



**ROCKY
MOUNTAIN**

School District #6



SCHOOL SUCCESS PLAN

September, 2021



PRINCIPAL MESSAGE

Weytk Ki?suk Kyukyit Tawnshi Welcome Bienvenue

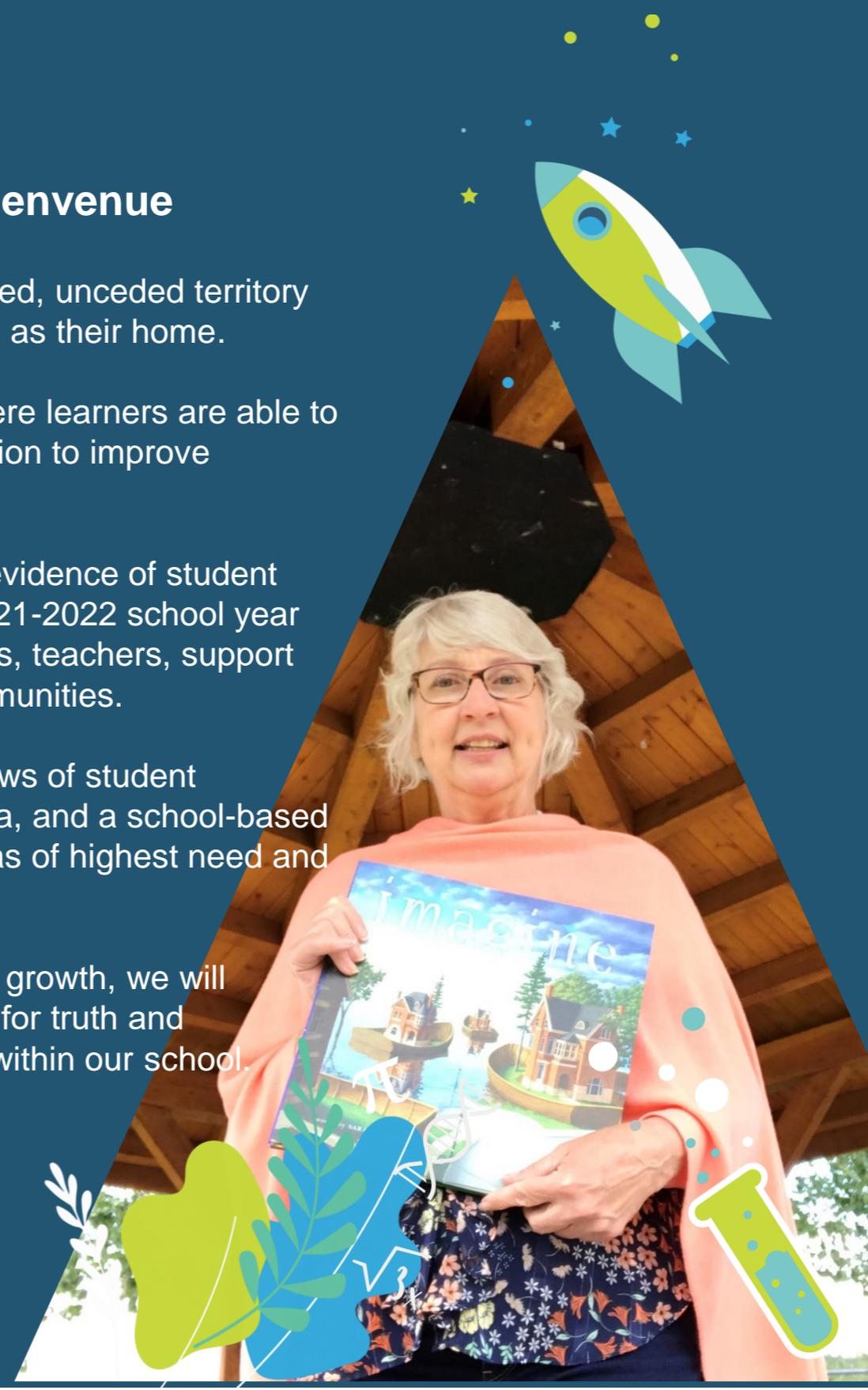
It is an honour and a privilege to work, learn and play on the traditional, shared, unceded territory of the Secwepemc and Ktunaxa people, and the land the Métis have chosen as their home.

J. Alfred Laird School strives to be a welcoming, caring and joyful space where learners are able to develop their individual potential. Our School Success Plan offers a foundation to improve outcomes for all of our students.

This plan is a living document that will continue to evolve as we respond to evidence of student outcomes and inequities. The current version is our starting point for the 2021-2022 school year and has been a collaboration with multiple stakeholders including our parents, teachers, support staff, school board members, and representatives from our Indigenous communities.

