

# Senator Joyce Fairbairn



## 2022/23 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

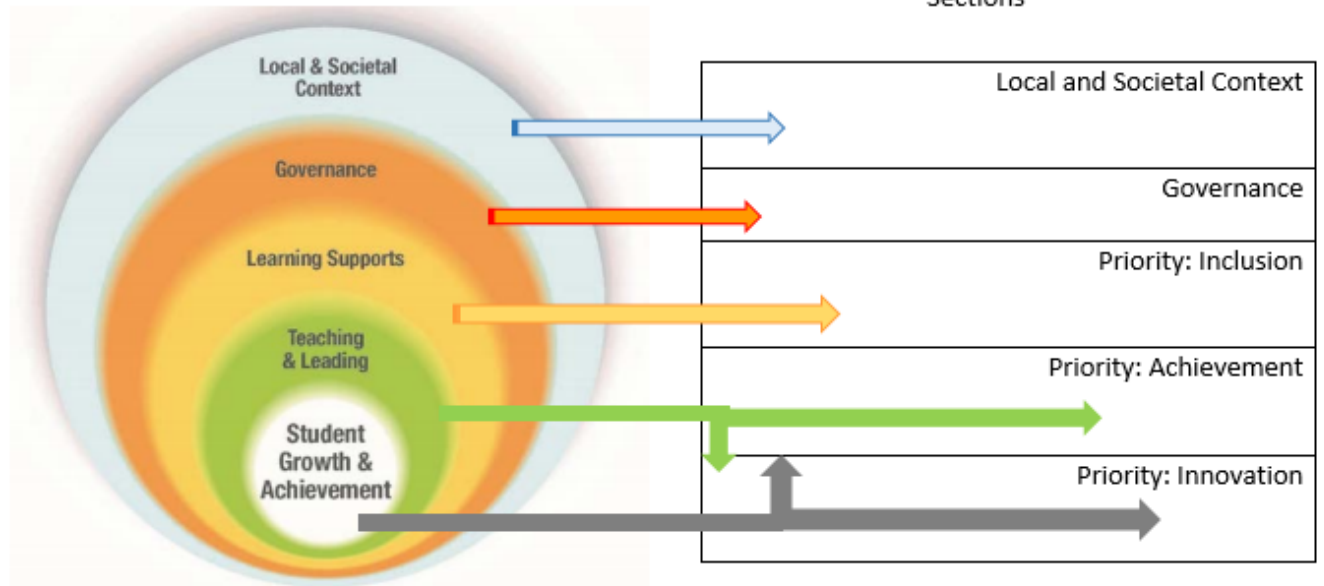
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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



## SCHOOL CONTEXT

Senator Joyce Fairbairn Middle School was established in 2018 and has seen continuous growth over the last four years. We serve approximately 640 students in grades six, seven, and eight and are the home of the Middle School E-Learning program for Lethbridge School Division. 600 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 and rigorous 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 continues to create growth in students by closing learning gaps that are the result of various environmental factors including the pandemic, attendance challenges, and learners new Lethbridge School Division. Working as a collective team to identify where students are at, interventions and creative structures are utilized to promote student growth and success. Some of the identified benchmarking assessments and intervention literacy and numeracy resources include Fountas and Pinnell, Levelled Literacy Intervention, Heggerty—Bridge the Gap, Rime Magic, Words Their Way, Math Intervention/Programming Instrument, Foundational Skills Interview, and Building Fact Fluency Toolkits for Addition and Subtraction as well as Multiplication and Division. Staff learning in these areas is a target of our professional learning for 2022-23.

Outside of the classroom, an abundance of extra-curricular opportunities include athletics, fine arts, and various other groups and clubs based on student interest. These programs will be available for all of the 2022-23 school year with no foreseeable disruptions. These programs are very valuable in developing the all aspects of life-long learning and well-being.

