. Through the use of technology and laptops, we provide exceptional learning experiences for all students. When students leave our school, they are prepared to use technology in future educational contexts as well as in the world of work.

Currently, our school is striving to create growth in students by closing learning gaps as well as those that may have increased during the Covid-19 Pandemic. Working as a team to identify where students are at, interventions and creative structures are being utilized to support student growth in identified areas. Some of the identified intervention literacy and numeracy tools include Fountas and Pinnell Benchmarking Assessment, Levelled Literacy Intervention, Math Intervention Programming Instrument, and Foundational Skills Interview.

Outside of the classroom, an abundance of extra-curricular opportunities include athletics, fine arts, and various other groups and clubs based on student interest.

## 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
Promote numeracy practices that foster mathematical thinking and a deep understanding of number sense.	<ul style="list-style-type: none"> <li>Building Thinking Classrooms in Mathematics</li> <li>Building Fact Fluency Toolkits</li> <li>Numeracy Lead Teacher</li> <li>Division Numeracy Plan</li> <li>School Numeracy Plan</li> </ul>	<ul style="list-style-type: none"> <li>Using MIPI data to inform</li> <li>Daily numeracy classes</li> <li>Numeracy PL</li> <li>Vertical surfaces</li> <li>Non-permanent surfaces</li> </ul>	<ul style="list-style-type: none"> <li>MIPI data</li> <li>Foundational Skills Interview</li> <li>PAT data</li> </ul>
Promote and utilize comprehensive literacy practices that foster literacy development in all subjects.	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark Assessment &amp; LLI</li> <li>Literacy Lead Teacher</li> <li>SORA</li> <li>Comprehensive Literacy Framework</li> <li>School Literacy Plan</li> <li>Division Literacy Plan</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build levelled classroom libraries</li> <li>Reading collections—literacy beyond books</li> <li>Daily literacy classes</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark Assessment data</li> <li>SORA data</li> <li>Monitor student LLI progress</li> <li>Evidence of reading, writing, speaking, listening in all subject areas</li> <li>PAT data</li> </ul>
Build staff capacity in Indigenous Ways of Knowing.	<ul style="list-style-type: none"> <li>Middle School Indigenous Educator</li> <li>Coordinator of Indigenous Education</li> <li>Local and Provincial Indigenous guests</li> </ul>	<ul style="list-style-type: none"> <li>Survey staff needs</li> <li>Support inquiry questions with resources</li> <li>Staff professional learning focusing on TQS #5—Applying Foundational Knowledge about First Nations, Metis and Inuit</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback and surveys</li> <li>Generative dialogue</li> <li>Classroom observations and conversations</li> </ul>
Focused integration of resources and technology to nurture student competencies.	<ul style="list-style-type: none"> <li>Creating Cultures of Thinking</li> <li>Making Thinking Visible</li> <li>Power of Making Thinking Visible</li> <li>Innovate Inside the Box</li> <li>UDL and Blended Learning</li> </ul>	<ul style="list-style-type: none"> <li>Makerspace in the Learning Commons</li> <li>1:1 laptop initiative</li> <li>George Couros and Katie Novak (Three Part Series PL)</li> <li>LST supporting teacher implementation in planning and instruction</li> <li>Thinking routines card rings</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback and surveys</li> <li>Generative dialogue</li> <li>Evidence of universal strategies being used for the benefit of every learner</li> <li>Thinking routines used in classrooms</li> </ul>

## 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 and services

Goal	Study/Resources	Strategies	Measures
Continue to support and implement Universal Design for Learning strategies which includes: <ul style="list-style-type: none"> <li>Multiple means of engagement, representation, and action/ expression</li> <li>Trauma-informed practice</li> <li>Self-Regulation</li> </ul>	<ul style="list-style-type: none"> <li>Shelley Moore</li> <li>LST</li> <li>Teacher Counsellor</li> <li>Innovate Inside the Box</li> <li>UDL and Blended Learning</li> <li>Admin Team</li> </ul>	<ul style="list-style-type: none"> <li>LST—support within classrooms and provide information to teachers and support staff</li> <li>Teacher Counsellor—universal and targeted supports for students, provide information and support to teachers</li> <li>Three part school-based professional learning series with George Couros and Katie Novak</li> <li>Purchase of resources (ie: books and classroom materials)</li> </ul>	<ul style="list-style-type: none"> <li>Regulated and focused classrooms</li> <li>Common language</li> <li>Generative dialogue</li> <li>Evidence of universal strategies</li> </ul>
Promote and establish multiple entry points for students to increase wellness opportunities. Maintain a safe and caring school community that is welcoming of all cultures and individuals and appreciates diversity.	<ul style="list-style-type: none"> <li>Community agencies</li> <li>The Loop</li> <li>Coordinator of Indigenous Education</li> <li>Middle School Indigenous Educator</li> <li>Extra-curricular opportunities</li> <li>Improved access to fitness center</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of fitness center</li> <li>Increased universal programs from Wellness Centre</li> <li>Indigenous Leadership &amp; Allies Club</li> <li>Collaboration with community agencies</li> <li>School-wide health symposiums</li> <li>GSA club and corresponding activities</li> <li>Maintain student centered school where all members feel supported and included</li> </ul>	<ul style="list-style-type: none"> <li>Learning Bar Survey</li> <li>Evidence of increased student self-regulation</li> <li>Self-advocacy</li> <li>Engagement in diverse and cultural activities</li> <li>APORI results</li> <li>Staff feedback and surveys</li> </ul>
Increase universal inclusive practices and differentiation in the classroom as well as increase support for targeted small groups of students in literacy and numeracy.	<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell Benchmark Assessment</li> <li>Foundational Skills Interview</li> <li>Levelled Literacy Intervention</li> <li>Building Fact Fluency Toolkits <ul style="list-style-type: none"> <li>Addition &amp; Subtraction</li> <li>Multiplication &amp; Division</li> </ul> </li> <li>School-based psychologist</li> <li>LST</li> </ul>	<ul style="list-style-type: none"> <li>Build teacher capacity in using intervention resources</li> <li>Creation of targeted literacy and numeracy intervention resources</li> <li>Build staff capacity to use Fountas and Pinnell Benchmark Assessment and Foundational Skills Interview</li> <li>Small levelled group interventions to build reading and number sense skills</li> <li>Collaborative response using school created Continuum of Student Support Model</li> </ul>	<ul style="list-style-type: none"> <li>Increased student engagement and regulation.</li> <li>Identifying needs and ISP goal creation</li> <li>Achievement of ISP goals</li> <li>Creation of targeted instructional materials</li> <li>Common language</li> </ul>