This plan includes four key goals that were developed through multiple reviews of student performance data, student engagement surveys, school-based behavior data, and a school-based equity scan. The evidence from these reviews allowed us to identify our areas of highest need and refine a strategic focus and inquiry for each goal.

It is our sincere hope that through a unified and targeted approach to school growth, we will improve all students' sense of connectedness, respond to the calls to action for truth and reconciliation, and see improved engagement in academics and leadership within our school.





SCHOOL DEMOGRAPHICS

J. Alfred Laird Elementary •
Invermere, BC

NUMBER OF STAFF

22

13 teachers, 5 Education Assistants.
1 Youth Care Worker, 1 Aboriginal
Education Support Worker, Principal
& Vice-Principal

NUMBER OF STUDENTS

249

41 students who identify as Indigenous;
104 female-141 male

GRADE CONFIGURATIONS

4-7





MISSION

We collaborate in the pursuit of each student's success as knowledgeable, caring, resilient, and contributing members of a global community.





VISION

Opportunity, equity,
and success for ALL learners



VALUES



Respect

We foster respectful relationships that build trust, safety and well-being.



Equity

We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.



Integrity

We nurture a sense of self-awareness, responsibility and honesty to become environmental stewards and morally upright global citizens.



Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.



Innovation

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.

STRATEGIC PRIORITY ONE

Equity and Inclusion



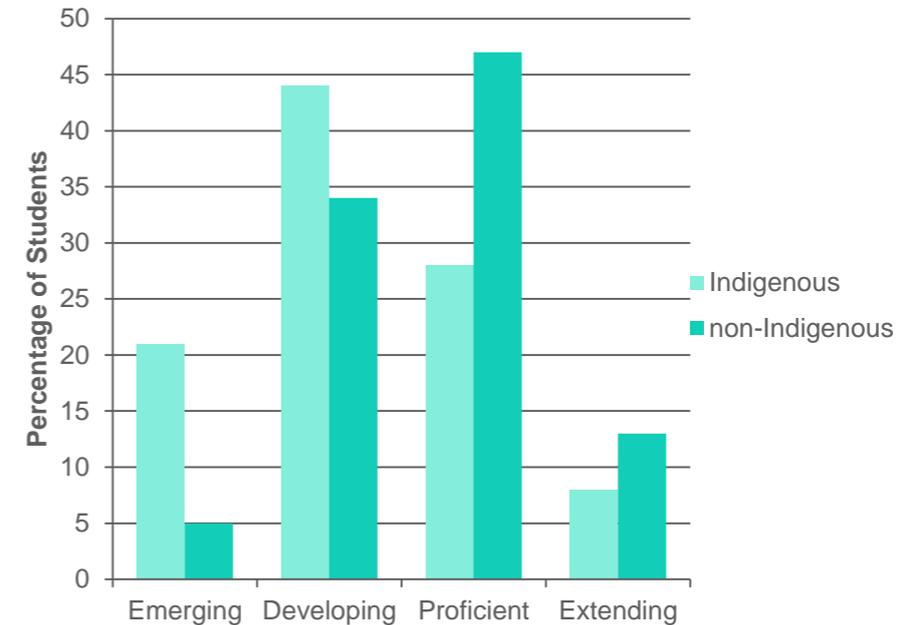
GOAL #1

We want to increase the number of students who feel they have a reason to be at school.