## 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.

## 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
Promote numeracy practices that foster mathematical thinking and a deep understanding of numbers.	<ul style="list-style-type: none"> <li>• Building Fact Fluency Toolkits for +/÷ and x/÷</li> <li>• Numeracy Lead Teacher</li> <li>• Division Numeracy Plan</li> <li>• School-based Numeracy Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Using MIPI and Foundational Skills Interview data to inform instruction &amp; programming</li> <li>• Daily numeracy class with intervention support</li> <li>• Providing numeracy professional learning for interventionists and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• MIPI data</li> <li>• Foundational Skills Interview data</li> <li>• PAT data</li> <li>• Interventionist data tracking</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</li> <li>• Leveled Literacy Intervention</li> <li>• Literacy Lead Teacher</li> <li>• SORA</li> <li>• Comprehensive Literacy Framework</li> <li>• School-based Literacy Plan</li> <li>• Division Literacy Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build levelled classroom libraries</li> <li>• New resources to support developing readers A through N and EAL students</li> <li>• Reading collections—literacy beyond books</li> <li>• Daily literacy class</li> <li>• Providing literacy professional learning for interventionists and teachers</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> <li>• Interventionist data tracking</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>• 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>
Promote citizenship and empower students as leaders in the school and community.	<ul style="list-style-type: none"> <li>• School Wellness Team</li> <li>• Community organizations</li> <li>• Division Student Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteering and leadership opportunities with the school and community</li> <li>• Promote critical thinking and perspective taking learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data</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 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
Continue to support and implement Universal Design for Learning strategies including: <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>• LST</li> <li>• Teacher Counsellor</li> <li>• Innovate Inside the Box</li> <li>• UDL and Blended Learning</li> <li>• Admin Team</li> <li>• Katie Novak</li> <li>• Director of Inclusive Education</li> </ul>	<ul style="list-style-type: none"> <li>• LST—support within classrooms through building capacity teachers and support staff</li> <li>• Teacher Counsellor—universal and targeted supports for students and providing information and support to teachers</li> <li>• Purchase of resources (ie: books and classroom materials)</li> <li>• Provide Tier 2 and 3 supports in addition to universal strategies</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, targeted, and individual strategies</li> </ul>
Promote and establish multiple entry points for students to access wellness opportunities. Maintain a safe and caring school community that is welcoming of all cultures and individuals and honours diversity.	<ul style="list-style-type: none"> <li>• Community agencies</li> <li>• The Loop</li> <li>• Counselling Coordinator</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>
Increased use of universal practices in the classroom as well as increased 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>• MIPI</li> <li>• Foundational Skills Interview</li> <li>• Levelled Literacy Intervention</li> <li>• Building Fact Fluency Toolkits for Addition &amp; Subtraction/Multiplication &amp; Division</li> <li>• Rime Magic</li> <li>• Bridge The Gap by Heggerty</li> <li>• Words Their Way</li> <li>• LST</li> <li>• Literacy, Numeracy, &amp; ELL Lead Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• LST—support within classrooms through building capacity teachers and support staff</li> <li>• Teacher Counsellor—universal and targeted supports for students and providing information and support to teachers</li> <li>• Purchase of resources (ie: books and classroom materials)</li> <li>• 3 Tiers of support— grade levels with scheduled common literacy and numeracy with literacy and numeracy interventionists</li> <li>• Professional learning for interventionists and teachers</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, targeted, and individual strategies</li> <li>• PAT data</li> <li>• Interventionist data tracking</li> <li>• MIPI data</li> <li>• Foundational Skills Interview data</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</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>• Literacy &amp; numeracy practices</li><li>• Wellness</li><li>• Indigenous ways of knowing</li></ul>	<ul style="list-style-type: none"><li>• Middle School Indigenous Educator</li><li>• School-based professional learning committee</li></ul>	<ul style="list-style-type: none"><li>• Continue using common language and the work of George Couros &amp; Katie Novak's three part professional learning series from last school year</li><li>• New literacy resource professional learning for interventionists</li><li>• Building Fact Fluency Toolkits professional learning for interventionists</li><li>• Admin will facilitate through conversation and dialogue 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>• MIPI data</li><li>• Foundational Skills Interview</li><li>• PAT data</li><li>• APORI data</li><li>• Learning Bar Survey</li><li>• Fountas &amp; Pinnell data</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:**

**Strategies**

**Timeline**

**Indicators of Success**

## School Reserves

**Total estimated reserves available for use in 2022-23:**

Planned use of reserves	
1.	\$
2.	\$
3.	\$
4.	\$
Total	\$

## School Generated Funds

**Fund balance estimate for the 2022-23 school year:**

[illegible]