

# Senator Joyce Fairbairn Middle School



## 2023/24 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.



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



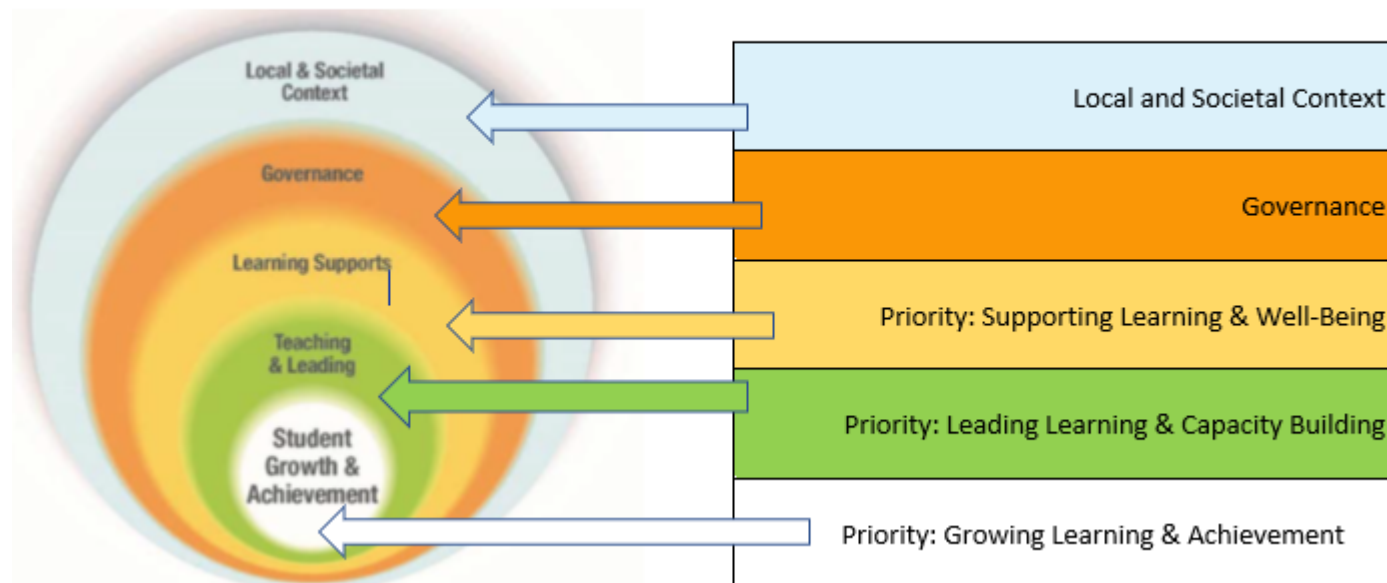
## ASSURANCE PLANNING

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.

### ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



### SCHOOL CONTEXT

Senator Joyce Fairbairn Middle School was established in 2018 and has seen continuous growth over the last four years. We serve approximately 630 students in grades six, seven, and eight and are the home of the Middle School E-Learning program for Lethbridge School Division (Grades 6-9). 590 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, responsibility, and digital citizenship. 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.

The 2023-24 school year saw the addition of the Grade 6-8 English Language Learners Classroom for students new to Canada, a Grade 7/8 Homeroom Class focusing on serving dynamic learners, and the maintenance of the NEST Classroom that is an inclusive space that supports inclusive practices in a smaller, more controlled environment.

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 are very valuable in developing the all aspects of life-long learning, community, citizenship and well-being.

## 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	Strategies	Resources	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>-Acquisition of resources to support developing readers, EAL students, and new curriculum.</li> <li>-Reading collections—literacy beyond books</li> <li>-Daily literacy class</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 and support practices that engage 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>-Staff professional learning focusing on TQS #5—Applying Foundational Knowledge about First Nations, Metis and Inuit</li> <li>-Indigenous cross-curricular integration (ie: traditional games and storytelling)</li> </ul>	<ul style="list-style-type: none"> <li>-Staff feedback and surveys</li> <li>-Growth plan meetings</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> <li>-Indigenous Student Leadership group</li> </ul>	<ul style="list-style-type: none"> <li>-Survey data</li> </ul>