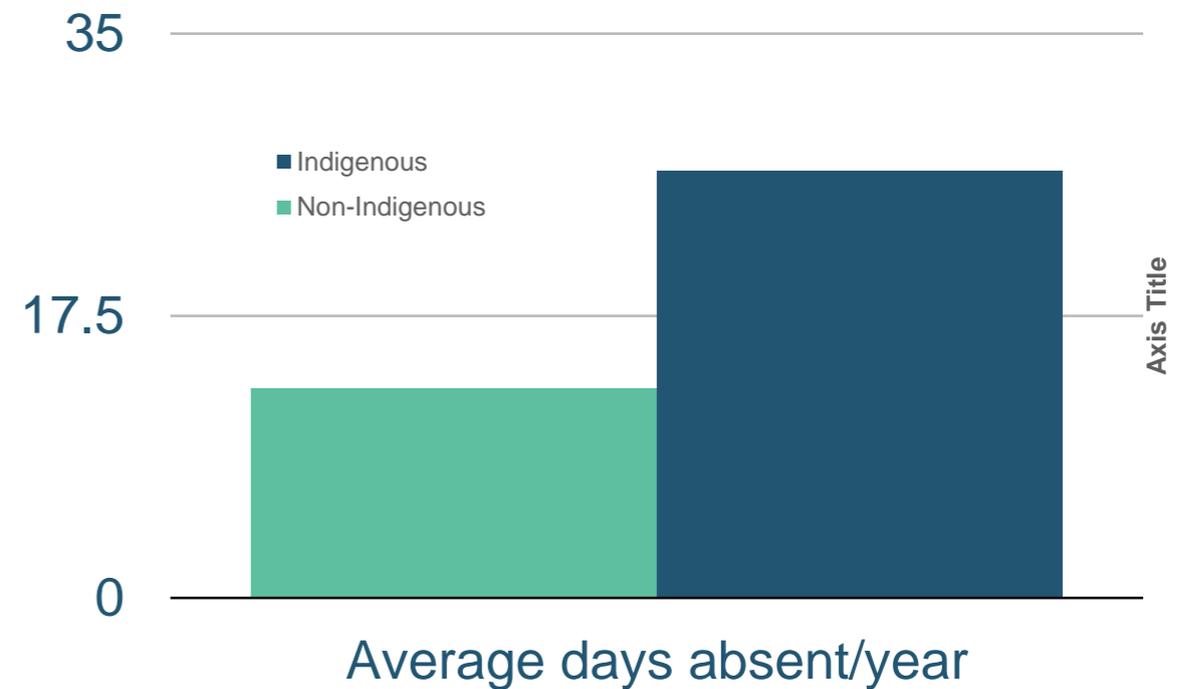
REPORT CARD RESULTS

This graph provides a comparison of report card results for Indigenous and non-Indigenous students. We have work to do in supporting our Indigenous students to achieve parity with their non-Indigenous peers academically.



ATTENDANCE

This graph provides a comparison of the number of days absent for our Indigenous and non-Indigenous students. This data clearly indicates that our First Nations students are away from school, on average, twice as often as our non-Indigenous students.



STRATEGIC PRIORITY ONE

Equity and Inclusion

STRATEGIC NARRATIVE:

Not all of our students feel connected to their school and the people who are there to support them. It is difficult to build social and academic connections with students if they are not at school regularly.

STRATEGIC FOCUS:

We want to provide leadership experiences that will encourage all students to attend school, in order to build a greater sense of connectedness.

STRATEGIC INQUIRY:

To what extent will staff providing daily & weekly opportunities for leadership and student agency increase our students' attendance and sense of connectedness, with a particular focus on our Indigenous students?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Monthly attendance

Monthly *Leader in Me* student reflections & goal setting

Twice-yearly Student Learning Survey



TARGET

90%
average attendance for our Secwepemc and Ktunaxa students

10% increase in number of students who report feeling like they belong “often” or “all the time” on Student Learning Survey



RESOURCES

Leader in Me

SUPPORT
Working closely with the Education Coordinators from both local bands.