## 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"><li>• Inquiry templates</li></ul>	<ul style="list-style-type: none"><li>• Scheduled meetings to engage in generative dialogue with teachers</li></ul>	<ul style="list-style-type: none"><li>• Staff engagement</li><li>• Observable change in instructional practice</li></ul>
School professional learning plan will center on the development of: <ul style="list-style-type: none"><li>• UDL</li><li>• Thinking classrooms</li><li>• Literacy &amp; numeracy Practices</li><li>• Wellness</li></ul>	<ul style="list-style-type: none"><li>• School-based professional learning committee</li><li>• Innovate Inside the Box</li><li>• UDL and Blended Learning</li><li>• Building Fact Fluency Toolkits</li><li>• Fountas &amp; Pinnell Benchmark Assessment</li><li>• Building Thinking Classrooms in Mathematics</li><li>• Making Thinking Visible</li><li>• The Power of Making Thinking Visible</li></ul>	<ul style="list-style-type: none"><li>• George Couros &amp; Katie Novak three part professional learning series on school-based professional learning days</li><li>• Thinking routine card rings</li><li>• Using routines to engage staff in conversations</li><li>• Fountas &amp; Pinnell Benchmark Assessment professional learning</li><li>• Building Fact Fluency Toolkits for Addition/Subtraction and Multiplication/Division professional learning</li><li>• Admin will facilitate through conversation the uncovering of connections between UDL, inclusion, and innovation.</li></ul>	<ul style="list-style-type: none"><li>• Observable change in instructional practice</li><li>• Staff feedback and surveys</li><li>• Generative dialogue</li><li>• Classroom observations and conversations</li></ul>
Use data to inform classroom practices as well as school goals .	<ul style="list-style-type: none"><li>• Fountas &amp; Pinnell data</li><li>• MIPI data</li><li>• Foundational Skills Interview</li><li>• PAT data</li><li>• APORI data</li><li>• Learning Bar Survey</li></ul>	<ul style="list-style-type: none"><li>• Use data from formative and summative assessments to inform classroom planning and school-based decisions.</li><li>• Use data from surveys to inform school decisions and planning.</li></ul>	<ul style="list-style-type: none"><li>• Observable positive changes in trends and data from assessments and surveys.</li></ul>

## School Goal or Inquiry

In what ways can we use Universal Design for Learning to impact student engagement and learning for all students?

**Possible Resources:** Shelley Moore (5 Moore Minute Videos), Innovate Inside the Box: Empowering Learners Through UDL and the Innovator's Mindset by George Couros and Katie Novak, UDL and Blended Learning: Thriving in Flexible Learning Spaces by Katie Novak and Caitlin Tucker

Strategies	Timeline	Indicators of Success
Purchase of resources for staff <ul style="list-style-type: none"><li>Innovate Inside the Box</li><li>UDL and Blended Learning</li></ul>	October– November 2021	<ul style="list-style-type: none"><li>Staff engage in reading the resources</li><li>Seamless transitions between online and in-class learning</li><li>Common language</li></ul>
Professional Learning for Staff <ul style="list-style-type: none"><li>Shelley Moore's 5 Moore Minute Videos</li><li>George Couros and Katie Novak— Three Part Series on UDL</li></ul>	October 14, 2021  January 28, March 18, April 25 2022	<ul style="list-style-type: none"><li>Transfer of ideas into classroom practices</li><li>Regulated and focused classrooms</li><li>Seamless transitions between online and in-class learning</li><li>Observable increased student engagement in classrooms</li></ul>
Generative Dialogue <ul style="list-style-type: none"><li>Engage in dialogue with staff focusing on areas identified in division and school goals</li><li>Opportunity for staff to share inquiry questions and learning</li></ul>	October 2021—May 2022  May 24, 2022	<ul style="list-style-type: none"><li>Staff engagement</li><li>Observable changes in instructional practices</li></ul>

## School Reserves

**Total estimated reserves as of Aug. 31, 2021: \$ 365 569.76**

Planned use of reserves	
1. Permanent Storage/Charging Stations for Laptops	\$80 000
2. Fitness Center expansion/equipment	\$30 000
3. Storage project/Secondary fine arts area	\$40 000
<b>Total</b>	<b>\$150 000</b>

School Generated Funds	
1. School Lunch Program	
2. School Activities	
3. School Fundraising	
4. School Maintenance	
5. School Security	
6. School Transportation	
7. School Utilities	
8. School Supplies	
9. School Staff	
10. School Facilities	
11. School Technology	
12. School Health Services	
13. School Counseling	
14. School Special Education	
15. School Gifted/Talented	
16. School Career Development	
17. School Parent Involvement	
18. School Community Outreach	
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**Fund balance estimate as of August 31, 2021: \$ 149 183.03**

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