## 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	Strategies	Resources	Measures
Staff engagement in ongoing professional learning	<ul style="list-style-type: none"> <li>-Wed morning professional learning for all staff</li> <li>-Staff engagement in new curriculum PL</li> </ul>	<ul style="list-style-type: none"> <li>-Division lead teachers</li> <li>-Indigenous middle school lead teacher</li> <li>-Division Behavioral team</li> <li>-Director of Curriculum</li> <li>-Other guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>-Change in instructional practices and strategies.</li> <li>-Seamless integration of the new Grade 6 Curriculum.</li> <li>-Indigenous ways of knowing embedded in all subject areas on a regular basis.</li> </ul>
Use data to inform classroom practices as well as school goals	<ul style="list-style-type: none"> <li>-Use data from formative and summative assessment to better inform classroom planning and school-based decisions.</li> <li>-Use data to inform school program creation and course offerings.</li> </ul>	<ul style="list-style-type: none"> <li>-MIPI data</li> <li>-PAT data</li> <li>-Foundational Skills Interview data</li> <li>-Our School Survey</li> <li>-Fountas and Pinnell data</li> <li>-Assurance survey</li> </ul>	<ul style="list-style-type: none"> <li>-Observable trends in practice change based on information provided by data.</li> <li>-Universal and targeted interventions are evidence based and target lagging skills.</li> <li>-The pre and post data to measure growth reflect increase in student learning.</li> </ul>
Developing a strong relationship and effective communication between the school and the community to foster a sense of shared purpose.	<ul style="list-style-type: none"> <li>-Utilize our new vision and mission to engage our parents and school community in achieving common goals for our student body.</li> <li>-Leveraging various tools and media types to ensure effective communication and knowledge of school activities.</li> <li>-Creating events to help welcome our school community into the school.</li> </ul>	<ul style="list-style-type: none"> <li>-Grade 6 open house</li> <li>-Parent orientation nights</li> <li>-Reintroducing parents into participating in school events on a regular basis.</li> <li>-Website, social media platforms, school messenger, digital newsletter, teacher communications to families.</li> </ul>	<ul style="list-style-type: none"> <li>-Parent engagement</li> <li>-Attendance at school and division-based events.</li> <li>-Parent survey response rates.</li> <li>-School council engagement.</li> <li>-Ongoing dialogue between teachers and families.</li> <li>-Engagement with digital tools (quantitative data).</li> </ul>
Promotes and establish multiple entry points for students to access wellness opportunities. Maintain a safe and caring school community that is welcoming to all cultures and individuals that honors diversity.	<ul style="list-style-type: none"> <li>-Creation of ELL Grade 6-8 Homeroom class.</li> <li>-Creation of Grade 7/8 homeroom class for diverse learners.</li> <li>-Universal access to breakfast and lunch for students that meet all dietary needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>-Foodbank</li> <li>-Mindful Munchies</li> <li>-SJF Indigenous Student Council</li> <li>-Poverty intervention community</li> <li>-Community grants</li> <li>-Extra-curricular opportunities</li> <li>-Division lead teachers</li> <li>-Counselling Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>-Utilize Our School Survey and Assurance Report data to gauge student feeling of safety and belonging.</li> <li>-Attendance data.</li> <li>-Student engagement in learning.</li> <li>-Parent feedback.</li> <li>-Wellness team feedback.</li> <li>-Staff feedback.</li> </ul>



## 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	Strategies	Resources	Measures
Increased use of universal practices in the classroom and targeted small groups of students in literacy, numeracy, and social/emotional skills.	<ul style="list-style-type: none"> <li>-Embedded literacy and numeracy time in the student timetable.</li> <li>-Staff as interventionists in literacy and numeracy.</li> <li>-Wellness team supports the small groups targeting social/emotional skills.</li> <li>-Universal lesson and presentations on topics within the wellness realm.</li> <li>-Health Days for all students 3 times a year.</li> </ul>	<ul style="list-style-type: none"> <li>-Wrap around services from the community (E.g. Mental Health Capacity Building team, community volunteers).</li> <li>-Specialized literacy resources for Grade 6-8.</li> <li>-Specialized numeracy resources for Grade 6-8.</li> <li>-Professional learning opportunities for staff.</li> <li>-Learning Support Teacher.</li> <li>-Wellness team at SJF.</li> </ul>	<ul style="list-style-type: none"> <li>-Internationalist data tracking.</li> <li>-PAT data.</li> <li>-MIPI data.</li> <li>Foundational skills interview data.</li> <li>-Regulated and focused classrooms.</li> </ul>
Creating or identifying meaningful avenues for students to integrate into the school community.	<ul style="list-style-type: none"> <li>-Various opportunities in the option offerings to engage and include students with differing interests.</li> <li>-Various extra-curricular opportunities to engage and include students with differing interests.</li> <li>-Grade level recognition and medal of honor.</li> <li>-Admin Counselling meetings weekly.</li> <li>-Learning team meetings.</li> </ul>	<ul style="list-style-type: none"> <li>-Division Counselling Coordinator.</li> <li>-Coaches and staff volunteers.</li> <li>-Division policies.</li> <li>-School-based staff.</li> <li>-Wellness team.</li> </ul>	<ul style="list-style-type: none"> <li>-Student engagement outside of the school day.</li> <li>-Students try a wide-variety of options.</li> <li>-Students are highly engaged in options that are related to their interests.</li> <li>-School community engaged in the school as supporters of the participants in extra-curricular.</li> </ul>
Create areas in the school that promote physical and mental wellness.	<ul style="list-style-type: none"> <li>-Numerous spaces to engage in physical activity to promote physical and mental wellness with staff to support students in these spaces.</li> </ul>	<ul style="list-style-type: none"> <li>-Cardio center.</li> <li>-Weight room.</li> <li>-Gym.</li> <li>-Outdoor classrooms.</li> <li>-Wellness center.</li> <li>-Common spaces.</li> </ul>	<ul style="list-style-type: none"> <li>-Students find physical outlets at the school level to promote healthy living and self-regulation.</li> <li>-Students freely access the wellness center for support and engagement in activities that promote mental wellness.</li> </ul>
Create opportunities for students to use technology to create learning objects that demonstrate their learning.	<ul style="list-style-type: none"> <li>-Students utilize the 1:1 laptop program and other learning technologies to represent their learning as one of a number of ways to demonstrate their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-Lenovo laptops.</li> <li>-Charging stations.</li> <li>-Multimedia lab.</li> <li>-Learning commons.</li> <li>-Drones, 3D printer, and CNC machine.</li> <li>-iPads.</li> </ul>	<ul style="list-style-type: none"> <li>-Students can submit digitally created artifacts in order to satisfy assignment criteria.</li> <li>-Students demonstrate skills and knowledge that will transition to future educational opportunities and the workplace.</li> </ul>

**School Goal or Inquiry**

*Teachers will use appropriate Universal Design for Learning strategies to impact student learning and engagement for all students.*

**Possible Resources:**

**Strategies**

**Timeline**

**Indicators of Success**