PROFESSIONAL LEARNING

September 2 Professional Development day dedicated to *Leader in Me* training

Monthly staff meeting dedicated to *Leader in Me*



SUPPORTING STRUCTURES

SBT & Ab. Ed Support Worker for individual attendance intervention

Leader in Me coaching sessions provided by Franklin Covey organization



STRATEGIC PRIORITY TWO

Success for all learners



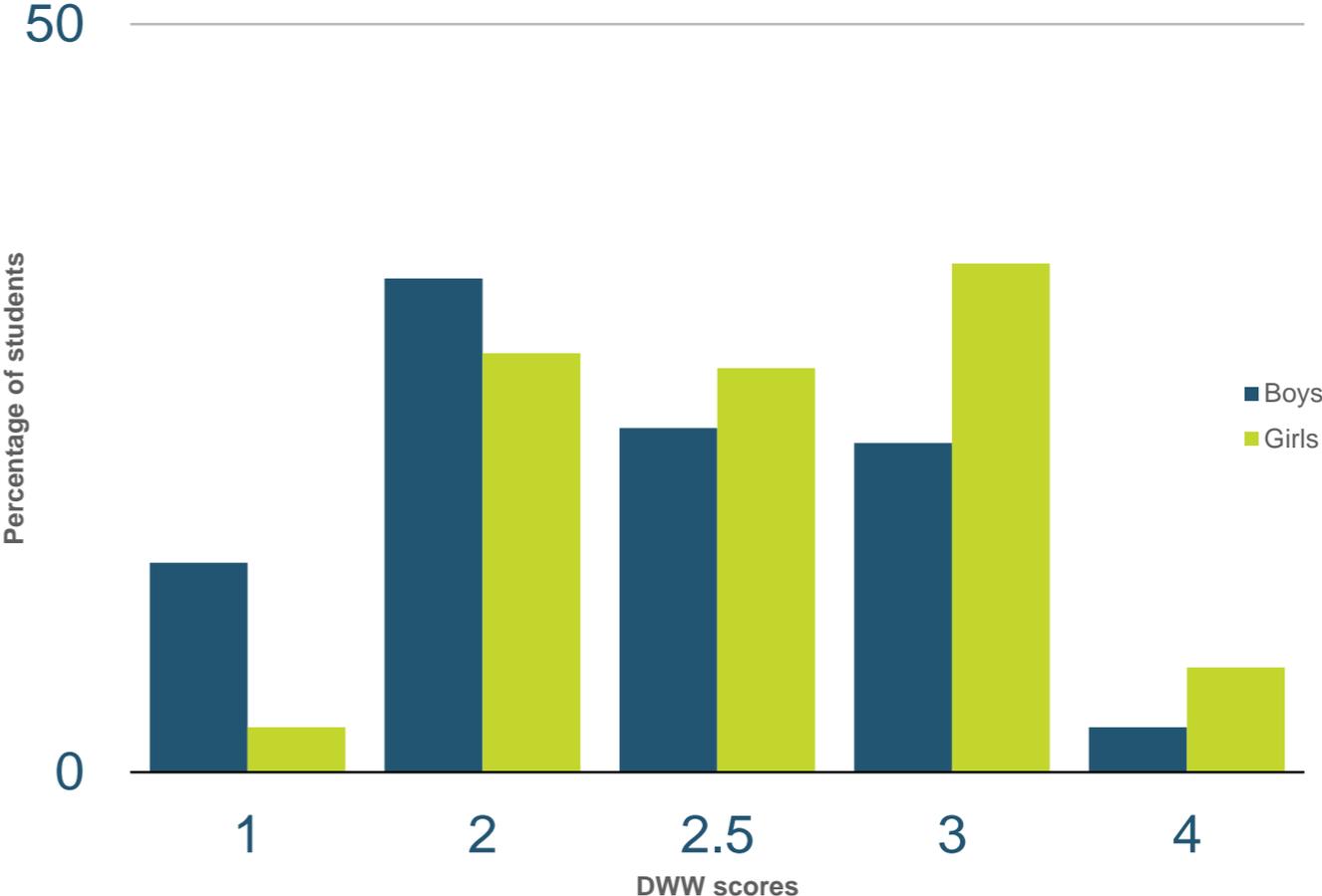
GOAL #1

To improve writing results for all learners.



DISTRICT WIDE WRITE

This graph compares writing results between boys and girls in the District Wide Write. District Wide Write is scored on a 5 point scale, with 1 being the lowest and 5 being the highest. This data indicates that boys consistently score lower on writing assessments than girls do. In addition, many of our boys refuse to complete writing tasks. This data is confirmed by our Foundation Skills Assessment scores and is backed up by anecdotal evidence in classrooms across the school.



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

As a school, our District Wide Write and Foundation Skills Assessment scores suggest that writing is an area that requires attention. Boys and Indigenous students are more likely to score poorly in writing assessments.

STRATEGIC FOCUS:

Evidence suggests that many of our boys and Indigenous learners struggle with writing task initiation and completion.

STRATEGIC INQUIRY:

If all staff implement daily Writer's Workshop across the school, will participation and achievement in writing tasks improve, specifically for boys and Indigenous learners.



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Monthly

Use of District Wide Write rubric to assess student writing



TARGET

10%

increase in the number of students achieving a 2.5 or 3 on the District Wide Write from September to June



RESOURCES

When Writers Drive the Workshop: Honoring Young Voices and Bold Choices

SUPPORT

District Literacy Vice Principal



PROFESSIONAL LEARNING

2 PROFESSIONAL DEVELOPMENT DAYS AND 1 STAFF MEETING /MONTH DEDICATED TO WRITER'S WORKSHOP



SUPPORTING STRUCTURES

SCHOOL -BASED TEAM TO SUPPORT WITH HIGHER-TIER INTERVENTIONS

LIF FUNDING FOR SMALL WRITING GROUPS



STRATEGIC PRIORITY TWO

Success for all learners



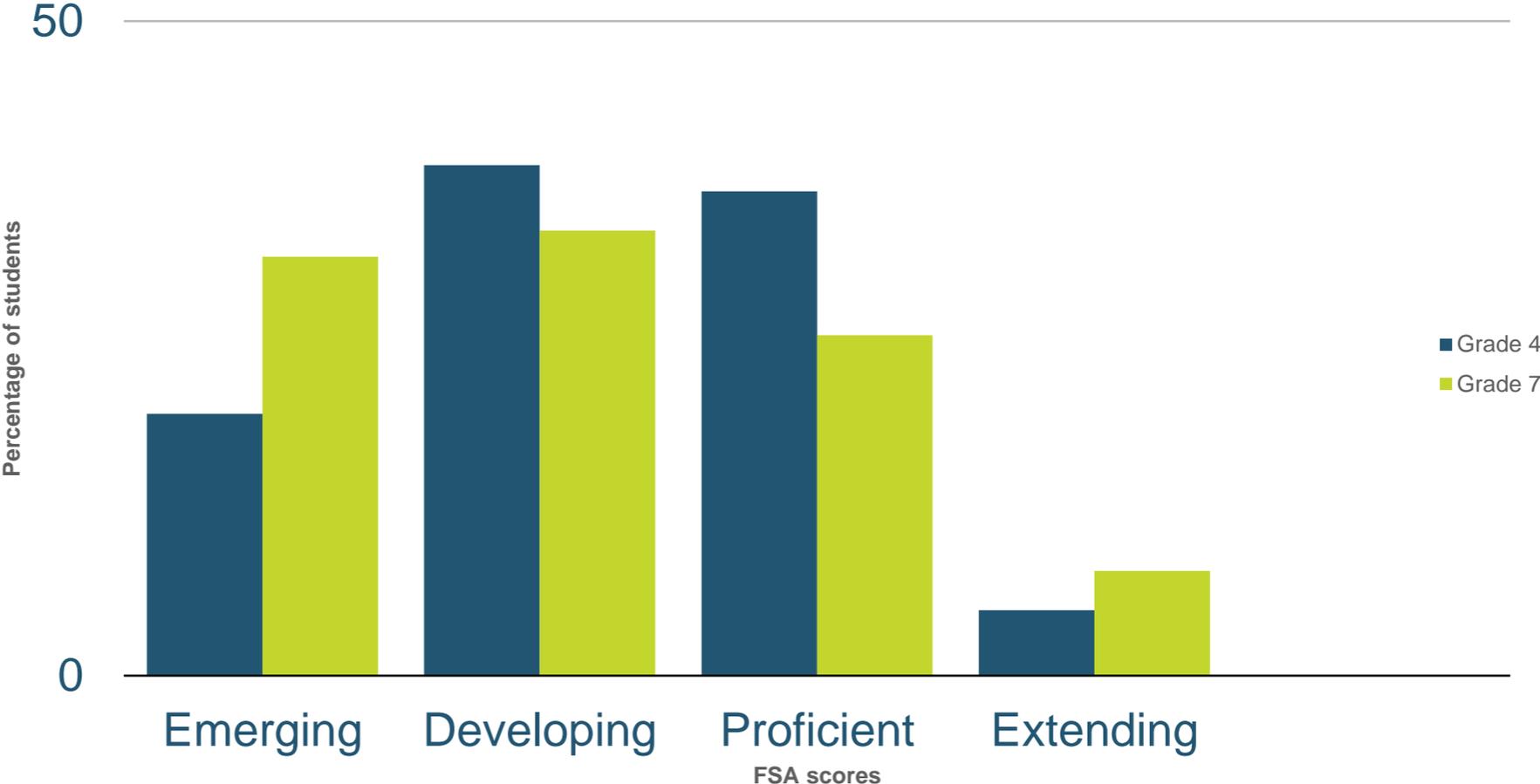
GOAL #2

To improve our data collection and analysis to better identify areas for growth in Math.



FOUNDATION SKILLS ASSESSMENT

This graph examines overall Mathematics scores for Grades 4 and 7 on the Foundation Skills Assessment administered in April 2021. This data indicates that the majority of our students, in both grades, score in the “developing” range.



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

Although we know that there are areas for improvement in our Math instruction, we do not have adequate data to hone in on the specific areas where we might increase our focus and provide professional development for teachers.

STRATEGIC FOCUS:

FSA results indicate that the majority of our students in both Grades 4 and 7 are “developing” in Math.

STRATEGIC INQUIRY:

If all staff consistently implement and analyze the results of the SNAP assessment at least 3 times each year, will we be able to provide more targeted interventions for students to improve overall Math proficiency?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

3X/year

Use of SNAP assessment to identify targeted areas of Mathematics instruction



TARGET

10%

increase in the number of students achieving a 3 "proficient" on the SNAP from October to May.



RESOURCES

Workshops and resources on the SNAP website

SUPPORT
District Numeracy Vice Principal



PROFESSIONAL LEARNING

3 STAFF MEETINGS/YEAR DEDICATED TO SNAP PROFESSIONAL LEARNING



SUPPORTING STRUCTURES

SCHOOL-BASED TEAM TO SUPPORT WITH HIGHER-TIER INTERVENTIONS



STRATEGIC PRIORITY THREE

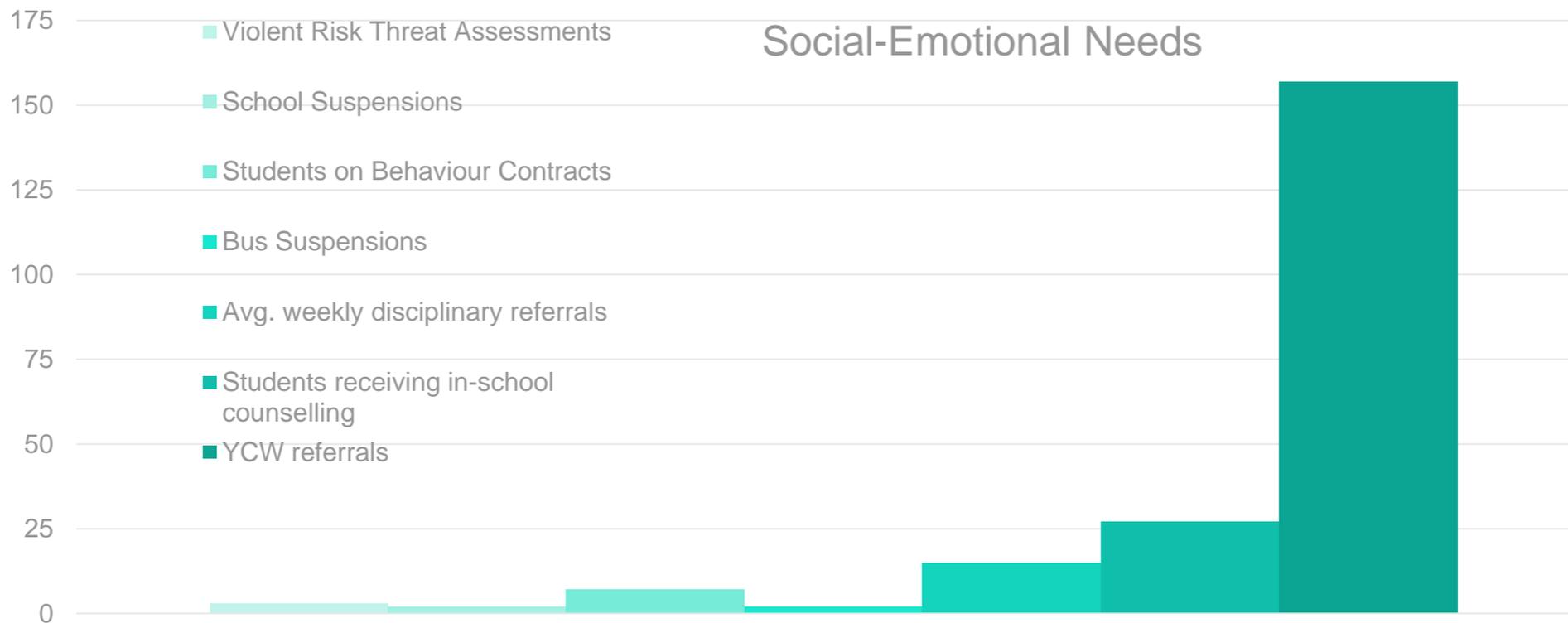
Excellence in Teaching and Leadership



GOAL # 1

To develop the personal and professional capacity of staff to become more proactive in managing school culture and student expectations.





OFFICE REFERRALS

In this graph, we have tracked key indicators for social-emotional development in our students, such as the number of disciplinary visits to the office, the number of school suspensions, and the number of students working with our Youth Care Worker and school counsellor. It is apparent that our students require support in areas such as self-regulation, personal and social problem-solving, and decision-making.



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

A significant number of our students are referred to the office on disciplinary matters and matters related to social-emotional regulation. These matters impact their ability to learn, and often lead to disruption of the learning environment.

STRATEGIC FOCUS:

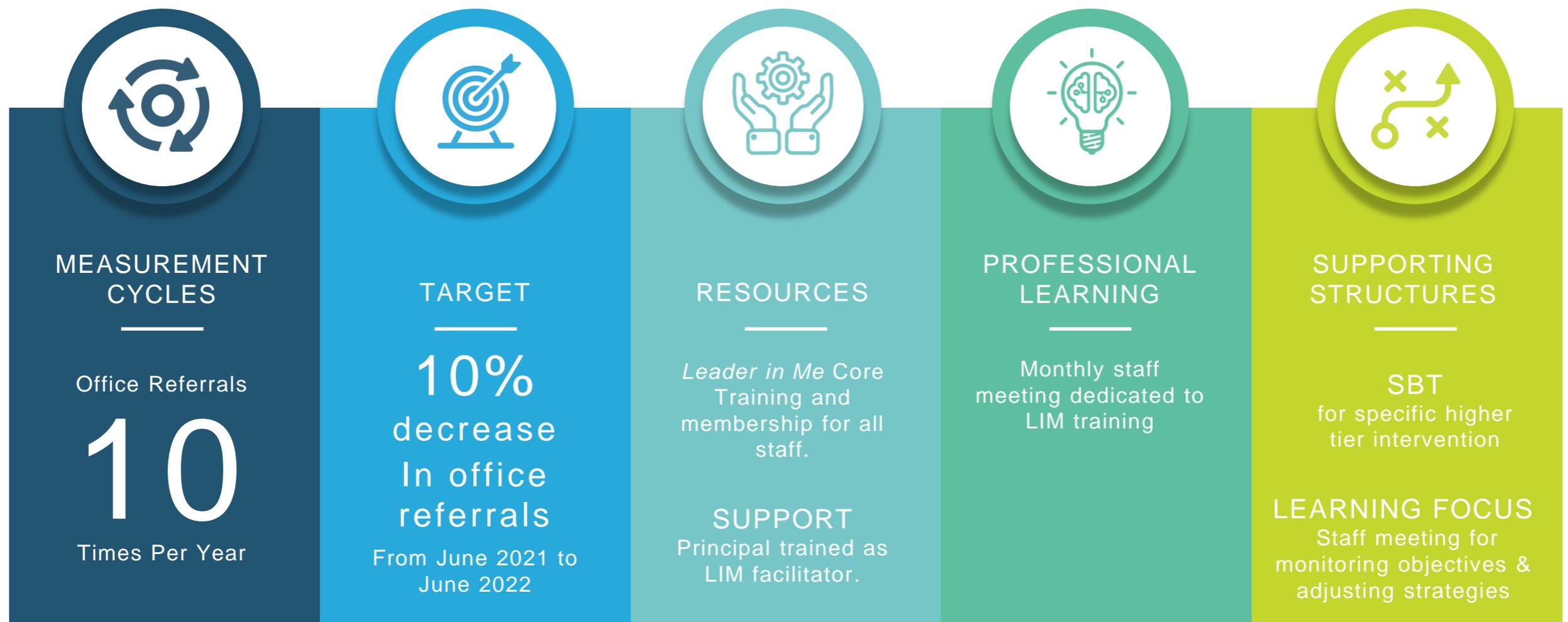
We want to improve staff capacity to support students to develop strategies to manage their emotions and make positive choices.

STRATEGIC INQUIRY:

If staff model and explicitly teach the strategies embedded in *Leader in Me*, will students improve in their decision-making capacity as measured by a decrease in disciplinary actions and office referrals?



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership



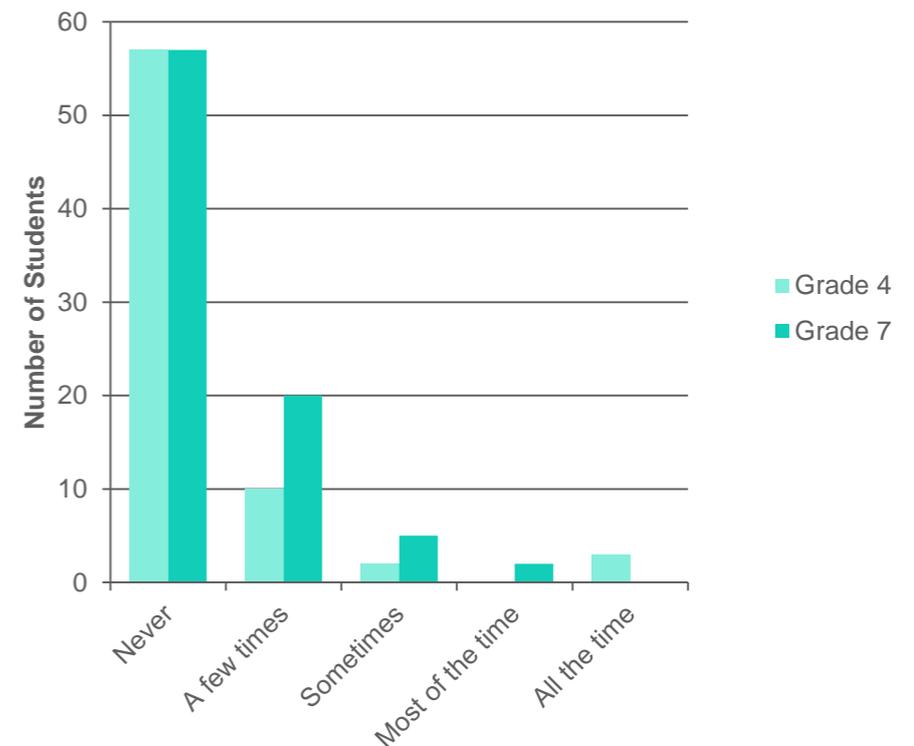
GOAL #2

To increase staff awareness of the
impact of the colonization of education.



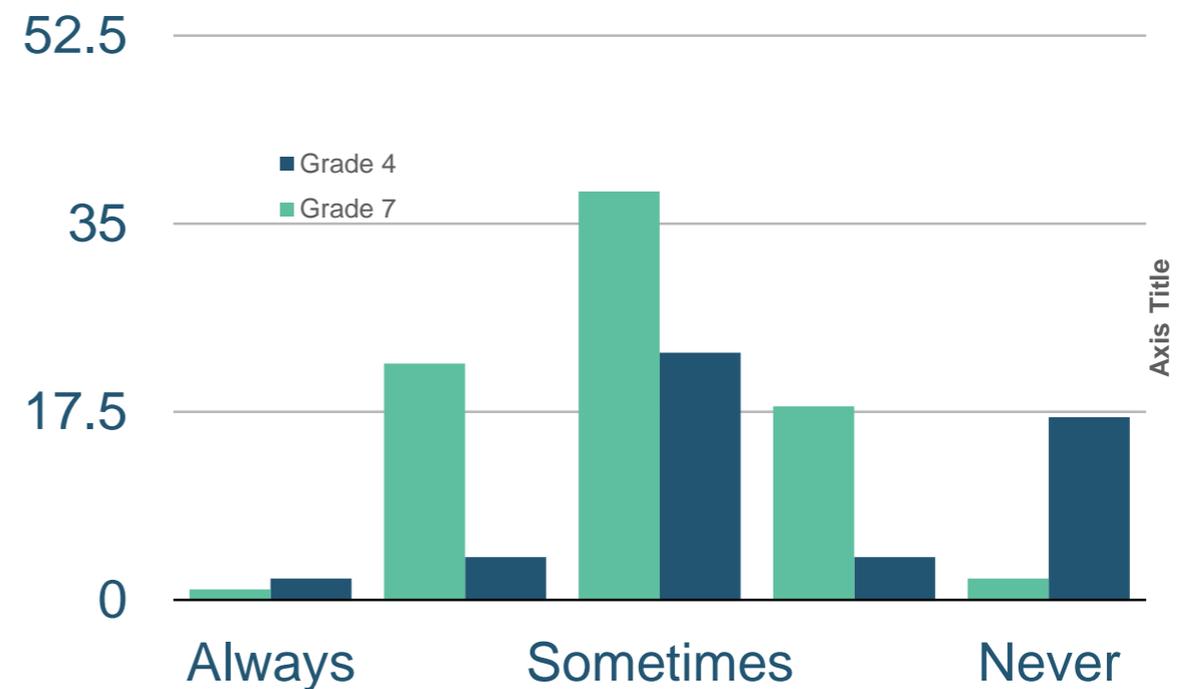
DO YOU PARTICIPATE IN FIRST NATIONS' ACTIVITIES?

From our Student Learning Survey, we can see that the majority of our students rarely participate in First Nations' activities. If we want to build understanding between all students, and support our First Nations' students to feel connected to their learning, we need to build our staff capacity to understand and infuse First People's Principles and Ways of Knowing into the curriculum.



ARE YOU LEARNING ABOUT LOCAL FIRST NATIONS?

Data from our Student Learning Survey suggests that we are doing a better job at teaching about our local First Nations. However, there is still ample room for growth in this area.



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

Our students report a moderate understanding of local First Nations, but a lack of engagement with First Peoples' activities.

STRATEGIC FOCUS:

We want to guide all staff in an examination of colonization, and the Calls to Action, to ensure that our practice aligns with the spirit and intent of Truth and Reconciliation.

STRATEGIC INQUIRY:

Will the weekly infusion of First People's content and principles in all subject areas lead to more student engagement with First Nations' activities?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Monthly best practice sharing

Student Learning Survey
1x per year



TARGET

100%
of students will report that they participate in and learn about local First Nations and First Nations activities on the Student Learning Survey.



RESOURCES

- *Decolonize First*
- Calls to Action
- Truth & Reconciliation Report

SUPPORT

Working closely with our Ab. Ed support worker and elders.



PROFESSIONAL LEARNING

Collaborative grant providing opportunity to develop scope-and-sequence, units of study and review of resources.



SUPPORTING STRUCTURES

One staff meeting each month dedicated to the study of the impact of colonization.

LEARNING FOCUS

Staff meeting for monitoring objectives & adjusting strategies





SERVICES & SUPPORTS FOR INDIGENOUS LEARNERS

To support all of our goals, our staff, with the help of our Aboriginal Education Support Worker, will:

- Coach First Nations' students to provide a traditional welcome;
- Help organize 2 PAC meetings and 2 parent-teacher conferences per year on-reserve;
- Provide support to families when students are unable to attend school;
- Help to organize culturally-appropriate activities throughout the year;
- Facilitate regular communication between school and home;
- Provide a personal perspective on the impact of colonization on our Indigenous students and their families;
- Support all teachers to incorporate more First Nations content and activities into their practice;
- Collaborate with the Education Coordinators of our local First Nations to promote a spirit of cooperation and partnership with our local bands;
- Provide a supportive, welcoming environment for all of our Indigenous students.